



Presentation Secondary School Listowel Annual Report 2016-2017

Table of contents

Section One – Page 3

Mission Statement
Action Plan on Annual Report 2015-2016
School Improvement Planning/School Self Evaluation
Learning School Project 2016-2017
Senior Management Meetings
Year Head/Class Tutor meetings
Teaching and Learning Committee meetings
SNA Report
Post of Responsibility Reports: Assistant Principal and Special Duties
SEN
Faith Development
Staff Ethos Survey

Section Two – Page 76

Student Council
Parents' Association
Board of Management Agreed Reports
Senior Management meetings
Croke Park Hours 2015-2016
Action Plan on the Annual Report 2014-2015
Post of Responsibility Reports
Extracurricular Activities
Enrolment Challenges
Financial Overview

Section Three – Page 94

Subject Department Reports

Section Four – Page 215

State Exams Analysis Leaving Cert and Junior Cert 2016
Review Questionnaire of First Year May 2017
Questionnaire on Dr. Maureen Griffin Forensic Psychologist's workshop on Internet Safety
Questionnaire on Humour Fit Bullying Workshop
Whole School Surveys May 2017: students/teachers/parents repeat of March 215 questionnaires
Staff Ethos Survey
Review of Transition Year 2016-2017 students/teachers/parents
Evaluation of Think About Alcohol Preventative Education Programme Questionnaire results 3rd and 5th Yr
Learning School Project on Mind Mapping 2016-2017
Walkability Audit February 2017 Green Schools'

Section One

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.

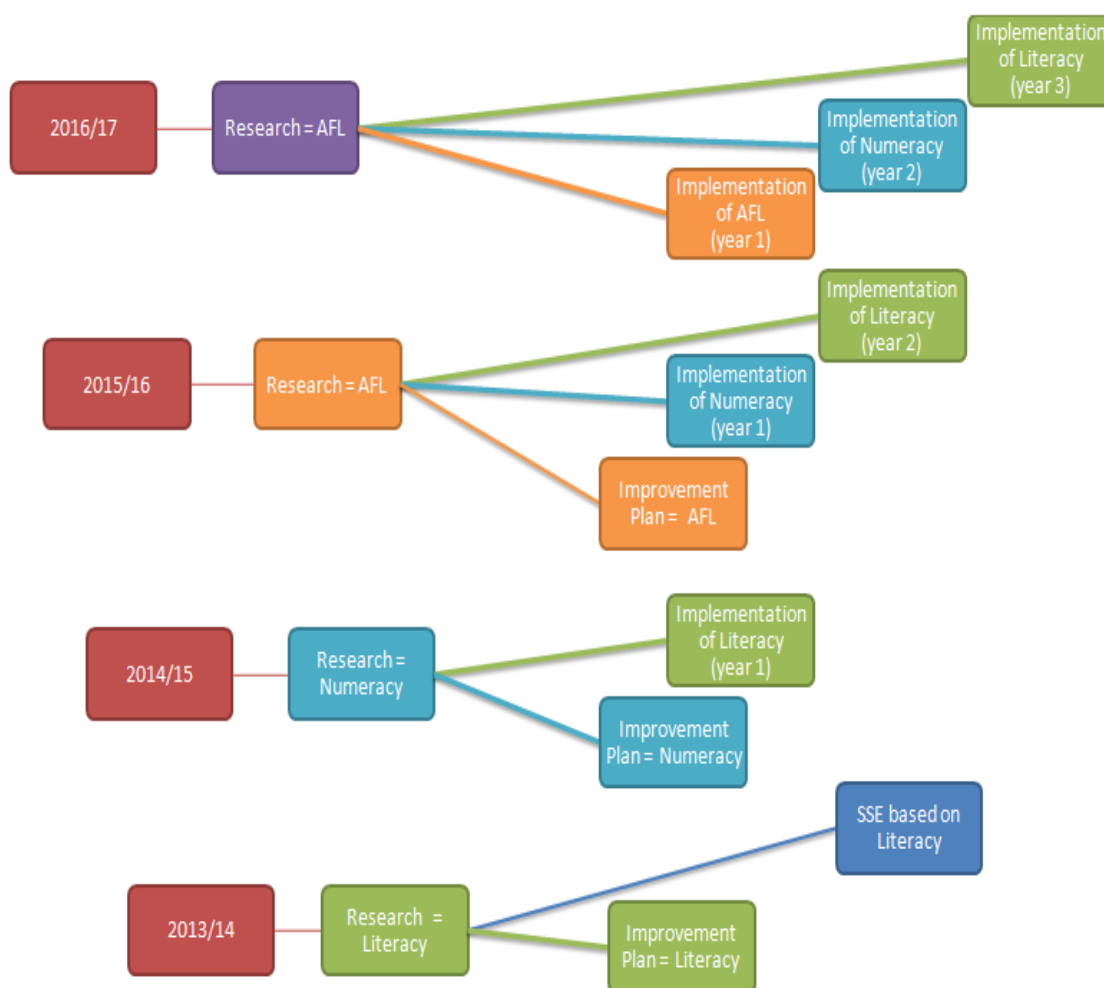
We aim to assist in the development of the full potential of each girl in a pleasant and safe environment, where the dignity of each member of the School community is recognised, affirmed and valued.

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.



Action Plan on Annual Report 2015-2016

2. School Improvement Planning



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

Summary of school self-evaluation findings

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

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

3.2 The following areas **are prioritized for improvement:**

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

4.3 The following legislative and regulatory requirements need to be addressed:

- Vetting
- Whistleblowing
- Review of Health and Safety Policy

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

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

Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion)	Section 29 Education Act 1998 provides for appeals procedures in these cases, which are dealt with first of all by the school. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision.	No Appeals have been dealt with or are being dealt with <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
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5. Appendix to School Self-Evaluation report: policy checklist – reporting to the school community

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

	responsible use of the internet	
Child protection policy	Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Parents as partners in education	Circular M27/91 requests schools to set up a parents' association, and promotes partnership between home and school	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Deployment of special needs assistants	Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of schools	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

OUR SCHOOL IMPROVEMENT PLAN

Summary of main strengths as identified in last SSE on (specify date):			<ul style="list-style-type: none"> • A strong staff commitment to promoting literacy • A print rich environment • Good support from the learning support department • Good structures to support students • An excellent ICT structure 		
Summary of main areas requiring improvement as identified in last SSE (specify date):			<ul style="list-style-type: none"> • We are going to expand the project to all Junior Cycle students for the academic year of 2016/17. 		
EVALUATION THEME	IMPROVEMENT TARGETS (RELATED TO STUDENTS' ACHIEVEMENT)	REQUIRED ACTIONS (RELATED TO TEACHING AND LEARNING THAT WILL HELP TO ACHIEVE THE TARGETS)	PERSONS RESPONSIBLE	TIMEFRAME FOR ACTION	SUCCESS CRITERIA/MEASURABLE OUTCOMES
Assessment for Learning	An improvement in the use of Learning Intentions and Success Criteria.	Internal CPD on AFL. Consolidate with second years. Introduce to first and third year students. Display learning intentions at the beginning of class. Use of success criteria to assist student learning. Link with learning support.	All first year teachers. Management Subject teachers Individual teachers Whole school staff	September 2016 to May 2017	Survey to ensure that students understand. Open ended questions to ensure student comprehend the project.

6. Ethos

- **Ongoing professional development**

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

- A staff Ethos Survey was conducted in May 2017 to review the staff perspective on our Ethos

7. Parental Involvement

The Parents' Association were invited to the May Board of Management meeting to discuss parental concerns

8. BOM Issues

The Agreed Report is on the school website

The Parents' Association and Student Council met with the BOM in May 2017

9. Public Relations Coordination

There is a New Public Relations Team in place

10. Learning School Project

A Learning School Project on Mind Mapping has been completed

11. Assessment for Learning

The staff decided to concentrate on embedding the Success Criteria and Learning Intentions this year

12. Year Head In-service Implementation

The Year Heads were requested to utilize the JMB resources

13. School Policies

The Board approved a number of policies

14. Timetable Review 2017-2018

The Teaching and Learning Committee, the staff and the Board of Management reviewed the timetable in light of the DES Circular re 35 minute classes.

15. State Exams Review

Each subject Department was asked to include an analysis of the State Exams results in their Annual Report submission

Presentation Secondary school Listowel

May 2017

Our Self Evaluation Report and Improvement Plan

1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1 Outcomes of our last improvement plan from [date] to [date] Targets from School Improvement Plan May 2016

- Internal CPD on AFL.
- Consolidate with second years.
- Introduce to first and third year students.
- Display learning intentions at the beginning of class.
- Use of success criteria to assist student learning.
- Link with learning support.

Outcomes

The lack of Croke Park hours interfered with our ability to deliver the internal CPD.

The use of AFL strategies; the Learning Intentions and Success Criteria were consolidated with 2nd years and introduced to 1st and 3rd years.

The use of learning intentions was displayed in classroom via the poster and presentation method.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period (*month/year*) to (*month/year*). We evaluated the following aspect(s) of teaching and learning:

Rationale

We chose the topic of mind mapping in order to improve the learning outcomes of our students. Research below will show that mind mapping helps students to organise and analyse the information that they are learning and hence they can apply the knowledge they have learnt to different situations. It focuses on the understanding of material and the connections between different areas of the topic, as opposed to rote learning. It benefits visual, kinaesthetic and creative learners in particular and also aids mixed ability teaching as different learners can tap into different rungs in the hierarchy of thought in a particular topic. The majority of our classes in this school are mixed ability so we thought this would really benefit the teaching and learning in our school. The technique of mind mapping is increasingly being taught across schools in Ireland and it is acknowledged by the National Council of Curriculum and Assessment (NCCA) as helping to achieve some of the six key skills that form the foundation of our new junior cycle programme (links and more details follow below). We therefore wanted our students to acquire this skill.

Mind maps came to the fore in the 1960's as a result of the work and influence of Tony Buzan, who was a British psychologist. Although there are a lot of different types of mind maps they generally involve a central idea being placed in the middle of a page and other ideas/themes linked to it being placed around this central idea. There may also be connections made between these outer ideas/themes and these outer ideas/themes may also have their own 'mini' mind map generated off them and so on. The quote below by

Buzan, explains how mind maps can be used to analyse and synthesise information; to make parallels between different ideas and hence promote critical thinking.

'I used to take formal notes in lines of blue, and underline the key words in red, and I realised I needed only the key words and the idea. Then to bring in connections, I drew arrows and put in images and codes. It was a picture outside my head of what was inside my head - 'mind map' is the language my brain spoke.'

A study was carried out in Malaysia on the effect of graphical organisers (Gos) in the classroom (a link to this study is attached). Gos can be used to create a mind map electronically, and the people carrying out this study found that not only did mind mapping benefit the students' learning but they found that students who utilised it performed better than their peers who used several different methodologies. The following is an extract from their study;

GOs are visual representations, models, or illustrations that depict relationships among the key concepts involved in a lesson, unit, or learning task (Braselton & Decker, 1994) while Meyen et al (1996) stated that GOs are "visual displays teachers use to organize information in a manner that makes the information easier to understand and learn". Students who used GOs as a learning strategy performed better rather than the students who used underlining (Amer, 1994), note-taking (Reader & Hammond, 1994), discussing with co-students (Chularut & De Backer, 2004) or outlining (Robinson & Kiewra, 1995).

The Second Level Support Service (SLSS) produced a resource in 2008 (link attached) recommending the use of mind maps in class, citing that they were particularly beneficial for generating high quality learning in mixed ability teaching. They also mention that mind maps are useful for formative assessment as students can see how they are doing in a particular topic, and they also note them as being beneficial for visual, auditory and kinaesthetic learners. A list of topics that were found useful to teach/revise through the aid of a mind map are listed in the resource. These were provided by different subject teachers. In addition it should be noted that mind mapping can be used in the preparation of projects/case studies that are part of the Junior or Leaving Certificate accreditations. The Professional Development Support for Teachers (PDST) notes that mind mapping is 'an excellent visual way of preparing for both the case study and the written paper' with regard to the subject, the Leaving Certificate Vocational Programme (link attached). Hence the tool of a mind map can be used across the whole curriculum.

One of the six key skills of the new junior certificate framework is 'Managing Information and Thinking'. The NCCA compiled a resource on this key skill in July 2013 entitled 'Key Skills of Junior Cycle – Managing Information and Thinking', whereby several advantages of using mind maps to achieve this skill are given (link attached). This following is an extract from this resource:

A mind map is a useful way to help students come up with new ideas or make sense of complex topics or see how pieces of information fit together. This can also be a useful technique to improve the way your students take notes. More than this, mind maps encourage creative thinking and they hold information in a format that students find easy to remember and quick to review. They are more compact than conventional notes, often taking up one page.

Another of the six key skills of the new junior cycle framework is 'Being Creative' and clearly from the above citation mind mapping would fit under this umbrella too. Mind mapping is also listed as a possible tool for helping to embed a third key skill of the new junior cycle framework - 'Communicating' (link attached – NCCA Sept. 2013).

To further back up the place of the mind map in helping students to achieve some of the six key skills of the new junior cycle programme it is interesting to note that a resource was published by the NCCA in October 2012 (link attached) where two of the learning outcomes under the heading of 'Managing Information and Thinking' are to be able to;

- *Make connections between what I already know and new information*
- *Present and organise information and data so that it makes sense to me and others*

In addition two of the learning outcomes of 'Being Creative' are to be able to

- *Use a variety of learning tools that help me to be creative*
- *Create digital media objects which demonstrate creativity and imagination to present learning*

This further backs up the role of the mind map in education at the present time and into the future as the research above shows mind mapping is clearly a tool for achieving these learning outcomes.

Originally we did not set out to do a Learning School Project on mind mapping but we were guided towards this topic as a result of the following reasons.

When we met with our school principal at the start of the year, she was hoping to do some work this year on updating and improving the homework policy of our school. She wondered if we could do a learning schools project on improving the attitudes of pupils towards homework and making them realise the importance of it to their learning and not just looking upon it as mere drudgery!

As a result of this, we decided to survey our first year students and we asked them a variety of questions on homework (survey attached). This was with the view of seeing could we spot a focal point in the students' responses that would lead us in the direction of improving their learning. The reason we focused on first

year students was based on their adaptability as they are new to second level education and we hoped that their eagerness to learn would assist our project. It emerged from the survey that the students did not rate doing summaries of chapters/topics as being beneficial to them whilst studying at home. Now it must be acknowledged that it is quite possible that the students did not understand what a summary was, the students being so new to second level education at this stage, or perhaps that never experienced how doing one could help them in their learning and hence they did not see the benefits of them, but it was still a result that grabbed our attention.

We then heard conversations in the staff room about teachers having given first year students tests, and if the question was phrased differently to what they were used to they panicked, and got quite worried. Hence it was clear that the application of knowledge, the analysis of it, the synthesis of it and the evaluation of it, were processes (the higher rungs of Bloom's taxonomy) that our students were finding difficult.

One of our team, (Úna) used to teach in a school where there was a strong emphasis on mind maps being used as a tool for revision and study. Some students in this particular school had struggled with the idea of independent learning and knowing *how* to study. Mind maps had really helped a lot of these students and the teachers had really gotten on board with it. Úna began talking to her sixth year and second year classes about the benefits of using mind maps for consolidating information in

mathematics. This was in response to several sixth years finding it very hard to decipher what maths method to use in different situations in a statistics exam. All the pupils in these two classes had never used mind maps in their studies and we began to feel that it was a tool that they should at least have the option of using.

All three team members also noted how when we are covering free classes some students 'study' but do not take any notes while doing so, hence how effective is it? We began to realise that although our school has a long history of academic success, there are some students that are not sure how best to study; and that perhaps there is a study method that suits them best, that they have not learnt yet.

Arising from these results, we decided to do a project on introducing mind maps to first year students, with a view to the students learning how to do them, and if they found them beneficial, being able to use them at home too as a means of recapping and revision. We do not anticipate that all the students will embrace the mind map and find it a very valuable tool in their learning, but we do think that some students will.

We limited our project to first year students as we felt a smaller group would be more manageable to observe and monitor student learning with regard to the introduction of mind maps. If our mind maps are successful with some students we will continue using them next year when our group enter second year, and we will also teach the method of mind maps to our new incoming first year students too.

It is worth noting that the teachers who carried out a Learning School's Project in our school last year focused on outlining learning intentions and success criteria during each lesson. We feel that our project could carry on from this topic as we intend to develop a sense of student learning beyond the classroom where what the students learn in class can directly correlate to the learning they experience at home through the medium of summary assignments, thus enhancing the quality of their understanding and learning.

Towards the end of our project, we will liaise with our school principal as to whether we will put mind mapping into our homework policy, and whether we will add it to our School Improvement Plan.

2. Findings

Section 4: Conclusions and Recommendations

Students

- 100% of our 1st year students now know what a mind-map is and how to use one. The majority of students found them helpful with their learning and were happy that they learnt this skill.
- 82% of students said that they would prefer to use mind mapping in more classes
- 69% of students said they would use them at home independently.

We are happy that we achieved our aim in giving the students an extra learning methodology.

Project Team

We, the project team, found this project extremely beneficial for our own practice as teachers and will continue implementing mind mapping with our second year students next year and the incoming first year students too. We all came to realise the benefit and impact of a learning schools project. Liaising with each other as well as other colleagues benefited the teaching practices of everyone concerned. We found sharing opinions and resources informed our teaching and the long term implications from this are invaluable to developing as educators in our school community.

We would like to thank all our students, all staff members, the school management, our first year parents and guardians and the Tralee Education Centre for all their support with this project which enabled us to meet our objectives.

School Community

The Learning School's Project noticeboard that is in the social area in our school increased awareness to the whole school community as to what stage we were at in this project. We also provided regular updates on the staffroom noticeboard e.g. the results of our survey on mind mapping to first year students (after they had been taught this skill). At our staff meeting on the 4th

of May, we spoke about our project and other staff members were given the opportunity to ask questions on it. The discussion gave other teachers a chance to reflect on their own practice and all teachers agreed to do a mind mapping class with their first year students in the lead up to the summer exams. We also let them know that we would have a folder in the staff room which will contain some templates on mind maps, and that we are on hand at any time to offer guidance and support.

2.1 This is effective / very effective practice in our school

List the main strengths of the school in teaching and learning.

- An open and honesty were teachers are interested in self assessing.
- A tradition of action research, reflecting on our practice.

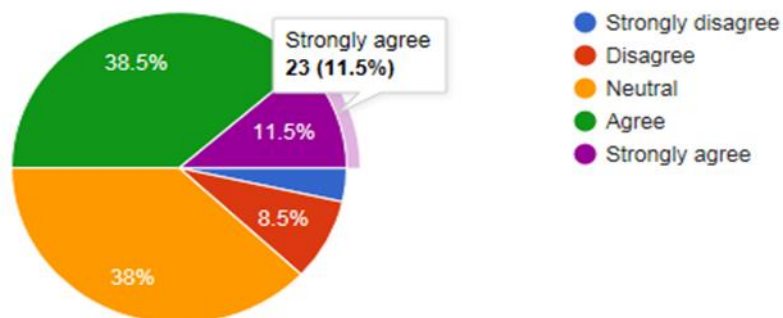
2.2. This is how we know

List the evidence sources. Refer to students' dispositions, attainment, knowledge and skills.

Whole School Survey

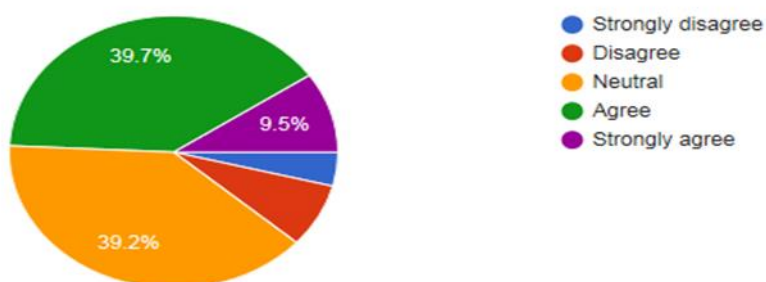
I am proud to be in this school.

200 responses



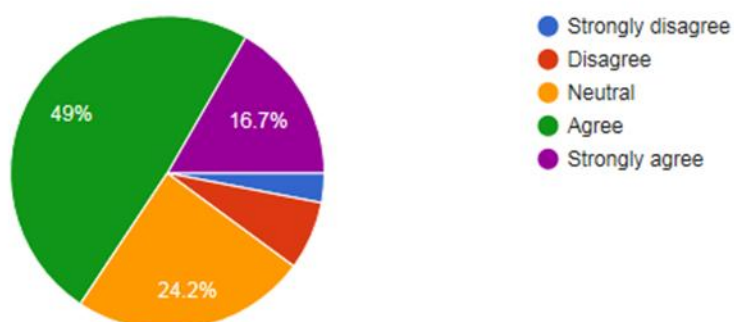
I enjoy going to my classes.

199 responses



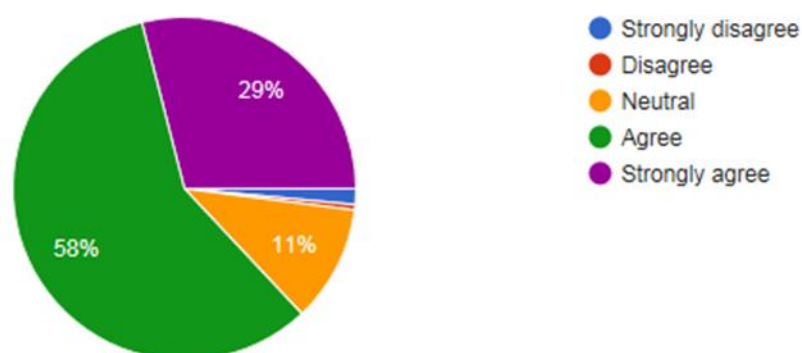
I feel safe and cared for in this school.

198 responses



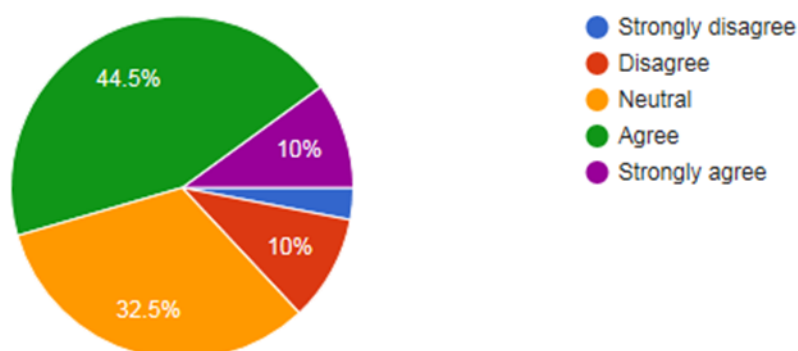
I get on well with other students in this school.

200 responses



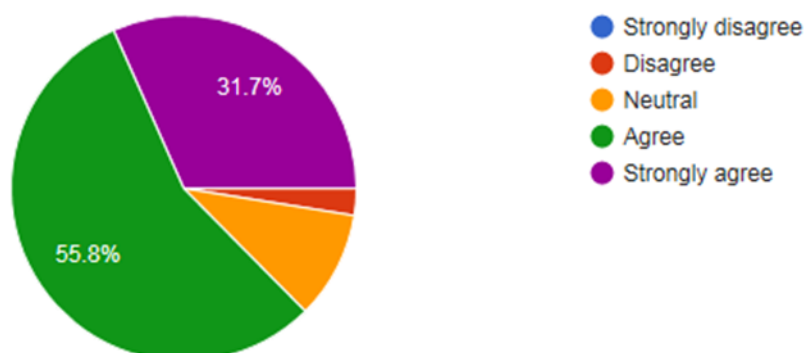
There is a good atmosphere in this school.

200 responses



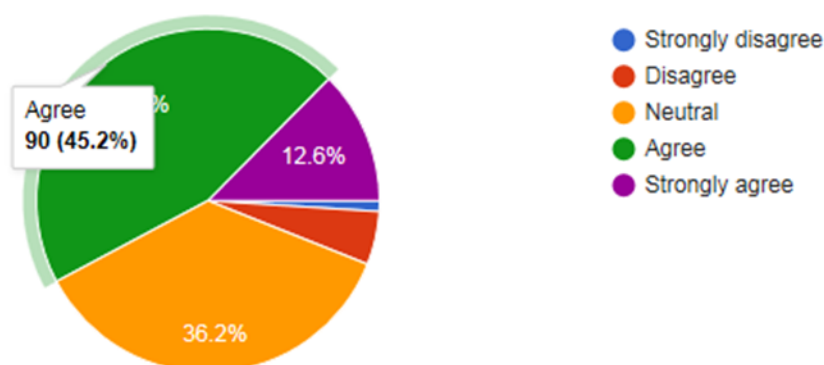
I understand the school rules.

199 responses



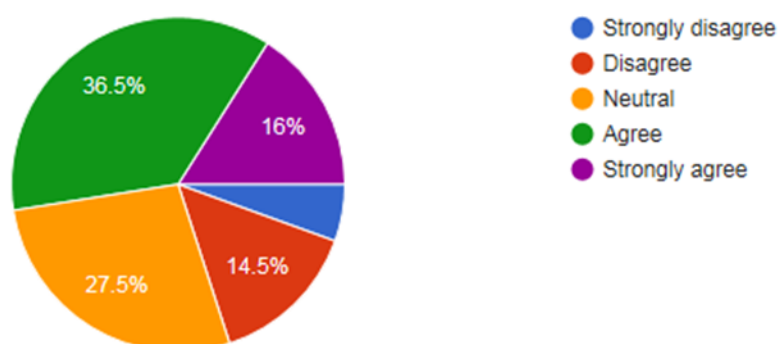
The behaviour of students is good in this school.

199 responses



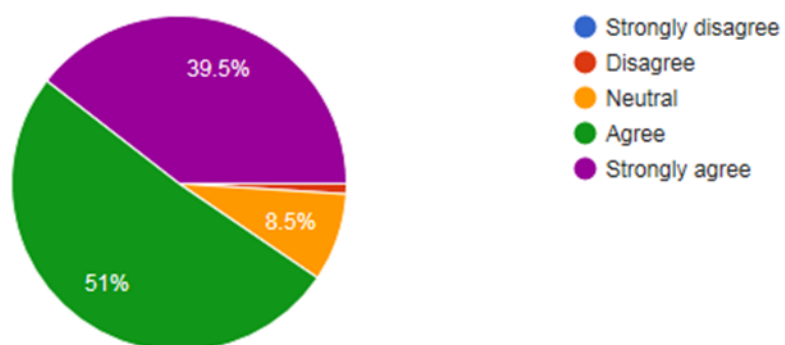
All students are treated fairly and respectfully in this school.

200 responses



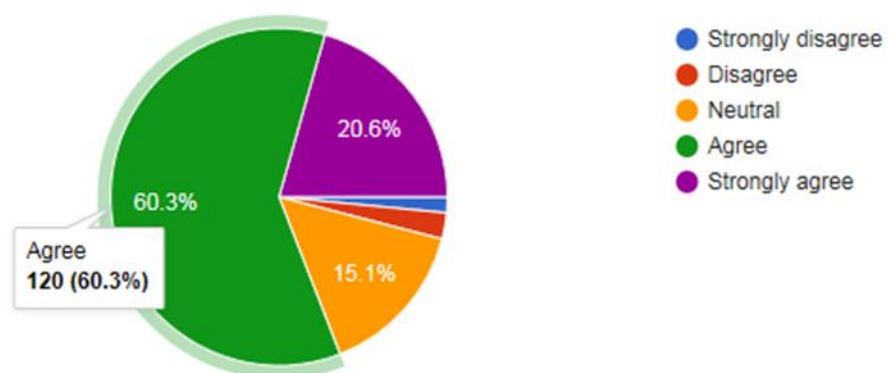
Attendance at classes is checked regularly.

200 responses



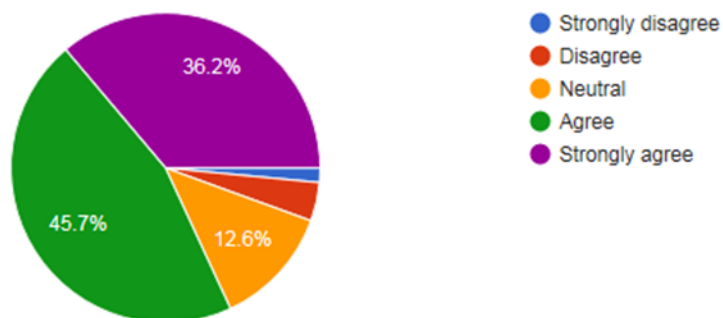
My classes begin on time.

199 responses



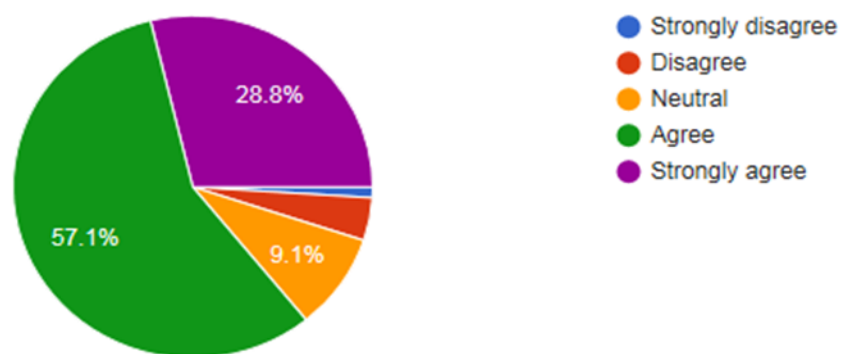
In this school there are clear rules against hurting other people by what we say or do.

199 responses



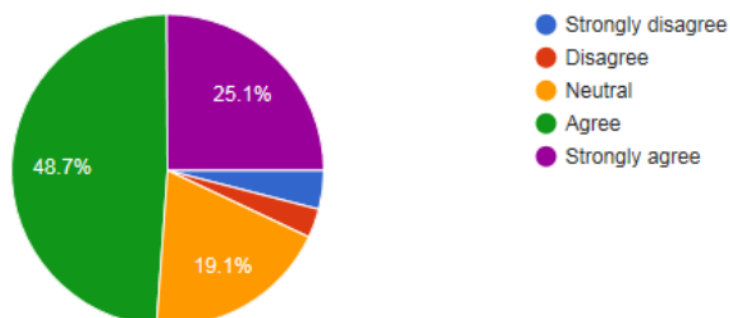
In school I have learned about different kinds of bullying.

198 responses



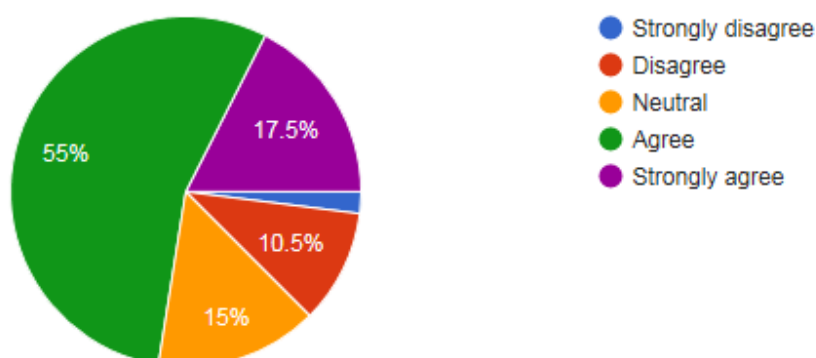
If someone is bullying me I can get help from a teacher or other adult in the school.

199 responses



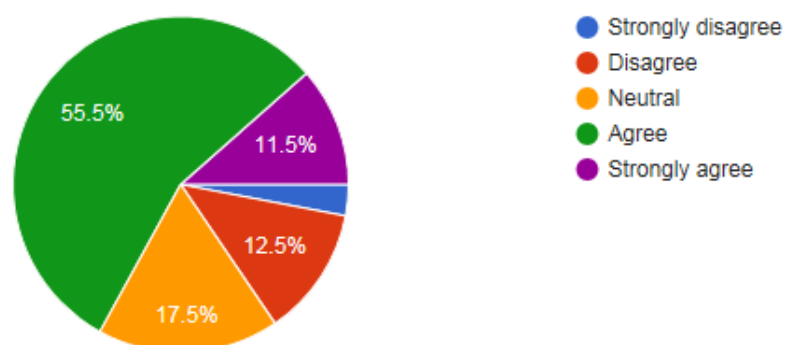
I learn about drugs and alcohol issues in some lessons.

200 responses



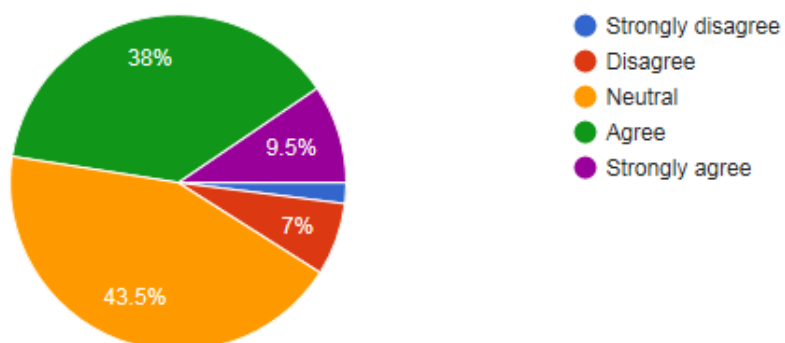
I learn about relationships and sexuality in some lessons.

200 responses



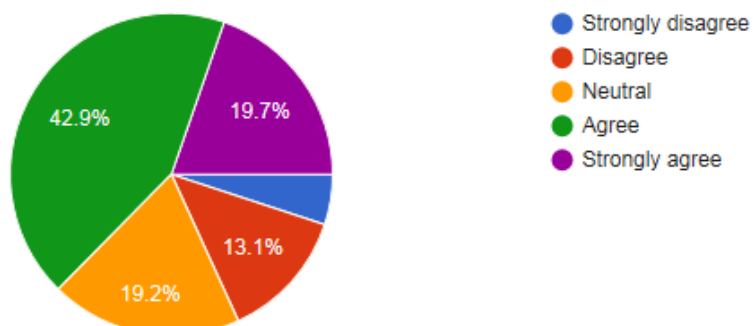
My classes are interesting.

200 responses



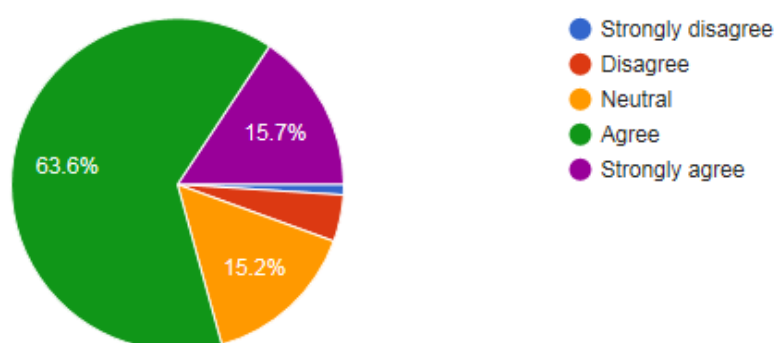
I have very few free classes a week.

198 responses



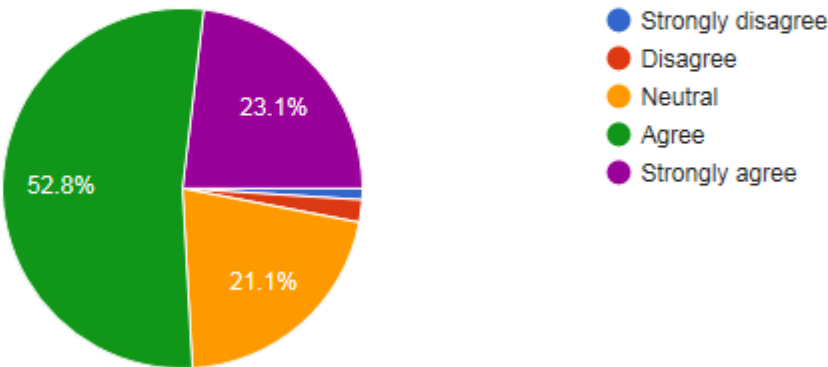
I am getting on well with my school work.

198 responses



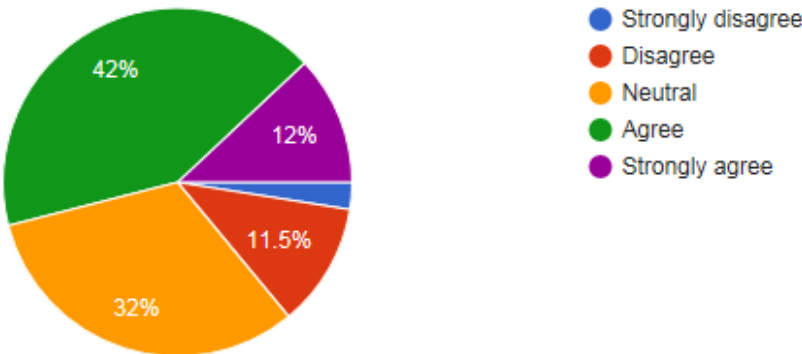
Teachers encourage me to do the best that I can.

199 responses



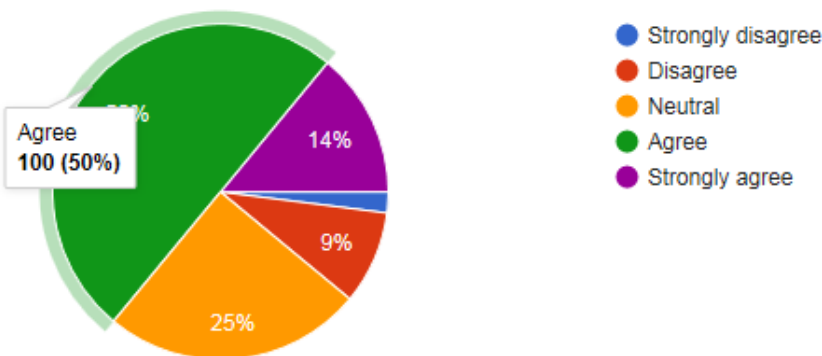
Teachers talk to me on how to improve my learning.

200 responses



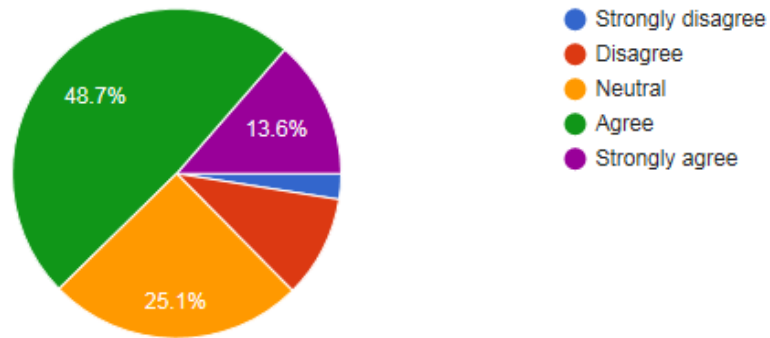
Teachers listen to me and pay attention to what I say.

200 responses



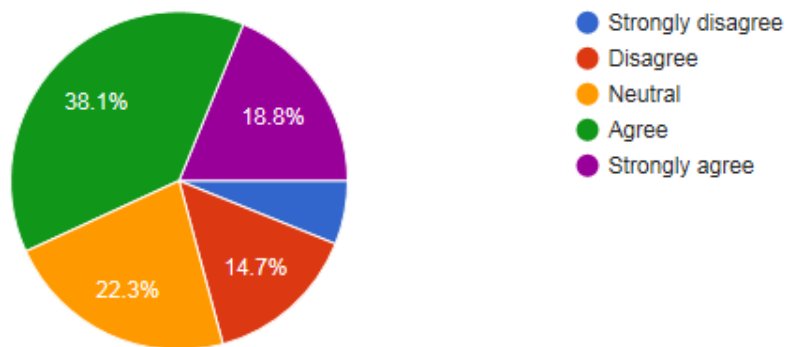
I get opportunities to work together with other students in my classes.

199 responses



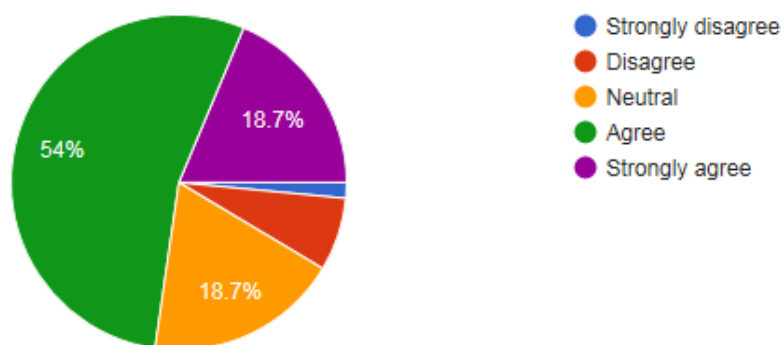
We use ICT regularly in classes.

197 responses



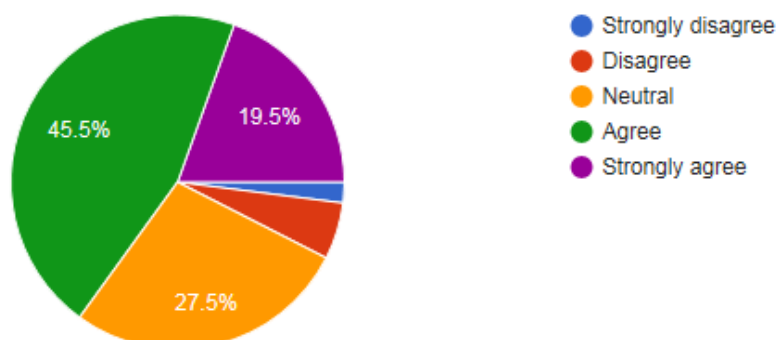
My homework is corrected regularly.

198 responses



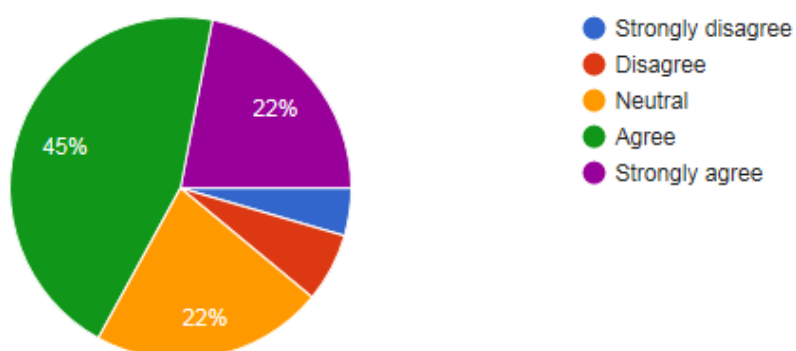
Teaching is good in this school.

200 responses



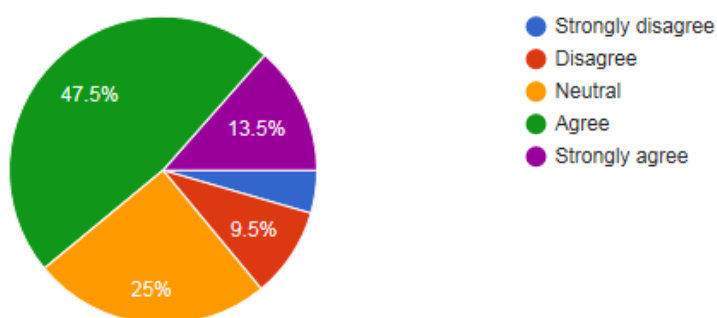
I can talk to an adult in the school if I am having problems.

200 responses



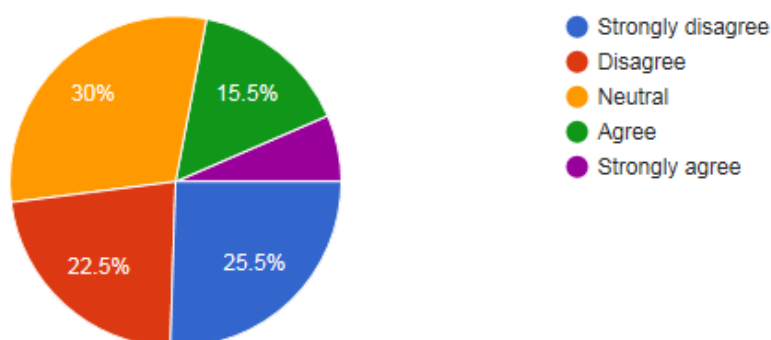
I get helpful advice and information from teachers when choosing subjects.

200 responses



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

200 responses



2.3 This is what we are going to focus on to improve our practice further

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

- To extend our target group to all first and second year students in the coming academic year.
- To resurvey the same cohort of students that we have worked with this year, when they are in second year and record any attitudinal shifts towards or away from mind mapping.
- To liaise with our school principal regarding the introduction of mind mapping to our homework policy for the coming academic year. We will be bringing this proposal before the board of management in early September/October.
- To enhance teacher understanding of the benefits of mind mapping and how best to implement it in our classes, CPD should be conducive to enhancing teacher development of mind mapping in their classrooms.
- If staff members in this school were to undertake projects such as this one in the future, we would recommend that they be allotted one period per week to work on it together (as part of their timetabled hours), as it is a considerable (though worthwhile) undertaking.
- We would recommend that if a Learning School's Project were to be carried out in the future that a member of the project team attends a meeting of the Parents Association to inform them about the project and to hear their views on it. This is something that did not occur to us until the end of our project, and we think it would have added an extra dimension to our project had we done this.

3. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Our Improvement Plan

Draft

Timeframe of this improvement plan is from September 2017 to June 2018






Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>To extend our target group to all first and second year students in the coming academic year.</p> <p>To resurvey the same cohort of students that we have worked with this year, when they are in second year and record any attitudinal shifts towards or away from mind mapping.</p> <p>To liaise with our school principal regarding the introduction of mind mapping to our homework policy for the coming academic year. We will be bringing this proposal before the board of management in early September/October.</p> <p>CPD should be conducted to enhance teacher development of mind mapping in their classrooms.</p>	<p>Teachers will be given mind mapping templates.</p> <p>Resurvey the cohort of students in October.</p> <p>Meet the principal to initiate new homework policy discussion in September</p> <p>External CPD options will be placed on the staff notice board.</p>	<p>All teachers</p> <p>Learning School project team.</p> <p>Principal and Learning School project team</p> <p>Principal</p>			

Senior Management Meetings

Senior Management Meeting

Friday 26th May 9am






Staff Study

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

Agenda

1. Welcome
2. Minutes of 16th March meeting
3. Matters arising
4. BOM Agreed Report May 2017
5. Forbairt Project 2017-2018
6. Planning for end of the year, exams, Sports Day etc
7. Annual Report 2016-2017
8. Action Plan on Annual Report 2015-2016
9. School Self Evaluation ' Looking at Our Schools' document Surveys 2016-2017
10. Planning for 2017-2018
11. Vision for the School BOM Plans school Plan 6 areas






Staff Study

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

Agenda

- a. Welcome
- b. Minutes meeting Friday March 2nd 2017
- c. Timetable planning 2017-2018, 2 class groupings in 2nd Year
- d. BOM Agreed Report January 2016
- e. New Building Project
- f. Staff meeting 27th April Agenda
- g. AOB

Staff Study

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

Agenda

- h. Welcome
- i. Minutes meeting 16th November 2016
- j. Timetable planning 2017-2018, Curricular Concessions Staff Allocation
- k. BOM Agreed Report January 2016
- l. Teaching Council Vetting Teaching Council Website






2. What is retrospective vetting?
3. 2. What is the relevant legislation with regard to retrospective vetting?
4. 3. How do I know if I have been previously vetted by the Council?
5. 4. I was vetted in recent years by my ETB/VEC. Will I have to undergo vetting as part of my registration renewal?
6. 5. How will I know when I have to commence the vetting process?
7. 6. Will I be able to renew my registration if I do not comply?
8. 7. I have completed the two stage vetting application process as requested by the Council, how can I show evidence of my application to my employer?

9. 8. Can I postpone being vetted?
10. 9. I am on a career break/going on career break during 2017; Do I still need to be vetted?
11. 10. I'm retiring during 2017; Do I still need to be vetted?

- a. Student Survey March 2017 compare to March 2015 Questions
- b. Eportal upgrade in-service
- c. Calendar 2017-2018 Monday 28th August
- d. Activities March-June 2017 Calendar staff share drive
- e. Behaviour Management issues, Assemblies Class Tutors meetings absence notes etc
- f. Draft Pastoral Care Policy Referral Form
- g. Draft Social Media Policy
- h. Finance Matters
- i. Parent access to eportal
- j. AOB

Senior Management Meeting November 16th 2016 2.05pm

Staff Study






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

Agenda

- k. Welcome
- l. Minutes meeting October 6th 2016
- m. Timetable planning for the schools years 2017-2018, 2018-2019 onwards
- n. Finance Matters
- o. Parent access to eportal
- p. AOB

Senior Management Meeting October 6th 2016 10.10am

















Staff Study

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

Agenda

- q. Welcome
- r. Board of Management Agreed Report August 2016
- s. The School Plan
- t. The School Strategic Plan
- u. Action Plan on the Annual Report 2015-2016
- v. Review of School Policies:

Checklist of policies

-  Admissions Policy 2016-2017
-  Child Protection Policy 2016-2017
-  Approval of DLP and DDLP by the BOM
-  Bullying Procedures Review
-  Critical Incident Policy
-  Permission of Principal to suspend
-  **Review of the Behaviour Code Suspension Expulsion Procedures review**
-  Policy on mobile phones
-  Policy on CCTV
-  **Protected Disclosures Policy**
- 
-  Administration of medications Policy
-  SEN Policy
-  Health and Safety Policy
-  Checklist review of the Anti- Bullying Policy
-  Review of Relationship and Sexuality Policy
- w. Annual Report 2016-2017
- x. Open Evening 2016 Enrolment trends
- y. Upcoming events
- z. AOB

- + Homework Policy to be reviewed
- + Learning School Project will be connected to the review
- + Parent Teacher meetings

Year Head/Class Tutor Meetings

Tuesday 30th August 2016

Venue: Staff Study

Agenda

- 1. Welcome**
- 2. Year Head and Class Tutor**
- 3. Implementation of the Code of Behaviour**
- 4. Board of Management ratification of new Suspension and Expulsion Procedures**
- 5. Minor changes to the Behaviour Code**

- + Use of mobile phones
- + Procession of a mobile phone
- + Videoing a teacher or students
- + Behaviour on the footpath outside of the school

- 6. Use of the journal**
- 7. Theme Week 5th September Study Week**

High expectations

Class Assembly Class Tutors and Year Head

- Lateness in the morning/attendance
- Uniform
- Bullying issues
- Mobile phones
- Pastoral Care Referral Form
- Academic/Behavioural tracking
- Keeping the base room clean

8. Role of the Year Head

Key Topics for Year Head

- > Developing clarity of role
- > The Year Head and year spirit

- > Behaviour issues and the Year Head
- > Linking with Tutors and Care Team
- > Academic role - supporting class teachers
- > Identification and support of those students with challenges
- > Dealing with difficult issues
- > Developing management skills in the Year Head
- > Communication and the Year Head
- > Building an effective Year Head team
- > Linking with parents and other agencies
- > Managing difficult conversations
- > Motivating Tutor teams
- > Principal/Deputy working with Year Heads
- > Whole staff and the role of Year Head
- > Resource needs for Year Heads
- > Managing time, meetings, administration and operational issues
- > Towards a common understanding of the Year Head role
- > Participant Agenda

9. Role of the Class Tutor

10. Luke Monahan's book

11. AOB

Year Head Meeting

Friday 14th October 2016

Venue: Staff Study

Agenda

12. Welcome





13. Year Head and Class Tutor Role

14. Implementation of the Code of Behaviour

15. Board of Management ratification of new Suspension and Expulsion Procedures

16. Minor changes to the Behaviour Code

Draft Policy on mobile phones

-  Use of mobile phones
-  Procession of a mobile phone
-  Videoing a teacher or students
-  Behaviour on the footpath outside of the school

17. Use of the journal

18. Class Assembly

- Lateness in the morning/attendance
- Uniform
- Bullying issues
- Mobile phones
- Pastoral Care Referral Form
- Academic/Behavioural tracking
- Keeping the base room clean
- High expectations

19. Role of the Year Head

Key Topics for Year Head

- > Developing clarity of role
- > The Year Head and year spirit
- > Behaviour issues and the Year Head
- > Linking with Tutors and Care Team
- > Academic role - supporting class teachers
- > Identification and support of those students with challenges
- > Dealing with difficult issues
- > Developing management skills in the Year Head
- > Communication and the Year Head
- > Building an effective Year Head team
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- > Managing difficult conversations
- > Motivating Tutor teams
- > Principal/Deputy working with Year Heads
- > Whole staff and the role of Year Head
- > Resource needs for Year Heads
- > Managing time, meetings, administration and operational issues
- > Towards a common understanding of the Year Head role
- > Participant Agenda

20. AOB

1st and 2nd Year Class Tutors

Meeting 28th February 2017

Agenda






- 1. Welcome Thank you**
- 2. Role of Class Tutor discussed at staff meeting in September 2016**

The Role of the Class Tutor

- Builds a relationship with each student
- Explains the school behaviour code on a regular basis
- Monitors attendance and punctuality
- Has access to information on students, ePortal, Year Head, Deputy Principal and Principal
- Builds decision making skills
- Encourages support of and participation in the ethos of the school
- Is notified before action is taken concerning a class member
- Helps develop study-skills
- Promotes class spirit and cohesion
- Has a sanction imposition function – e.g. placing student on detention with Year Head
- Helps students with exam preparation
- Check Journals
- Informs the students' teachers regards personal health, family bereavement issues
- Collects school funds and various administration forms 'Healthy Sexuality'
- Meets with year group of Tutors and Year Head
- Organises occasional class trips, class social and fund raising events
- Review exam results with students with Year Head (in urgent circumstances)
- Passes information to subject teachers when necessary
- Collect absence notes from students and enters on ePortal

- 3. Draft Pastoral Care Policy, referral form**
- 4. Study Skills handout**
- 5. Behaviour Management**
- 6. AOB**

Presentation Secondary School Behaviour Code

-  **Be prepared for class**
-  **Be on time**
-  **Be respectful**
-  **No bullying**
-  **Wear the correct uniform**

ANTI-BULLYING PROCEDURES FOR PRIMARY AND POST-PRIMARY SCHOOLS

Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

CYBER BULLYING

Placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Referral to Behaviour Management Team, Principal. Reported to Board of Management.





7. New procedures, canteen, toilets
8. Academic Tracking

Year Head meeting 14th October 2016

Venue: Staff Study

Agenda

21. Welcome
22. Year Head and Class Tutor
23. Implementation of the Code of Behaviour
24. Board of Management ratification of new Suspension and Expulsion Procedures
25. Minor changes to the Behaviour Code

-  Use of mobile phones
-  Procession of a mobile phone
-  Videoing a teacher or students
-  Behaviour on the footpath outside of the school

26. Use of the journal
27. Theme Week 5th September Study Week

High expectations

Class Assembly Class Tutors and Year Head

- Lateness in the morning/attendance
- Uniform
- Bullying issues
- Mobile phones
- Pastoral Care Referral Form
- Academic/Behavioural tracking
- Keeping the base room clean

28. Role of the Year Head

Key Topics for Year Head

- > Developing clarity of role
- > The Year Head and year spirit
- > Behaviour issues and the Year Head
- > Linking with Tutors and Care Team
- > Academic role - supporting class teachers
- > Identification and support of those students with challenges
- > Dealing with difficult issues
- > Developing management skills in the Year Head
- > Communication and the Year Head
- > Building an effective Year Head team
- > Linking with parents and other agencies
- > Managing difficult conversations
- > Motivating Tutor teams
- > Principal/Deputy working with Year Heads
- > Whole staff and the role of Year Head
- > Resource needs for Year Heads
- > Managing time, meetings, administration and operational issues
- > Towards a common understanding of the Year Head role
- > Participant Agenda

29. Role of the Class Tutor

30. Luke Monahan's book

31. AOB

Year Head Meeting Monday 6th March 11.55am

Venue: Staff Study

Brief meeting with Seamus Whitty

Agenda



32. Welcome

Year Head Role


Each year group will have a Year Head

LEADERSHIP:


The Year Head will have a role of:

-  Leadership in relation to the students and class tutors in their Year group. By liaising with the Principal and Deputy Principal regarding this role, they will be the figureheads around which the life of a year group will circulate.
-  They will have responsibility for developing a sense of community in each year group, for setting high standards of behaviour, punctuality and academic work for students and will be responsible for Year Group Assemblies for that year. The Year Head will also support tutors in providing a pastoral element.



ACADEMIC:

-  They will have responsibility for monitoring the academic progress of the students and signing the pupil reports. The Year Head will liaise with subject teachers, career guidance and special needs teachers and Deputy Principal to ensure that academic problems experienced by students in that year group are dealt with adequately.

PASTORAL:

-  Responsible for ensuring the pastoral needs of the group in co-ordination with the pastoral care staff.

BEHAVIOUR:

-  Monitoring the behaviour of students in that year and dealing with behaviour issues that are not serious enough to warrant the attention of the Deputy Principal and Principal. The Year Head will ensure that school policies and rules are explained to students and ensure that school rules and routines are respected.
-  Monitoring attendance, punctuality, and uniform of students in that year, by liaising with subject teachers on these issues and dealing with reported difficulties.

The Year Head will have a central role in behaviour management. The Year Heads along with the Principal and Deputy Principal will form the Behaviour Management Team.

33. Implementation of the Code of Behaviour

34. Items to be mentioned for the assemblies ‘Time Management’

35. Student Survey School Self Evaluation

36. Draft Social Media Policy

37. 5th Year/TY Challenge Mountain Climb

38. House Team Event Bog Walk

39. Extracurricular activities

40. Calendar for the rest of the year

AOB

Staff Meeting Record 4/5/17

Subject Matter: Tutor and Year head meeting.

Date: 4/5/17 Start Time: 1.50 Finish Time: 3.00

Present:

Eileen Kennelly, Margaret Walsh, Gerard Tarrant, Lisa Whelan, Aisling O Dwyer, Michael Daly, Gemma O Loughlin, Jacqueline Normile, Elaine Hickey, Claire O Riordan, Mary O Connor and Teresa Culhane.

What was discussed?

- Current tutor groups.
- Voluntary tutors for next year.
- Class lates/absenteeism etc.

What we decided?

- Conscious effort will be made again next year to find tutors that are suitable.
- Year Heads to continue dealing with behavior problems.
- Look for tutors on a voluntary basis.
- Continue with the merit cards and stamps.
- Issue yellow slips for lateness.

During the tutor meeting, we as a staff discussed the current tutor arrangements and the provisions for next year. In conclusion, we believe that the tutor system employed by our school is working well and will continue to be an excellent facility for the school.

Management will continue to strive to find tutor groups suitable for the teacher. In addition, year heads will persist with dealing of behaviours issues whilst the tutor will continue dealing with absenteeism and lateness. Some teachers expressed a desire to meet with tutees once a week to collect notes which will be at the discretion of the teacher. Lastly, we reaffirmed to success of the merit cards and stamps with the view of promoting these further in the forthcoming academic year.

Teaching and Learning Committee meetings

Teaching and Learning Committee meeting

19th September 2016

11.15am

Agenda

1. Welcome
2. Priorities for 2016-2017
3. Assessment For Learning with First Years and Second Years SIP
4. Subject Department Coordinators 2016-2017
5. Subject Department Plans
6. TY Subject Department Plans 2016-2017
7. PDST exams analysis results 2016
8. Learning School Project 2016-2017
9. Review of the Book Scheme
10. Review of Homework Policy
11. Plans for study skill for students
12. Theme Weeks
13. TY Programmes
14. AOB

Teaching and Learning Committee meeting

12th October 2016

12.10pm

Agenda

1. Welcome
2. Subject Department Coordinators: Responsibility for Yearly Plans
3. PDST Exams Analysis
4. Student Learning Policy (Homework Policy)
5. Learning School Project 2015-2016
6. Learning School Project 2016-2017
7. Mobile Phones Policy
8. Study Skills Presentation for parents and workshop for students Saturday 15th October
9. Book Rental Review
10. School Self Evaluation document for the School Community
11. AOB





Teaching and Learning Committee meeting

13th December 2016 11.55am

Agenda

- aa. Welcome
- bb. Minutes meeting October 2016
- cc. Timetable planning for the schools years 2017-2018, 2018-2019 onwards







Consultation process:

-  Board of Management Curriculum Advisory Sub Committee
-  Senior Management Team
-  Teaching and Learning Committee: feedback to staff
-  Circular 24/16
- dd. Finance Matters: photocopying, printing
- ee. Book Rental Review
- ff. Parent access to eportal
- gg. Junior and Senior Options Information Evenings January 2017
- hh. AOB

Teaching and Learning Committee meeting

24th January 2017 11.55am

Attendance

-  Eileen Kennelly
-  Margaret Walsh
-  Muireann O'Sullivan
-  Lisa Whelan
-  Margaret Daly
-  Teresa Culhane

Agenda

1. Welcome
2. Adoption of the agenda
3. Minutes of 13th December meeting
4. Matters arising
5. Wellbeing Guidelines September 2017 Policy on Wellbeing to be developed

6. Curriculum Review/Timetable 2017-2018 Option subjects in 1st Year going forward
7. Draft Pastoral Care Policy
8. BOM Agreed Report on the website
9. Book Rental Scheme Review
10. Parents Association meeting with Chairperson and Principal
11. School Development Planning and School Improvement
12. Mock Exams
13. Use of IT Grant
14. Team Teaching 2017-2018
15. Teaching Council Vetting
16. AOB

Teaching and Learning Committee meeting

7th March 2017

Attendance

-  Eileen Kennelly
-  Margaret Walsh
-  Muireann O'Sullivan
-  Lisa Whelan
-  Margaret Daly
-  Teresa Culhane
-  Norma Dowling

17. Welcome
18. Adoption of the agenda
19. Minutes of 24th January meeting
20. Matters arising
21. Staffing Schedule 2017-2018
22. Curriculum Review/Timetable 2017-2018
23. Eportal upgrade Parental Access
24. Staff Meeting Thursday March 30th??
25. Teaching Council Vetting

- What is retrospective vetting?
- What is the relevant legislation with regard to retrospective vetting?
- How do I know if I have been previously vetted by the Council?
 - I was vetted in recent years by my ETB/VEC. Will I have to undergo vetting as part of my registration renewal?
 - . How will I know when I have to commence the vetting process?

- Will I be able to renew my registration if I do not comply?
- I have completed the two stage vetting application process as requested by the Council, how can I show evidence of my application to my employer?
- Can I postpone being vetted?
- . I am on a career break/going on career break during 2017; Do I still need to be vetted?
- I'm retiring during 2017; Do I still need to be vetted?

- 26. Draft Social Media Policy
- 27. Draft Pastoral Care Policy referral Form
- 28. School Development Planning and School Improvement Student Questionnaire
- 29. Academic Calendar 2017-2018
- 30. School Finances Budgets Subjects Department
- 31. AOB

Teaching and Learning Committee meeting

21st March 2017

Attendance

-  Eileen Kennelly
-  Margaret Walsh
-  Muireann O'Sullivan
-  Lisa Whelan
-  Margaret Daly
-  Teresa Culhane
-  Norma Dowling

- 1. Welcome
- 2. Adoption of the agenda
- 3. Minutes of March 6th meeting
- 4. Matters arising
- 5. Curriculum Review/Timetable 2017-2018
- 6. Staff Meeting after Easter
- 7. Junior Cycle September 2017
- 8. 5th Year Book Lists
- 9. Replacement of Prefabs new Building Project
- 10. AOB

Teaching and Learning Committee meeting

26th April 2017

Attendance

- + Eileen Kennelly
- + Margaret Walsh apologies
- + Muireann O'Sullivan
- + Lisa Whelan
- + Margaret Daly
- + Norma Dowling
- + Teresa Culhane apologies

Agenda

- + Welcome
- + Adoption of the agenda
- + Minutes of March 21st 2017 meeting
- + Matters arising
- + Agenda for Staff Meeting 4th May 2017
- + Junior Cycle September 2017
- + AOB

SNA Report 2016/17.

The following is a report from the SNA department.

- ✚ 22th August we returned to school. Did 6 hours SEN work organising names and timetables for our students.
- ✚ 25th August we had an SEN meeting.
- ✚ 2nd Sept we attended a Staff meeting.
- ✚ First years students in school gave them out timetables, books and lockers.
- ✚ Met with our students and coloured coded their timetables. Complied plan B to be used when our main students are absent.
- ✚ Assisted with Recourse Teaching hours timetables.
- ✚ Team meeting re First year student.
- ✚ Attended team meeting for LCA student.
- ✚ Assisted with SEN department an Open Night.
- ✚ Attended Musical In Limerick with a SEN Student.
- ✚ Assisted with choir on Presentation Day in Church.
- ✚ Attended performance and workshops on Romeo and Juliet in Siamsa Tire.
- ✚ Accompanied SEN students on Orienteering Outing to Ballyseedy Woods.
- ✚ Accompanied 2nd year students to St Vincent De Paul shop, and Day Centre.
- ✚ Attended SEN meetings with SEN Co-Ordinator and other staff members.
- ✚ Updated Care Needs reviews each term.
- ✚ Attended Careers day in Killarney with SEN students.
- ✚ Attended Bank of Ireland with 1st year student.
- ✚ Assisted SEN students with Home Economics, and CSPE projects.
- ✚ Read and scribed for SEN students in Mock Exams.
- ✚ Accompanied SEN students on Bog Walk.
- ✚ Assisted with Hair and Beauty day with LCA students.
- ✚ Facilitated Reading Assessments for SEN student.
- ✚ Assisted in the Fundraiser Bingo for the school.
- ✚ Went on 2nd year History outing to Cork.
- ✚ Attended a Biology outing with 5th years in Killarney.
- ✚ Accompanied SEN student to UL.
- ✚ Accompanied 5th year students to UCC.
- ✚ Attended football/ soccer matches with SEN students.
- ✚ Attended outing in the Maharees with TY.
- ✚ Assisted with school Sports day.
- ✚ Assisted with Reading/Scribing, and Supervision of House and State exams.
- ✚ Completed on line Child Protection course.
- ✚ Throughout the year we attended to all SNA duties for SEN students eg, personal care, organisation re timetables and books, supervision, morning and evening hand over, assistance in class

Post of Responsibility Reports

3 Assistant Principal posts

Margaret Daly Annual Report – Post of Responsibly

Special Duties Post: September 2016 – June 2017

Assistant Principal

- School Self Evaluation and School Improvement Plan
- Presented an account of SSE/SIP at a staff meeting
- Attended a number of meetings with my principal and subject coordinators to discuss SSE/SIP and AFL
- Worked closely with teachers who have worked on mind mapping, AFL, literacy and numeracy school projects.
- Worked closely with senior management who are very committed to SSE/SIP.
- Completed various surveys which were distributed to parents, students and teachers to gauge satisfaction levels in relation to different aspects of school life.
- Collated and quantified the results in google forms; studying the responses.
- I research the circulars from the SSE, particular to wellbeing this year.

Book Scheme

- Distribute books to students on a weekly basis e.g. changing novels for first years/students changing subject levels etc
- Ordering of books in consultation with my principal
- Distributing and collection of books to our foreign students
- Recycling of books which are out dated
- Worked closely with two students who are appointed to help with the collection, distribution and bar coding of all text books
- Liaising with book reps is ongoing and samples are distributed to subject teachers
- As a result of the discontinuation of the senior cycle book scheme, we are hosting a book sale on the 18th of June.

Green School Coordinator

- Attended an SEAI energy recording workshop.
- This year we were very fortunate to have Angela Wall from An Taisce visit the school on numerous occasions to help the TY Green Schools Committee to work on the Travel Theme.
- Traffic Audits were carried out and these were submitted to Kerry Co Council.
- Two new Pedestrian Crossings were put in place which will enhance the safety of our students who walk to school.
- We work closely with the Listowel Tidy Towns Committee and the TY students actively took part in the National April Spring Clean Event.

- Every evening I walk around the school to check the classrooms regarding litter. I collect any litter found and recycle what I can.

This year, Michael Daly, Emma Kelly and Úna Scully carried out a Learning School's Project whereby they introduced mind mapping to first year students. The exact title of the project was 'Increasing the variety of learning methodologies available to first year students through the introduction of mind mapping'.

Research conducted by the group showed that mind mapping helps students to organise and analyse the information that they are learning and hence they can apply the knowledge they have learnt to different situations. It focuses on the understanding of material and the connections between different areas of the topic, as opposed to rote learning. It benefits visual, kinaesthetic and creative learners in particular and also aids mixed ability teaching as different learners can tap into different rungs in the hierarchy of thought in a particular topic. The majority of our classes in this school are mixed ability so it was thought that this would really benefit the teaching and learning in our school.

This year was an opportune time to introduce mind mapping to our younger students as next year two-thirds of our students will be in the junior cycle. Students in the junior cycle can be less mature and less motivated than those in the senior cycle so staff being poised with a wider range of methodologies may help with this. Students are coming out of primary school where active learning is being encouraged, and entering secondary school where in general more traditional learning methods are at play. Mind mapping allows creativity to flourish so this will suit our students and could perhaps help bridge the gap between primary and secondary school. In addition the students that we have at the moment in first year have grown up with technology. Mind maps can be done electronically with a wide range of apps, and this might help some of our students to embrace them. Some students might find it easier/more appealing/more rewarding to build a mind map with a graphical organiser for example, than by using traditional note taking. Being able to use technology is a key skill and in the long run we will be aiding our students' development of this skill.

First years were taught how to do a mind map in their English, maths and music lessons. The methodology proved really popular with the students, and students found it useful for revision and to help them understand topics. The following are the key results from the survey given to the first year students post mind mapping implementation;

- 100% of 1st year students know what a mind map is and how to use one. The majority found them helpful with their learning and were happy that they learnt this skill.
- 82% of students said that they would prefer to use mind mapping in more classes
- 69% of students said they would use them at home independently.

The team will continue using mind mapping with this group of students when they move into second year, and given its success will introduce it to the incoming first year students in September. The team are also on hand to offer guidance and support on mind mapping to all teachers moving forward. A folder containing some templates on mind maps will be made available in the staff room for all staff to use.

The team have liaised with the principal regarding the introduction of mind mapping to our homework policy for the coming academic year and it will be brought before the board of management in early September/October.

The team would like to thank all first year students for the enthusiasm and cooperation they gave us throughout our project, and we would also like to thank all staff members who contributed to our project in any way.

Muireann O’Sullivan: Special Needs Education

Learning Support Coordinator and Year Head to Third Years

The role of Learning Support Coordinator and Year Head to Third Years continues to be challenging but rewarding. Preparation for this academic year began in earnest in May 2015.

This involved meeting with parents, primary school teachers and those representing other professional bodies and services. Information noted had to be collated and, from that point, decisions had to be made regarding how best to serve the needs of all SEN students. This was done during the summer holidays with our Principal Eileen – June and August. Timetables were drawn up. Of course, these went through a few processes and changes until such time as students were being given what was the best for them.

The IEP and PPP are invaluable. They are essentially our road maps. An **Individual Education Plan (IEP)** is a written document prepared for a named student and specifies the learning goals that are to be achieved by the student over a set period of time and the teaching strategies, resources and supports necessary to achieve those goals.

As Learning Support Coordinator, I am very dependent on the goodwill and professionalism of my teaching colleagues. I make the necessary information available (where reasonable to do so and in agreement with all parties involved) concerning the students in question. This is done at the Staff Meeting at the beginning of the academic year. IEP templates – bearing the necessary information needed to inform initial teaching and learning is/was uploaded on to the Staff Shared Drive in a folder marked SEN 2016-2017. Teachers then considered this, proposed how they intended delivering a service and emailed their respective contributions to me. Obviously, these were subject to change and changes were made, where necessary. IEPs are available in hardcopy and electronically for all students in receipt of learning support.

Schools applying for SNA support are required to submit a **Personal Pupil Plan (PPP)** for each pupil outlining the pupil’s special care needs and showing how the SNA will be deployed to assist the pupil. The plan must demonstrate how the school intends to actively reduce, and where appropriate, eliminate dependency on SNA support within a reasonable timeframe.

The plan has to include time-bound targets for the development of independence skills. The SNAs submit care plans as required and these are updated on an ongoing basis. We meet formally and informally to discuss issues as they arise. I will shortly be seeking teacher and SNA reviews on the

IEPs and PPPs. These are to be emailed to me by June 9th 2017. Such reviews will inform, in part, our work for 2017-2018.

Applications have been made by me, to the SENO – Marie Clifford – for SNA support for five of our incoming First Years. Prior to completing these applications parents were contacted and an invitation issued to meet with Eileen Kennelly and myself. Parents representing three of these girls met with us. The meetings were quite informative and certainly helped me to make more concrete applications on their daughters' behalf. I had to depend on reports provided by parents and/or information shared in the enrolment forms when seeking SNA assistance on behalf of the other two girls. The outcome of these applications will not be known until June.

The JMB SEN Conference on "Understanding Policy – Updating Practice – Unlocking Potential" held in Croke Park on September 15th 2016, was attended by Eileen Kennelly and myself. It was extremely worthwhile.

It covered many areas such as:

- The Accelerated Reader Programme: A Targeted Literacy Intervention
- Level 1 and 2 Learning Programmes: What, How and for Whom?
- Team Teaching: Building Staff Capacity
- An Inspector Calls: Preparing for an SEN Evaluation
- The CAT4 Test: Using Results for Analysis, Tracking and Planning
- Succeeding with Assistive Technology: Making the Most of ICT for Special Needs
- ASD Special Classes: Optimal Models of Provision
- Two Specific SEN Conditions: Dyslexia and Dyspraxia
- The Special Needs Assistant: Bridging the gap between research, theory and practice
- Keeping up with 'Best Practice'

It was great to return to school, equipped with further ideas and ways of helping those who need such interventions.

Change is happening quickly. The DES has just introduced a new model for allocating Special Education teachers to post primary schools. Eileen Kennelly and I applied to attend the seminar on this new model at The Strand Hotel, Limerick and were fortunate enough to be accepted. It took place on March 31st 2017 and was very informative.

The seminar aimed to throw light on some of the following:

- Why a new model is being introduced
- How school profiles are developed
- How schools should deploy resources

Obviously, such change will demand taking another look at our school's SEN Policy and amending it where necessary. This we hope to address in the not too distant future.

Changes were also afoot in the area of DARE applications. The Guidance Counsellor, Aisling O'Dwyer, looks after the applications for those students with physical needs while I complete DARE applications for students with AEN (additional educational needs). Such applications involved liaising with teachers, students, parents and other vested interests. It is certainly time consuming but fulfilling. I hope that the girls will benefit from it.

The lead up to Christmas was busy preparing RACE applications on behalf of Leaving Certs in the first instance whose applications had to be with the Department by December 9th 2016.

Junior Cert applications had to be submitted by January 13th 2017. The application process for RACE also changed this year. Prior to the commencement of the application process a morning

seminar was held in The Meadowlands Hotel, Tralee. Much information and worthwhile ideas on best practice were shared. Various tests had to be administered by me where psychological assessments were not available. Evidence of these tests have to be held in the school and can, from this year, be requested by the SEC for quality assurance purposes. Applications were duly made and all, with the exception of one, were granted by the SEC.

Provision was made during our school's Mock Examinations to provide all applicants for Scribes/Readers/individual Centres with at least one such experience. It put the girls at ease, the Junior Certs in particular, and dispelled the mystery that sometimes attaches to such things. The Exam Secretary has been notified about student entitlements for the official examinations and the necessary arrangements have been put in place.

Applications to the SENO for assistive technology on behalf of those who need such technology is a bit of an ongoing battle. It isn't simply a matter of filling a form. Quotations have to be sought. Letters/reports indicating need have to be attached and then there's the waiting period! Thankfully this year, four of our students have been facilitated. We await confirmation on a fifth.

Eight DSTs – Dyslexia Screening Tests – were carried out by me this year. Parental permission is sought if the request hasn't been made by them in the first place. These tests are not definitive. If a student is deemed to be "at risk" then it is up to her parents to pursue a psychological assessment. I provide parents with as the names, addresses and contact numbers of local Educational Psychologists. The cost of such tests, unfortunately, is sometimes prohibitive. The school is allocated one psychological assessment per annum through NEPS. The most pressing case is given this slot.

CAT4 testing for incoming First Years happened on Saturday March 25th. It was a busy morning. The girls were very good and I had great help from Dolly, Getta, Bernadette (our SNAs) and Eileen Kennelly. It was very much a team effort and ran like clockwork. The results of these tests will be used to support teaching and learning. Some parents have requested these results and have received them.

It was my earnest hope to also run the WRAT IV (Wide Range Achievement Test) before the October break. It unfortunately, due to time constraints, didn't happen. Hopefully it will happen during the next academic year. It would, I believe, give a more complete picture of where our girls are at.

CAT4 for Fifth Years, which is optional, was conducted over a two-hour period on Monday, March 27th. This too ran smoothly. I have given the Fifth Years a copy of their results. I have also given them to Aisling, the Guidance Counsellor.

Four of our students have hearing impairment diagnoses. Close links have been established between Una O'Neill of the Visiting Teacher Service, school management and myself. Una has always been very willing to answer any queries and is also a positive link between the girls, their parents and the school. Una has set up a meeting for Wednesday 31st May 2017 between herself, a rep from the cochlear implant team from Beaumont Hospital, Eileen Kennelly and myself. This, I hope, will give us a better understanding of the needs of such children and inform as to how we can best serve those needs. There will also be parental involvement. I look forward to working with Una during the next school year so that our school will continue to be a positive experience for these children.

The RTH (Resource Teaching Hours) allocated to SEN students were cross-checked against their individual timetables. So too with SNA Access. I then wrote to the parents of these students informing them of the official allocation and what was actually being offered. I also invited them

to make contact with me if they had any concerns or suggestions. I must admit that in the majority of cases most students were being given more time than was allocated by the NCSE. No parent made contact.

Part of my brief is to log exemptions from Irish. I retain exemption certificates and where they haven't been forthcoming I make contact with Primary Schools and request that a copy is made available to us. I communicate the information to Geraldine in the Office and she does the necessary with it. I also log exemptions/requests for exemptions from MFL (French and/or German). These are stored for safe-keeping by me.

Meetings with parents of the current cohort continue as required and/or as requested. It is likewise with outside agencies/professionals representing the particular needs of students.

Ours is very much an 'open-door' policy and information is shared and considered so that our very best can be provided. I have had several meetings with some parents of our incoming First Years.

These will continue up until the end of term and possibly beyond if required. So too will meetings with other interested parties.

On Wednesday, May 17th Shirley Murphy, from the Inspectorate, came to visit! She sat in on my Second Year English class and observed both teaching and learning. Everything went well I am glad to report. What happened to be most interesting is that Shirley is also the SEN inspector. We had quite a constructive chat about the whole area of SEN in mainstream education and she kindly shared her mobile number and email address with me should I require clarification be on any matter relating to SEN. I intend using these as the need arises.

Being Year Head to Third Years is another facet of my post. I would like to acknowledge that being a Year Head means a close working relationship with Class Tutors and subject teachers to the class groups. There's great comfort in the knowledge that issues can be shared and worked through as a team. This year I decided to pay specific attention to one element from the list advocated at last year's JMB Workshops for Year Head. Last year I concentrated on Learning and Teaching. Considering these, I was once again reminded of the holistic nature of the role.

The five key areas are:

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

My intended focus was wellbeing notwithstanding the fact that all five areas or parts thereof overlap. Having a clear knowledge of where my role begins and ends is vital. This sort of clarity is essential from my point of view and from that of my students and other teachers in terms of setting realistic and agreed expectations for the role. Knowing where I fit into the overall wellbeing/pastoral structure is imperative.

The approach here is very much guided by our Mission Statement:

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

Our core aims as a school are guided by the above and by our pastoral care approach. My understanding of wellbeing/pastoral care is:

an approach to education which endeavours to value and develop each member of the school community. It promotes learning at every level of the student.

Therefore, in my role as Year Head, I have gotten to know the students in the group and, without absolutely invading their space and privacy, I have sought to develop a positive spirit within the year group and within the class groups that I teach and beyond. They and I understand boundaries. Ours is a relationship based on mutual respect where honest effort is acknowledged and misbehavior is dealt with swiftly but fairly. I have had to deal with some sensitive issues – solo and as part of the Pastoral Care Team – and source supports for students in difficulty.

Young people today seem to have everything. They too have their frailties. They frequently try to mask these. Sometimes they succeed. Sometimes it just all becomes just too much for them. Knowing that they have a listening ear, a crutch to lean on, helps some overcome a particular obstacle. If there is the slightest hint or doubt that the former isn't going to work, then it becomes the business of the Pastoral Care Team – of which I am part – and a solution is sought. The concept of wellbeing infiltrates every aspect of school life. Helping children in our care to become resilient and happy, inside and out, is very much part of what we are about. I do my best to instill self-worth in them. I strive to help each girl realise her own potential. I endeavour to help the girls in my charge cope with the normal stresses of life. I try to help the girls work to the best of their ability and make a positive contribution to their class, year and school community. Sometimes it takes no more than a smile or a nod. Sometimes it takes a chat. Whatever it takes we must make time. It is so vitally important. The famous Irish poet and philosopher, John O'Donohue, reminds us to avoid the “religion of rush ... rushing all the time through time,” never arriving at a destination. Sometimes our girls need our time – the most precious gift of all.

Wellbeing is very much to the forefront in our school. Whether it be the Seamus Whitty Workshops on ‘Life Skills,’ ‘Mental Health Awareness Week,’ the ‘Merit Card System,’ a few words of wisdom on the monitor in the social area, or a simple articulation such as “well done” – collectively, such measures promote and develop a ‘feel good factor.’

On May 4th 2017 a Tutor and Year Head meeting was held. Unfortunately, as I was involved in the SEN meeting, I couldn't attend. However, I requested the minutes of it and was heartened to note the following:

we believe that the tutor system employed by our school is working well we reaffirmed the success of the merit cards and stamps with the view of promoting these further in the forthcoming academic year.

“Wellbeing matters not simply because it leads to better educational outcomes or can influence young people's outcomes as adults. Wellbeing matters in the here and now. It is important in its own right because all students have a right to feel cared for in school.”

(from Guidelines for Wellbeing in Junior Cycle 2017 NCCA)

Gerard Tarrant: Assistant Principal, Sports and 2nd Year Head.

The school participated in the following extra curricular sports in 2016-17

Athletics, Badminton, Basketball, Beach Volleyball, Gaelic Football, Tag Rugby and Soccer.

Thanks to the various members of staff who gave up their own time in a busy timetable to train, coach and accompany the players to the various tournaments throughout the year. Also a special thank you to management for facilitating and funding these very worthwhile activities.

As part of our School's Activity Week a group of 5th Year students climbed Carrauntoohil in May and hopefully this hillwalking will be extended to other year groups in the coming year. The Transition Years took part in sporting modules such as Spinning and Gym, Taekwondo-Do, Outdoor Pursuits, camping and trail waking in the Black Valley.

2nd Year Year Head Report.

One assembly was held at the start of the academic year for the initial meeting with the whole cohort. Then afterward each class met with the Class Tutor for all other group meetings-this was done to consolidate the communication and interaction between each class group and tutor. A couple of general assemblies were held with the Principal to address some specific Respect and Dignity issues that arose during the course of the year.

Social Media and its effect on this age group was addressed with a talk by Dr. Maureen Griffin this was in conjunction with the Respect and Dignity policy. Also Seamus Whitty continued with his workshops that the classes had been introduced in Ist Year and once again the feedback proved to be very positive from those attending.

The team building day was organized on the school premises and run completely by the school teaching staff as was the School Sports/Fund Day. A welcome feature this year was the staff v students challenges which were proved to be very beneficial for all and gave both groups opportunities to see each other in a completely different light and strengthen the student –teacher bond. All staff, following the Principal's lead, enthusiastically embraced and participated in this positive interaction and this was quickly reciprocated by the students and this is something that, in my view, is worth developing further in the coming years.

Special Duties Post of Responsibility

Post of responsibility: School Librarian

Name: Jacqueline Normile

Library Report: 2016 - 2017

A READER LIVES A THOUSAND LIVES BEFORE HE DIES. THE MAN WHO NEVER READS LIVES ONLY ONE.

- George R.R Martin, 'Game of Thrones'

- A large project undertaken last year saw a wonderful expansion to our school library. This much larger, brighter space continues to be used by the book club for their weekly meetings run by Miss O Loughlin in order to encourage recreational reading.
- During this school year, I am happy to relate that the school library was open every day during lunch rather than the usual two days as was the case in previous years. This is largely due to the help and support of a dedicated group of volunteers. I would like to give a special mention to one student in particular, Karolina Kowalczyk, for her help and support in facilitating these opening times.
- Our visiting students to the school from around Europe and from all year groups were frequent visitors to the school library and were delighted with the wide range of books to choose from – from the classics to the new releases.
- Literacy week took place from the 27th February to the 3th of March, featuring world book day on the Thursday of that week. I would like to take this opportunity to thank students and their parents for donations of books during that week and throughout the year. I'm sure that these books will foster the joy of reading for years to come. We hope very much that you will continue to support us in this regard.
- During the past school term, I carried out a survey of 1st year students, to canvass their opinions on which titles they would like to see in the school library. The results have been collated and a selection of titles, reflecting the broad choices revealed in our survey, will be purchased.
- Our library is very much a work in progress and we will continue in our endeavours to create a warm, vibrant space where students can relax, unwind and escape into the world of a good book.

As always, happy reading.

J. Normile.

1. Have you visited the school library this year?	2. Have you visited the school library this term?	3. Write down the 'Title' and name of author of the best book you ever read.	4. List 3 of your favourite books. Give a 'Title' and name of author.	5. What books would you like to have in the school library to read? Name at least three. Give a 'Title' and name of author.
No	No			
No	No	Witches - Roald Dahl	Witches - Roald Dahl, Hey Lets Make a Band - 5sos, Buddy - Neigel Hilton	biography books, historic books and encyclopedia
No	No	girl online-Zoella	girl online-Zoella buddy-Nigel Hinton witches-Roald Dhal	buddy-Nigel Hinton witches-Roald Dhal historical books
No	No	Rose Holly Webb	rose series Holly Webb	Rose series of books by Holly Webb and Geek girl by Holly Smale
Yes	Yes	You don't know Jacks by Jack and Jack	You don't know Jacks by Jack and Jack, Don't try this at home by Kian & Jc and More than me by Matthew Espinosa	You don't know Jacks by Jack and Jack, Don't try this at home by Kian & Jc and More than me by Matthew Espinosa
No	No	Awful Aunty by David Walliams	Awful Aunty by David Walliams Demon Dentist by David Walliams	Boy in the Striped Pyjamas
No	No	buddy , nigel hinton	Under the hawthorn tree MICHAEL MORPURGO , girl stolen APRIL HENRY , boy in striped pyjamas JOHN BYRNE	Battle hymn of the tiger mother , boy in striped pyjamas , fault in our stars
No	No			
No	No	demon dentist david walliams	demon dentist,midnight gang,buddy	david walliams

No	No	buddy nigel hinton	buddy nigel hinton, girl stolen april henry, sive john b keane	girl online, girl online on tour, girl online going solo , zoella
Yes	No	harry potter by J.K Rowling	harry potter series, magnus chase by Rick Riordan	mortal instruments by Cassandra Clare
No	No	buddy nigel hinton	buddy nigel hinton	buddy nigel hinton
No	No	Geek Girl by Holly Smale	The Geek Girl Series By Holly Smale	The Geek Girl Series By Holly Smale And Rose By Holly Webb
No	No	hunger games by Suzanne Collins	hunger games - Suzanne Collins, harry potter J.K Rowling and boy in the striped pajamas - John Boyne	war horse by michael morpurgo , and private peaceful by michael morpurgo
No	No	Girls stolen april henry	the boy in the striped pyjamas john boyne buddy nigel hinton girls stolen april henry	girls stolen april henry. girl online zoella . buddy nigel hinton
No	No	The Boy In The Stripped Pajamas By John Bourne	The Fault In Stars-Paper Towns By John Green	Harry Potter By Jk Rowling
No	No	buddy nigel hinton	buddy nigel hinton, girl stolen april henry, sive john b keane	girl online zoella, girl online on tour zoella, girl online going solo zoella
No	No	The book thief Markus Zukus	The book thief Markus Zukas, the mortal instruments Cassandra clare, harry potter Jk rowling	the fault in our stars John Green, the lord of the shadows, Cassandra clare
No	No	the boy in the striped pyjamas by john boyne	the boy in the striped pyjamas by john boyne, semon dentist by	autobiographies

			david wilams	
Yes	No	harry potter and the cursed child by J.K		
No	No	Girl online zoe zugg	pop girl tallia storm,girl online zoe zugg,	the girl online series by zoe zugg
Yes	No	sarah Sebb		
No	No	'girl online' zoe sugg	'alice in zombieland' series Gena Showalter the 'harry potter' series JK rowling and 'girl online' zoe sugg	'alice in zombieland' Gena Showalter 'looking for Alaska' John Green 'the hunger games' Suzanne Collins
No	No	Harry Potter and the Philosphers Stone J.K Rowling	Harry Potter and the Philosphers Stone J.K Rowling Buddy Nigel Hinton Girl Stolen April Henry	
Yes	No	running wild - Michael Morpergo	running wild- michael morpergo the boy in the striped pyjamas - john boyne theodore boone- john grisham	thirteen resaons why-jay asher the fault in our stars- john green harry potter- JK Rowling
Yes	No	harry potter and the cursed child by J.K Rowling	harry potter , girl stolen and bad amelia jane	harry potter J.K.rowling and diary of a wimpy kid
Yes	No	girl online by Zoe Sugg	"follow me back" by NIKKI cloke,"flawed"b y Cecila Ahern,"Perfect" by Cecila Ahern	"Looking for Alska"by John Greene,"the fault in our stars"by John Greene and "lyrebird"by Cecila Ahern
Yes	No	the titanic	diary of a wimpy kid Jeff Kinney keeping in the secrets by Maggie dana	the diary of anne frank the hunger games series by Suzanne Collins alice in zombieland by gena showalter
Yes	No	Jeff kennedy diary of a wimpy kid dog days	Roald Dahl BFG Anthony Horowitz south by south east	twilight diary of a wimpy kid hunger games

			David walliams demon dentist	
Yes	No	Sarah Webb	Boy trouble Bridemaids blitz Wedding bells -all by Sarah Webb	More books by Sarah Webb
Yes	No	Wings of Fire series by Tui. Sutherland	Hunger Games trilogy by Suzanne Collins	Girl Online by Zoe Sugg, Warrior Cats series by Erin Hunter,
No	No	Girl Online	Girl Online: Zoe Sugg Billionaire Boy: David Walliams The Fault In Our Stars: John Green	Paper Towns: John Green Hunger Games Fraud
No	No	the fault in our stars	thirteen reasons why fault in our stars dizzy	thirteen reasons why
No	No	Flawed by Cecilia Ahern	Flawed by Cecilia Ahern Perfect by Cecilia Ahern Private Peaceful by Michael Morpogo	Flawed by Cecilia Ahern Perfect by Cecilia Ahern Private Peaceful by Michael Morpogo
No	No	D DAY by stevan e. ambrose		history
No	No	done likereading		war horse
No	No	Cool by Michael Morpurgo		
No	No	born to run by michael morpurgo	`holes born to run and buddy	elephant in the garden
No	No	Holes by Louis Sachar	war horse and born to run by Michael murpurgo and London Eye	mystery books
No	No	13 reasons why, Jay Asher	Series of Unfortunate Events , Lemony Snicket all of the books...	Diary of a Wimpy Kid, Jeff Kinney
No	No	13 reasons why jay asher	a series of unfortunate events by Daniel	13 reasons why jay asher

			handler	
No	No	sinead crowley	are u watching me , harry potter and diary of a whippie kid	fiction , horror and science fiction
No	No	war horse michael mopurgo	war horse , diary of a wimpy kid , are you watching me	horror
No	No	boy in the stripped pyjamas	buddy , girl online , james and the giant peach	boy in the stripped pyjamas
Yes	No	michael mopurgo	diary of a winpy kid,Harry Potter,are you watching me	horror
No	No	war horse michael mopurgo	diary of a winpy kid, harry potter, are you watching me	war horse
No	No	pretty little liars sarah shepard	13 reasons why jay asher the fault in our stars john green clueless jane cheney	13 reasons why pretty little liars
No	No	buddy		fault in your stars
No	No	girl online by zoe sugg	suitcase kid by jacquiline Wilson	
No	No	everything everything by nicola yoon	everything everything by nicola yoon ,girl online going solo by zoe sugg , girl online on tour by zoe sugg	everything everything by nicola yoon ,girl online going solo by zoe sugg , girl online on tour by zoe sugg

School library survey - RESPONSES

50 responses from 1st yr. students - school year 2016 – 2017

Summary

1. Have you visited the school library this year? 50 responses

Yes: 24%	12 students
No: 76%	38 students

2. Have you visited the school library this term? 50 responses

Yes: 1%	1 student
No: 98%	49 students

See results from Questions 3, 4 and 5 on Excel document

School library survey

<https://goo.gl/forms/crjSos4T408inIaF2>

Bridget O'Connor

Examination Timetabling and Teacher Supervision Timetabling

Mid-term Mock exams and Summer In-house Exams:

- Set up a blank template timetable for each year group
- Liaise with secretarial staff on subject choices: which subjects could run concurrently
- Download State Examinations Timetable to establish the length of each subject for both LC and JC
- Copied each 3rd year & each 6th year class timetable for every period of everyday to see which staff members were available for each class period
- Listed the staff members available for each of the 8/9 periods
- Liaise with ancillary staff re what rooms are available for each year group and the numbers each room could take
- Liaise with secretarial staff to find class sizes
- Liaise with Johnny Ryan & Eileen Kennelly to decide what rooms are most suited to each class group and what rooms are being used for Writers' Week workshops.
- Liaise with Muireann O'Sullivan to establish which students needed a special centre
- Liaise with M O'Sullivan to establish for which subjects each student needed a special centre
- Made out Examination Timetable for JC subjects and LC subjects keeping in mind the length of exams
- Timetable break time & lunchtime for every centre
- Liaise with staff members re length of exams for 1st, 2nd TY and 5th year for each subject
- Figure out which subjects could run concurrently for non exam classes
- Establish a pattern for subject timetable that suits staff and can roll on by 1 day for each exam period
- Time tabled each centre to have a supervisor for each exam period

POR Report – Elaine Keane

Newsletter:

I remind all teachers to submit articles, photographs and anything else of interest to Orla McSweeney.

Year Head:

Meet with other year heads and principal whenever year head meetings are called during the school year. Meeting updates everybody with regard to any issues/problems with any particular individual/group.

I report anything important to the tutors that concern them. We discuss how these matters will be dealt with.

I meet each first year group individually at the beginning of each term in order to remind them of the school rules, proper school uniform, punctuality, absent notes to the teacher etc. I also discuss spring and Summer exams with them. The behaviour code is an integral part of the meeting and this code is effectively used by all teachers through use of yellow/pink slips.

Merit and improvement stamps encourage and provide a sense of appreciation for students who have received some.

I put huge emphasis on reminding students about the respect and dignity / anti bullying policy. The seriousness and importance of this policy is instilled in the students.

The first years really benefitted from meeting with Seamus Whitty, I feel it has helped them settle better as second level students and is an enjoyable way for fostering their maturity.

First year students receive pastoral support from me, their class tutors and Aisling O Dwyer as needed.

SEN student benefit from learning support classes, the SNA's and Ms Muireann O Sullivan.

Post of Responsibility Mary O'Connor

Exam Entry Returns to State Exam Commission :

Department forms for Exam Entry Returns were photocopied and distributed to students .These forms were explained to the students and they were asked to check these forms carefully with parents /guardians re PPS number, date of birth, subjects being examined in June and levels being taken for the exam .I met with each student to check the forms, note any changes and sign the original forms. All forms were returned to the office for final completion by Eileen Kennelly .Leaving Certificate forms were completed and posted for the end of January 2017. Junior Certificate forms were completed and posted for March 16, 2017.

Responsibility for Home Economics Rooms:

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

1. Prayer Service – new school year and other religious services.
2. Open Night – liaised with Eileen Kennelly
3. Nano Nagle Mass – Church
4. Christmas Carol Service – Church
5. Christmas Concert for Primary Schools – School
6. Awards Day musical performances.
7. T.Y. Musical
8. L.C. Graduation Mass – Singing and playing.

Theme Weeks:

- September - European languages
- November – Home Economics , Science and Environment

- Student Council

- December – History
- February – Catholic Schools

– Literacy Week

- Ceiliuradh na Nog

- March – Art & Music

– Irish Week

- April – Health Promotion Week
- May – Sports Week

- ✚ Setting up and formation of new student council in advance of Pat Murphys, National Coordinator
- ✚ Visit to the school to inform the executive about the setting up and the duties of a Student Council within a school.
- ✚ Student survey carried out in conjunction with the HPS and coordinator Michelle Foley the result of which highlighted mental awareness and wellbeing as a key area to be prioritised going forward.
- ✚ Christmas lunchtime talent show run in conjunction with the Student Council who did a talent scout.
- ✚ Regular lunchtime meetings with the Head Girl the executive and the Principal.
- ✚ Ongoing engagement with the Head Girl.
- ✚ Mental Health Awareness Week which was hugely successful.
- ✚ Councils presence at Open Night to highlight the integral role played by its members in school life.
- ✚ Having started out the year with an afternoon bowling as a bonding exercise we finished up with a lunch in the canteen.

Faith Development

- **RE Provision/hours taught in each year.**

Each class has 3 periods of RE per week except for 1st Years who had 2 periods per week. This matter has been addressed in the 2011-2018 timetables

Theme weeks and activities

The RE department has been busy since over the past year;

- We started our new School year with a lovely mass for the staff on August 29th, celebrated by Fr. Declan O' Connor.
- Again this year all students at Junior cycle were encouraged to take part in the 'shoe box appeal', this was a huge success, seeing nearly 70 boxes collected on November 21st, for such a worthwhile cause.
- This year our 'Presentation Mass', was celebrated by Bishop Ray Browne on Sunday November 20th in Listowel Church, and it was very well attended. Many students across the years took part to make this event a success, and represented our School so well in the community.
- Fr. Declan marked the feast of the 'Immaculate Conception' on December 8th with us, holding a mass here in School in our social area.
- Diane Macken, SVP regional co-ordinator for the Munster area came to speak with the 3rd year Religion classes on December 8th. She highlighted social injustice issues in the regional, which was a huge benefit to their Junior Certificate RE projects.
- As part of the 3rd year Religion project/journal, based on section A; Communities of Faith' in the curriculum, a food appeal for SVP took place throughout the School in the three weeks leading up to Christmas. This was a phenomenal success. local representatives from SVP, Hannah Mulvihill, Kay Landy and Mary Francis Behan launched the campaign and collected the kind donations for distribution in the Listowel region.
- Catholic schools week was marked at the end of January. Pupils from each year read a daily reflection on the theme of 'Stewardship' and taking care of the world we live in, as inspired by the Papal Encyclical 'Laudato Si'. A visual display on the theme was created and on view in the social area for the duration. Resources from Tomás Kenny, were delivered to all Religion class groups up to Leaving cert by Ms. Lyons, on 'Laudato Si' in the form of a PowerPoint presentation.
- Ms. Whelan took 5th year students to Ceiliuradh na nóg in Tralee in February, and it was thoroughly enjoyed by all.
- 'Faith formation workshops'/ retreats- were prepared and presented to 1st, 2nd and 3rd year students by Ms. Lyons and Rev Sean Jones. The theme of these workshops was 'Image', image in society, and internal image. Ceist resources were incorporated into the material, and the feedback from the girls was very positive. We hope to be able to apply more time to such workshops next year.

- The ‘Life works Programme’, was presented to 5th year students on February 28th, raising awareness of the issue of abortion. The feedback was very positive from our students, they found it very interesting.
- The beginning of Lent, which began on Ash Wednesday March 1st, was marked by staff and pupils with the wearing of the ashes, distributed by Sr.Eilish.
- T.Y. students attended the anniversary mass for Donal Walsh in Tralee.
- Confessions were heard in the School by Fr. Declan and Fr. Hegarty on Tuesday April 4th.
- Finally, our sixth year group celebrated their graduation Mass on Thursday 25th of May. We were very privileged to have Bishop Ray Browne visit our School to celebrate this mass. Pupils participated in the Liturgy of the Word as well as the music. It was a lovely occasion.

Cross Curricular Links

RE has several cross curricular links. These include history, geography, SPHE, and CSPE. It is important to highlight these links in order to allow students to develop their thinking and apply learning to different context.

- Geography- Highlighting the geographical context of the origins of Christianity, and Islam
- History- Making the Historical connection and context of again the major world Religions, and teaching how various world events such as the ‘Holocaust’ shaped Judaism for example.
- CSPE- Linking ‘Laudato Si’ to our role as being stewards of the ‘common home’ we live in- one of the key concepts in CSPE.

Staff CPD within the subject department

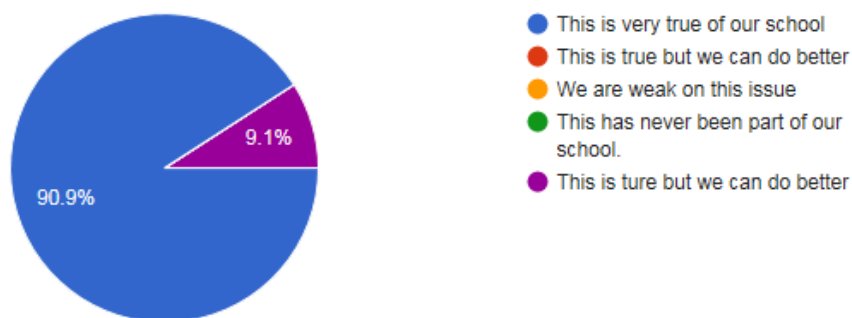
M. Lyons attended;

- 27th October- Religion In-service in Killarney. Challenges to faith and RE teaching. Motivational speaker Declan Coyle.
- 6th February- Religion In-service in St. Patrick’s College Thurles. Senior cycle Religion workshop on mindfulness.
- 16th February- Religion Teachers In-service in Killarney- Tomás Kenny, on prayer, Trócaire and ‘Back packer programme’
- Ms. O’ Dwyer and Ms. Lyons -Friends for Life, circle of friends programme completed in Tralee IT.

Ethos Survey

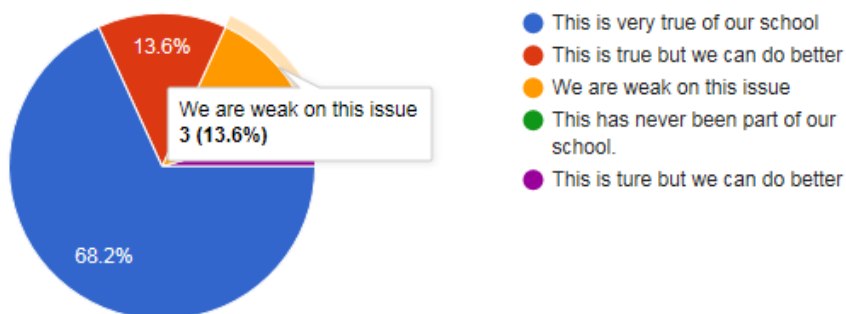
This school has a mission statement clearly rooted in the mission of Christ.

22 responses



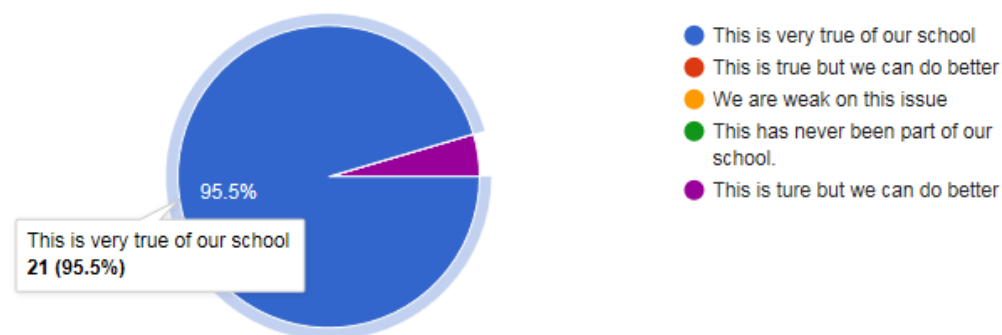
Members of staff are provided with opportunities for spiritual and personal development, including their understanding of Jesus.

22 responses



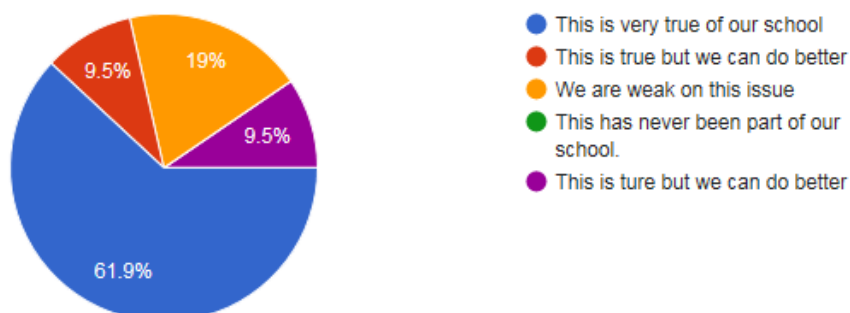
The seasons of the Christian year are highlighted by appropriate and relevant spiritual celebrations.

22 responses



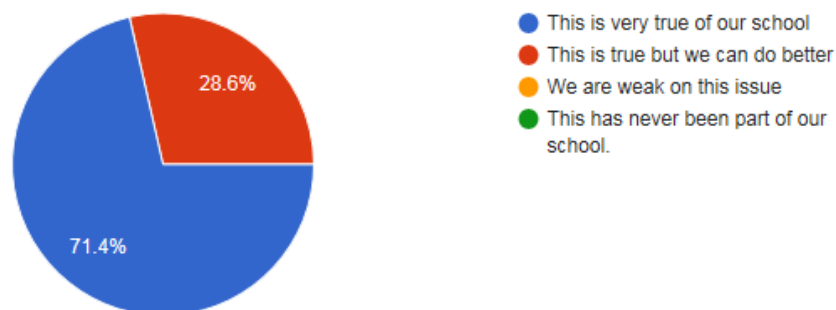
There is a school policy statement on religious education which includes faith formation, prayer, sacramental experiences and awareness of the stewardship of God's creation.

21 responses



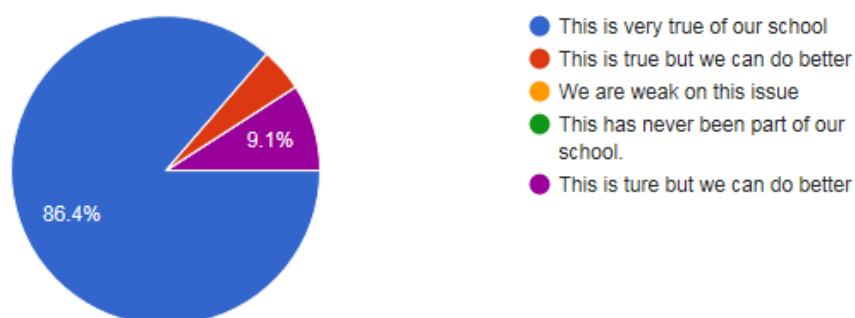
The aim of the educational enterprise is to educate people to become fully alive and free human beings, conscious of God's presence and grace through the ordinary of life.

21 responses



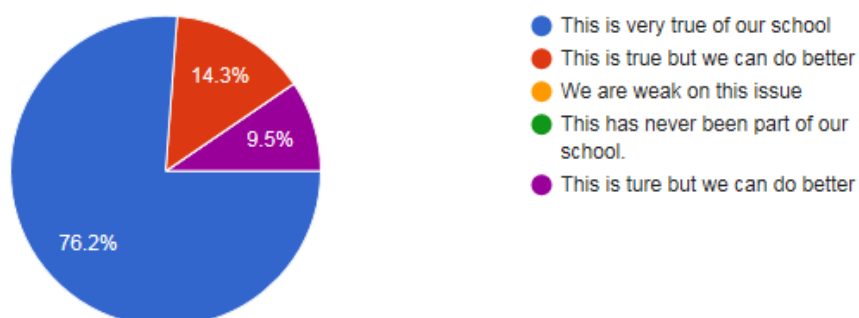
The religious education programme receives its allotted time for every year group, and the school follows the curriculum and faith formation guidelines approved by the Irish Catholics Bishops' Conference.

22 responses



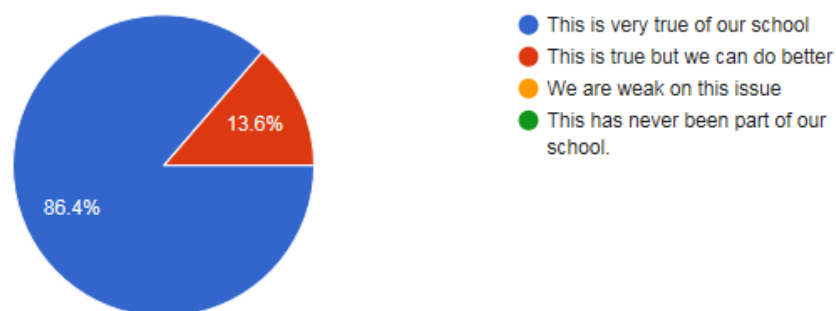
The school promotes a culture of ongoing professional and personal development.

21 responses



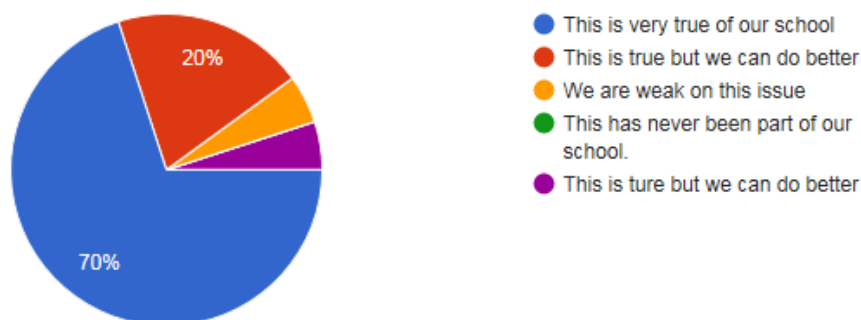
The school is open and accessible to all without discrimination. It promotes a positive attitude towards social inclusion of minority groups and stands in solidarity with those most in need.

22 responses



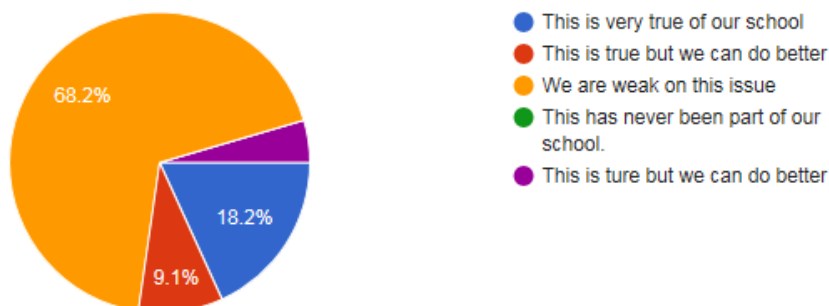
Values inspired by the Gospel are integral to decision making and conflict resolution.

20 responses



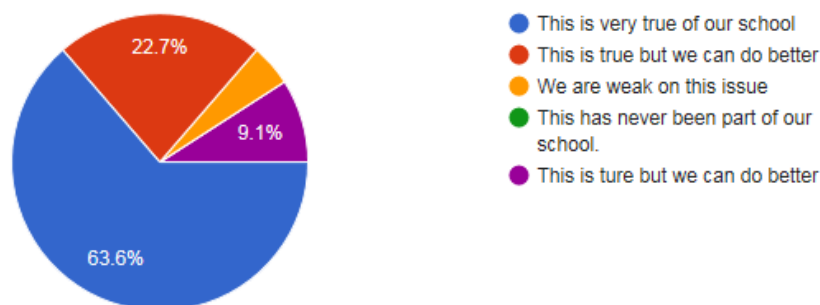
There is time devoted to prayer every day e.g. at the beginning of the school day.

22 responses



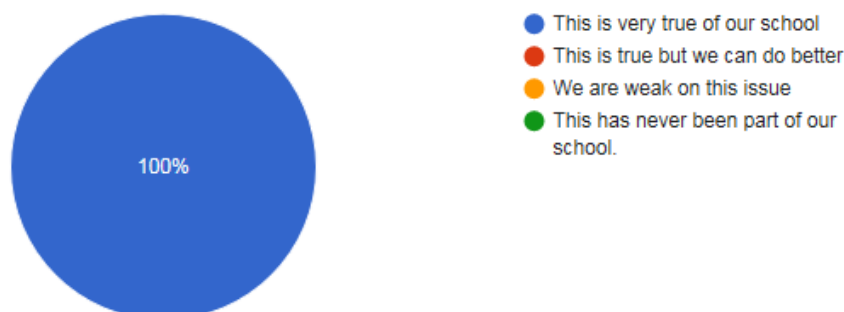
A range of extracurricular activities is provided to enhance the skills, creativity and enjoyment of all members.

22 responses



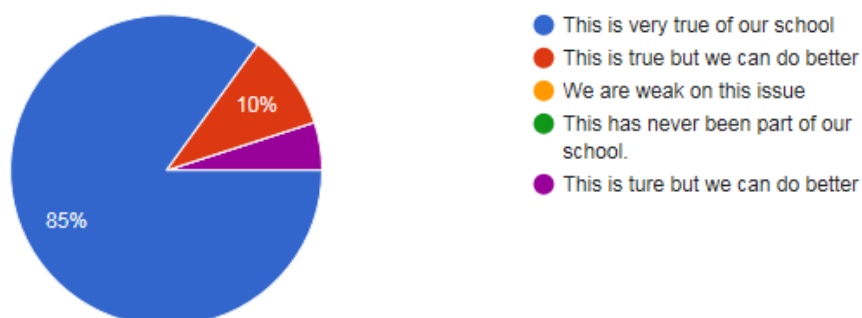
Staff meetings within the school begin and/or end with prayerful reflection.

22 responses



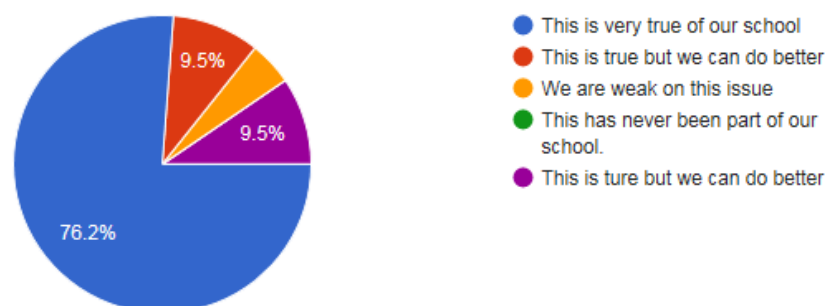
The contribution of parents to the life of the school is encouraged and welcomed.

20 responses



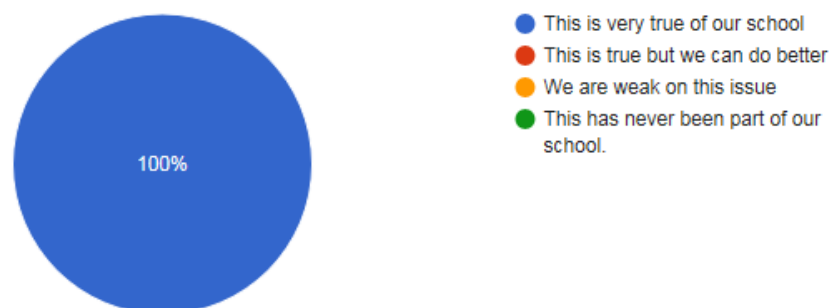
The members of staff are confident in articulating the school's Catholic ethos.

21 responses



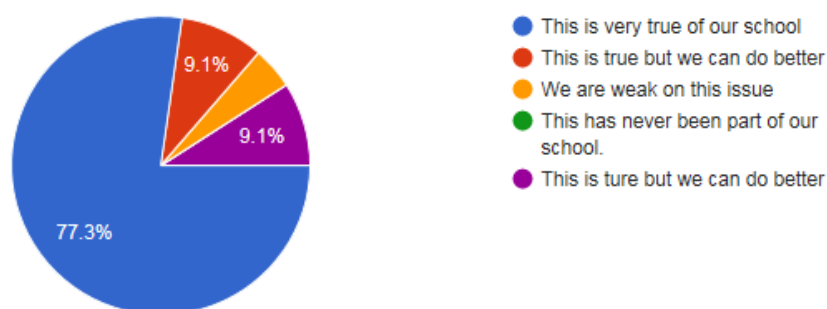
There is a place of prayer/sacred space suitably situated and maintained within the school, which is open to all.

22 responses



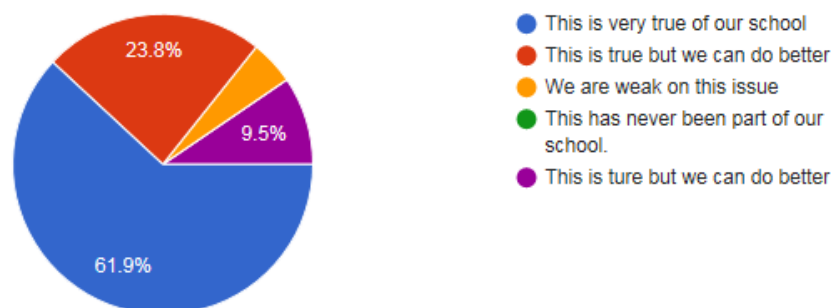
All school planning and policy development is clearly linked to and inspired by the school's mission statement.

22 responses



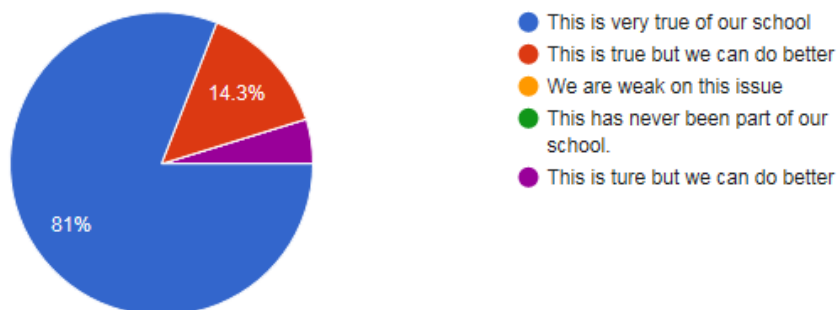
The school facilities and promotes faith in action programmes which allow students and staff to be active in identifying and alleviating forms of injustice in and beyond the school community.

21 responses



Members of the school community are invited to reflect on the uses, influences and dangers of modern means of communication e.g. internet, social media sites, twitter and mobile phones.

21 responses



Section Two

Student Council

Workshop with Pat Murphy

At the start of the year, all student council members took part in a work shop with Mr. Pat Murphy. This helped us to get organised for the year that was ahead. He showed us how to properly hold a meeting and let us hold a “pretend” one. He gave us a folder full of sheets and key tips on how to run the student council and deal with problems that may arise. It was a great way to start the year and gave us confidence that we would do the best of our ability this year.

Team Bonding

In September of last year, all student council members went for an afternoon of bowling as a way to bond. We were put into random teams so that we were removed from the comfort of our friends and had to mingle with others. It was lots of fun and enjoyed by all.

Guest Speakers

Throughout the year we have had many speakers come in for workshops. Each year group had multiple sessions with Seamus Whitty, in which he spoke about a variety of things, such as happiness, life choices, stress and self-confidence. All of the students look forward to Seamus, as he treats us like adults but is still able to have fun.

The junior classes were visited by the one man show Humourfit. This year he addressed the issues of alcohol and bullying. It gave us an opportunity to reflect on our own lives and to see what we could do to better them. Every student truly enjoyed this.

Mental Health Week

Before the February mid-term, the students council organised a Mental Health week *with the aim of encouraging students to take an active role in helping to erode the stigma that surrounds mental health.* We put posters around the school and encouraged students to speak out about their troubles. *Like many schools across the country, the week was jam-packed with activities including random acts of kindness, daily reflections and mental health talks. On Friday, the school concluded their week with a ‘Walk in my Shoes’ day which raised much needed and deserved funds for Pieta House. This coupled with the inspiring talk by Dr. Fergus Heffernan massively influenced students understanding of mental health.*



Wellbeing Week

Our second theme week happened the week before we broke for Easter, and it was definitely my favourite. The week was jam packed with events for every year group. 1st years and their 5th year mentors started the week with a visit from the local Zumba instructor, and that went down a treat! 3rd, 5th and 6th years had a session of “meditative colouring” which was thoroughly enjoyed. 1st and 2nd years received a visit from Dr. Maureen Griffin to deliver an interactive information session with the students about things such as: Social Networking Sites and Social Messaging Apps, Privacy Settings, Sexting, Mobile Device Safety, Online Reputation & Employment, Gaming, Cyber-bullying. They also had a ‘movie session’ in which they watched a very eye-opening movie about the effects of bullying. The whole school participated in a bog walk on the Thursday. We had tag rugby, basketball, Frisbees and badminton going on beforehand, as to get us all up and on our feet. The bog walk is a ‘yearly tradition’ that I look forward to and hope will continue.

(The agenda and diagram are separate)

CEIST Student Leadership Conference 2017

I had the pleasure of attending this year’s CEIST Student Leadership Conference in St. Patrick’s Campus Drumcondra and it was a very long day to say the least! We got to mingle with other schools and see what their student councils had accomplished. We also spoke about environmental matters and we got to have our say and opinions. It gave us some ideas as to what we could work towards or try our hand at. It was an amazing experience that I would love to do again. We made some great friends and are still talking about it now! It was definitely the highlight of my year.

Work In Progress

We are currently in the process of getting our Health Promoting Schools up and running, but as I’m sure you know, nothing can happen overnight. We handed out a survey and the most prominent item that came back was that mental health needs to be talked about more, something that I totally agree with. So when we come back in August, this will be our priority. We are also getting ready for our upcoming Sports Day which takes place on the 24th. It is always a great day that students look forward to.

Report compiled by Tara Behan Deputy Head Girl

Wellbeing Week 3rd April 2017

Seamus Whitty, Kerry Life Skills will conduct workshops for all Junior classes on
Tuesday/Wednesday/Thursday

Dr. Maureen Griffin Forensic Psychologist will speak with 1st and 2nd Years on Tuesday afternoon from 1.30-3.15pm on internet safety and cyber bullying

A presentation for interested parents will take place 3.20-4pm

- **3rd, 5th and 6th Year students: meditative colouring for a class**

- Proposed day: Thursday

- Proposed classes: 3rd Year (SPHE) 5th Year (Careers & reflection), 6th Year (reflection)

- **1st Years: creation of a gratitude tree and “carefree birds”**

- Proposed day: Week long activity

- Proposed classes: Art, CSPE, Religion, SPHE

- **1st Years and 5th Years mentors: Zumba class**

- Proposed day: Monday lunchtime

- **5th Years: Hike**

- Proposed day: Wednesday 5th April

- **Whole School Activity: Bog Walk**

- **A briefing will take place at break on Tuesday**

- Proposed day: Thursday 6th April

- Proposed classes: 2.00-4.00

- **2nd Years: Random Acts of Kindness**

- Proposed day: Week long activity

- Proposed classes: SPHE

- **Junior classes: Invent a healthy wrap competition**
 - Proposed day: Week long activity
 - Proposed classes: Home Economics
- **1st & 2nd Year students: Film Festival (times to be confirmed)**
 - Proposed day: 1st year
2nd year

Health and Well-being Week

	Period 1	Period 2	Period 3		Period 4	Period 5	Period 6		Period 7	Period 8	Period 9
Monday				B	2 nd year film festival		3B Meditative Colouring	L Zumba 1 st & 5 th Mentors			
Tuesday	Seamus Whitty 1 st year group			R	Seamus Whitty 1 st year group			U	Dr. Maureen Griffin 1 st & 2 nd yrs		
Wednesday		6A Meditative Colouring		E	3A Meditative Colouring		1C Gratitude Exercise	N		6C Meditative Colouring	
	Seamus Whitty: 2 nd year group				Seamus Whitty: 2 nd year group				1 st year film festival		
	5 th year Walk										
Thursday			5A & 5B Meditative Colouring	A	1A Gratitude Exercise		6B Meditative Colouring	C	Bog Walk: Whole School Activity		
	Seamus Whitty: 3 rd year group				Seamus Whitty: 3 rd year group						
Friday	LCA 1 Meditative Colouring	1B Gratitude Exercise		K				H			

Parents' Association

Parents Association Meeting Minutes

Date: 19th September 2016

Ms Kennelly spoke about the role of the school Trustees and the Board of Management. Requirement for two new parent members to be elected to the new Board of Management as the current Board term comes to an end on 15th October 2016.

Parents were invited to make nominations. Two parent members elected as follows:

Nomination 1: Deirdre O' Neill

Proposed by: Mags McAuliffe

Seconded by: Rita O'Shea

Nomination 2: Dorothy Stack

Proposed by: Gill Finucane

Seconded by: Yvonne Roche

The first Board Meeting of the new Board will be on 19th October 2016.

Anne McKenna advised that a bucket collection has been arranged outside Supervalu on 16th December 2016 to raise funds for the school.

Parents' Association meeting with the Chairperson of the Board of Management and the Principal

25th January 2017

Attendance

Shay Downes Chairperson of the Board of Management

Eileen Kennelly Principal

Anne McKenna Treasurer of the Parents' Association

Gillian Sheahan Secretary

Deirdre O'Neill




Dorothy Stack

Agenda

11. Welcome
12. Adoption of the agenda
13. Minutes of the previous meeting (not applicable)
14. Matters arising
15. Wellbeing 2017 Policy on Wellbeing to be developed
16. Book Rental Scheme Review
17. Curriculum Review Timetable 2017-2018
18. School Finances
19. Access to eportal pin
20. Engaging more parents in the Parents' Association
21. BOM Agreed Report on the website
22. AOB

Management meeting with the Parents' Association 2nd May 2017

Issues

-  Executive 2017-2018
-  Board of Management meeting 10th May
-  RSE Policy

1. Agreed Reports Website
2. Parent Survey 2017-2018
3. Book Rental Applications form Needy Students
4. Annual Report 2016-2017
5. Pres 75
6. Costs
7. Bingo 14th May
8. Eportal access
9. Thursday 4th May half Day
10. New Building

Board of Management Agreed Reports

Presentation Secondary School Listowel


Agreed Report


Board of Management Monday 22th August 2016

The Board offered its sympathy to the Principal on the death of her father.


The Chairperson welcomed everybody to the last meeting of the Board. The Board's term (2013-2016) concludes on 15th October 2016

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

 4% of our students received over 600 points

 13% of our students received over 550 points

 20% of our students received over 500 points (Nationally 10.3% over 500)

 60% of our students received over 400 points (Nationally 35.9% over 400)

 50% of our LCA students received Distinctions

- The Board reviewed the challenging financial position of the School.
- The Board ratified the Admissions Policy 2016-2017
- The Board ratified the Child Protection Procedures for the School year 2016-2017
- The Board completed the checklist for the Annual Review of the Anti-Bullying Policy
- The Chairperson signed the Child Protection Policy
- The Board approved Eileen Kennelly and Margaret Walsh as DLP and DDLP
- The Board ratified the new suspension and expulsion procedures and also ratified the Behaviour Code for 2016-2017
- The Board ratified the Critical Incident Policy for 2016-2017
- The Board discussed the draft policy on CCTV and the draft policy on Protected Disclosers.
- The Board discussed the Draft SEN Policy, Policy on the administration of medication, the Health and Safety Policy.
- The Board will review the Relationships and Sexuality and Homework policies during the year 2016-2017.
- The Board approved the appointment of new teaching staff.

- The Board Completed the School Self Evaluation legislative and regulatory checklist
- The Principal updated the Board on Teaching and Learning issues for 2016-2017
- The Board approved Flesk Electrical as the contractors for the Summer Works Scheme 2016.
- The Board discussed the School Self Evaluation Plan 2015-2016 and School Improvement Plan 2016-2017
- The Principal presented the Annual Report 2015-2016 to the Board
- The next meeting will be held on Monday 17th October 2016
- The Chairperson and Principal sincerely thanked all members of the Board for their commitment and dedication to the School.

Presentation Secondary School Listowel

Agreed Report

Board of Management Wednesday 19th October 2016

The Chairperson welcomed everybody to the first meeting of the Board. The Board's term will be from 2016-2019.

- The Board warmly congratulated the staff, students and parents on the excellent Junior Cert results.
- The Board reviewed the challenging financial position of the School.
- The Board established two Sub Committees, a Sub Finance Committee and a Curriculum Advisory Board.
- The Board reviewed the school policies. The Board will amend the Behaviour Code in relation to mobile phones at the next meeting on Tuesday 25th October.
- The Principal updated the Board on Teaching and Learning issues since the last Board meeting.
- The Board congratulated the staff involved in the Learning School Project on the excellent research.
- The Board congratulated Transition Year student Niamh Moloney on winning a trip to the European Parliament.
- The Board thanked staff and students for the wonderful Open Night, the appreciation of the Board was extended to the parents and students who attended also.
- The Board congratulated Aoife Mahony, a 6th Year student who represented Ireland over the Summer in Athletics.
- The Board reviewed the reports received from the LCVP, LCA, Transition Year and Green Schools Coordinators.
- The Board offers it's thanks to Catherine O'Carroll who has resigned as Hair and Beauty Tutor to the LCA's.

- The Board acknowledged the communication from CEIST that the Trustees will be making a formal visit to the school during the year.
 - The Board discussed the implementation of the 3 year plan for the programme ‘Understanding and Living the Ethos in a Catholic Voluntary Secondary School’
 - The Board reviewed the School Self Evaluation and School Improvement Planning documents. The Principal will present the Parents’ Association with a report.
 - The Board discussed issues relating to the building.
 - The Principal updated the Board on school activities since the last Board meeting.
-
- The next meeting will be held on Tuesday 25th October at 7pm 2016.

Presentation Secondary School Listowel
Agreed Report
Board of Management Thursday 8th December 2016

- The Board warmly congratulated the staff, students and parents on the excellent academic public profile the school has recently received in the media.
- The Board reviewed the challenging financial position of the School.
- Given the challenging financial position of the school, the Board has approved €100 as the voluntary contribution for 2017-2018 (€150 for a family). The Board will support all parents who wish to avail of the payment plan structures for the Book Rental Scheme, school fees and for the voluntary contribution
- At the request of the Board, The Principal and Chairperson will meet with the Parents’ Association Executive shortly to discuss increasing the involvement of parents in the Association, in particular Junior Cycle parents. The issue of fundraising for the school will also be discussed.
- The Board granted the Parents’ Association permission for a Bucket Collection that was requested by the Association
- The School Accountant presented the Annual Accounts for 2015-2016 to the Board. The Board approved the accounts. The Board thanked the Accountant and the Office Staff for the excellent work done.
- The Board approved the changes to the mobile phone policy. The Behaviour Code will be amended to include the new section. The Behaviour Code is available to all parents on the school website
- The Principal updated the Board on Teaching and Learning issues since the last Board meeting.
- The Board congratulated our Leaving Cert student from 2016 Iseult O’Callaghan Leahy and a former student Elaine O’Connell on receiving UCC Quercus Scholarships.

- The Board reviewed the reports received from the LCVP, LCA, Transition Year and Green Schools Coordinators.
- The Board thanked staff and students involved in the Orientation Day and Primary Schools Christmas Table Quiz and Carol Service
- The Principal informed the Board that the Senior Management Team will be putting together an Action Plan for 2016-2017 based on an analysis of the 2015-2016 Annual Report
- The Board discussed issues relating to the building. The electrical works are now fully completed. The Board extends its thanks to Giles O'Connor, Consultant Engineer and Flesk Electrical for the work done.
- The Board discussed making an application to CEIST and to the Department of Education for a new building to replace the prefabs, some of which are 40 years old.
- The Principal updated the Board on school activities since the last Board meeting.
- The Board wished staff, students and parents a very Happy Christmas and thanked everybody for the wonderful work done in the school this past term.
- The next meeting will be held on Thursday 26th January at 7.30pm 2016.

Presentation Secondary School Listowel

Agreed Report

Board of Management Thursday 26th January 2017

- The Board reviewed the challenging financial position of the School.
- The Principal and Chairperson met with the Parents' Association Executive on Wednesday 25th January. (The agenda for the meeting is available on the website). Given the large numbers of students in Junior Cycle it is very important that Junior Cycle parents are represented on the Parents' Association
- The Draft Budget for 2017-2018 will be discussed at the next Board meeting in March.
- The Principal updated the Board on Teaching and Learning issues since the last Board meeting.
- The Board will be approving the Draft Pastoral Care Policy and looking at the development of a Wellbeing Policy at the next meeting.
- The Board reviewed the implications of implementing the Department of Education Circular 24/16. In line with this Circular all classes will be 40 minutes in 2017-2018.
- The Board congratulated staff and students involved in the Christmas Carol Service on December 15th. The retiring collection amounted to €346.11 which will be presented to the Clinical Nurse Manager, Writers Grove High Support Hostel, Listowel.

- The Board reviewed issues relating to the building. The Board has commenced the process of replacing the prefabs and will be making an application to the Building Unit, Department of Education shortly.
- The Board approved the opening of one of the gates on the Ballybunion road to facilitate the entry and exit of student in the morning and evening. This measure will help alleviate some of the traffic pressures outside the main school gate morning and evening.
- The Board congratulated and thanked all involved in the Christmas Newsletter, it is a wonderful publication documenting the life of the school
- The Board reviewed the reports received from the LCVP, LCA, Transition Year and Green Schools Coordinators.
- The Board discussed the Action Plan for 2016-2017 based on an analysis of the 2015-2016 Annual Report
- The Principal updated the Board on issues relating to the School Self Evaluation and School Improvement Planning.
- The Principal updated the Board on school activities since the last Board meeting.
- The Board wishes the 3rd and 6th Year students well in their Mock Exams.
- The Bingo fundraising event will be held on Sunday 2nd April.
- The next meeting will be held on Tuesday 7th March at 7.30pm 2017.

Presentation Secondary School Listowel

Agreed Report

Board of Management Thursday 8th March 2017

- The Board expressed its sympathy to Board member Deirdre O'Neill on the death of her father Dan Ahern RIP
- The Board discussed the Child Protection and Teacher Vetting procedures.
- The Board again acknowledged the excellent profile the school has received in the media regarding the school's academic achievement and also the significant percentage of students entering Third Level 2009-2016
- The Board approved the Draft Budget for 2017-2018. The Board thanked the office staff for their work on the preparation of the Draft Budget.
- The Board reviewed the challenging financial position of the School
- The Principal updated the Board on Teaching and Learning issues since the last Board meeting.
- The Board expressed its appreciation to staff involved with the Faith Formation Workshops for 1st and 2nd Years and also the Ceiliúradh na nÓg Diocesan initiative.

- The Board will be approving the Draft Social Policy and the Draft Pastoral Care Policy at the April meeting.
- The Board congratulated TY student Niamh Moloney on being invited to attend Mental Health Ireland Award's ceremony in Dublin on March 29th
- The Board received an update on the building project to replace the prefabs. The Architect's report will be available next week (Week of 13th March)
- The Board reviewed the reports received from the LCVP, LCA, Transition Year and Green Schools Coordinators.
- The Board discussed the Action Plan for 2016-2017 based on an analysis of the 2015-2016 Annual Report
- The Principal updated the Board on issues relating to the School Self Evaluation and School Improvement Planning. A student and parent survey will be completed shortly.
- The Principal updated the Board on school activities since the last Board meeting. The Board thanked teachers for the huge range of activities available to students.
- The Bingo fundraising event will be held on Sunday 14th May
- The Parents' Association will hold a Pub Quiz in John B's on Friday 24th March
- The next meeting will be held on Tuesday 4th April 2017 at 7.30pm.

Presentation Secondary School Listowel

Agreed Report

Board of Management Tuesday 4th April 2017

- The Board discussed curriculum plans for September 2017
- The Principal updated the Board on Lenten activities 2017
- The Board approved the application for additional accommodation(a new building to replace the old prefabs) which will be submitted to the Building Unit in the DES shortly
- The Board reviewed the challenging financial position of the School.
- The Principal updated the Board on Teaching and Learning issues since the last Board meeting.
- The Board expressed its appreciation to staff who are involved in Theme Weeks and extracurricular activities with students
- The Board reviewed the following policies:
 - ✚ Attendance and Participation Policy
 - ✚ The Pastoral Care Policy
 - ✚ Fire Safety Policy
 - ✚ Vetting Policy

The Board approved:

-  The Social Media Policy
-  The CCTV Policy

- The Board will be approving the Relationships and Sexuality and Health and Safety Policies at the May meeting. A consultation process with parents, students and staff will take place before then.
- The Board acknowledged the very generous sponsorship of €1,000 from local Solicitors Pierse and Fitzgibbon for the football gear.
- The Board thanked the Parents' Association for the fundraising efforts (Pub Quiz in John B's)
- The Board reviewed the reports received from the LCVP, LCA and Transition Year Coordinators.
- The Board will began planning a strategy for the school 2017-2020
- The Principal updated the Board on issues relating to the School Self Evaluation and School Improvement Planning.
- The Principal updated the Board on school activities since the last Board meeting.
- The Bingo fundraising event will be held on Sunday 14th May
- The Board congratulated Niamh Moloney Transition Year on her Mental Health Ireland Award
- The Board congratulated Erin Halpin on winning the Fresh Film Festival 2017 Award.
- The Board will be inviting representatives from Parents' Association and the Student Council to the May 2017 Board meeting to review the activities and plans 2016-2017
- The next meeting will be held on Wednesday May 10th 2017.

Presentation Secondary School Listowel

Board of Management Tuesday 10th May 2017

The Board invited the Parents' Association to a meeting with the Board. The Chairperson and Treasurer of the Association discussed the following issues at the meeting:

- DES Circular 32/2017 relating to school uniforms
- The Book Rental Scheme
- The School Timetable 2017-2018
- Issues regarding the availability of Counselling and Guidance
- Teaching and Learning
- Sexually Transmitted Infections are discussed in Senior Cycle as part of the RSE programme in the school. The Parents requested that extra time be given to this particular area next year

The Board also invited the Student Council to the meeting. The Deputy Head Girl Tara Behan gave an excellent competent and articulate presentation to the Board and the Parents' Association on the following issues:

- Student Council Training
- Team Bonding
- Guest Speakers
- Mental Health Week
- Wellbeing Week
- CEIST Student Leadership Conference
- Work in progress

Agreed Report

- The Board discussed aspects of the New Junior Cycle to be implemented in September 2017, Wellbeing Guidelines, Subject Specifications, timetable 2017-2018.
- The Principal updated the Board on the application for additional accommodation.
- The Board reviewed the challenging financial position of the School.
- The Board thanked parents who have paid the Voluntary Contribution
- The Board were informed about plans for the Bingo on Sunday 14th May
- The School is celebrating its 75th Anniversary this year. A Steering Group has been set up to oversee the publication of a book. The Board was updated on the plans
- The Board wishes to encourage more parents to support the Parents' Association, the involvement of parents in the life of the school is very important especially at Junior Cycle.
- The Principal updated the Board on Teaching and Learning issues since the last Board meeting.
 - The Board approved:
 - ✚ The Health and Safety Policy
 - ✚ The Relationship and Sexuality Policy
- The Board reviewed the reports received from the LCVP, LCA and Transition Year Coordinators and thanked the Coordinators for their work
- The Board will began planning a strategy for the school 2017-2020 based on the School Plan
- The Principal updated the Board on issues relating to the School Self Evaluation and School Improvement Planning. The Annual Report 2016-2017 will be presented to the Board at the next meeting for approval.
- The Principal updated the Board on all school activities since the last Board meeting.
- The Board wishes all our Junior Cycle, Leaving Cert, LCA and LCVP students well in the State Exams.
- The Board at this time of the year wishes to sincerely thank all members of staff for their generosity, commitment and hard work during the year.
- The next meeting will be held on Wednesday 7th June 2017.

Extra Curricular activities

There are a broad range of extracurricular activities on offer in the school:

Debating

Board games

Book Club

Library activities

Sporting activities to include recreational badminton, competitive badminton, athletics, basketball, rugby, soccer, football, some students compete in equestrian activities as in they enter school competitions

Enrolment challenges

Projected Numbers 2016-17 onwards.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1 st Years	65	60 (55)	60	60	60
2 nd Years	42	65	60	60	60
3 rd Years	47	42	65	60	60
Transition Years	28	25	25	25	25
5 th Years	52	48 (+Incl 2 Repeats)	38	61	56
6 th Years	50	50 (-Less 2 Repeats)	48	38	61
Repeats	2	4	4	4	4
LCA 1	8	4	4	4	4
LCA 2	4	8	4	4	4
Foreign	13	12	12	12	12
Totals:	311	318	320	328	346

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

The school is in a very challenging financial position. The Board of Management and School Management are working very carefully to stick to our budget

Section Three

Report on LCA 2016/2017

Leaving Certificate Applied

September 2016

Four students have joined the LCA programme this year:

- Rebecca Mason
- Yasmine Millard
- Rachel O Connell
- Marie Heffernan

They are well settled in at this stage and are working on a General Education task and their Session 1 Key assignments.

Our LCA 2s are busy with three tasks – Social education, HCT and Practical achievement, as well as their Session 3 key assignments.

As attendance is an essential element in gaining credits in the LCA programme, we are monitoring this closely.

Leaving Certificate Applied Update

18th January

2017

LCA 1:

- Students are currently completing key assignments for Session 1.
- They are seeking work experience placements for Session 2 which will commence in February.
- The deadline for the completion of their General Education task is January 20th, this will be assessed and the students will be interviewed on same on February 1st.

LCA 2:

- Students are currently completing key assignments for Session 3.
- They are seeking work experience placements for their final session commencing in February.
- The deadline for the completion of tasks is January 20th.
- These will be assessed and the students will be interviewed during the week 30/01/17 – 03/02/17, including:

Task	Date of assessment
Contemporary Issues	<i>Not confirmed</i>
Hotel, Catering and Tourism	Monday 30/1/17
Practical Achievement	<i>Not confirmed</i>

Leaving Certificate AppliedDate: 6th March 2017**LCA 1:**

- Students are currently working on key assignments for Session 3.
- They are settled into their second work experience placement which will continue each Wednesday until the end of May.
- The students are currently working on their Enterprise task for English and Communications, this will involve running the Hair and Beauty salon from 9 to 1 on Tuesday March 14th.

LCA 2:

- Students are currently working on key assignments for Session 4 .
- They have commenced their final work experience placement.
- They are awaiting mock exam results, and are studying towards final written, oral and practical examinations.

Both LCA 1 and LCA 2 are engaging in a project with Louise Galvin- a mentor from Sky Sports. Louise will visit the school for the second time on Wednesday March 8th. The PE department will assist the girls with this project.

Leaving Certificate Applied

Date: 09/05/17

LCA 1:

- Students are currently completing key assignments for Session 2.
- The students have completed this year's task work successfully.
- Two students will sit their oral Irish exam next week.

LCA 2:

- Students are currently completing key assignments for Session 4 .
- The practical examinations in Hair and Beauty and HCT will be completed this week.
- The students will be examined in oral English and Irish next week .

The students will complete their Sky sports project during the week commencing Mon 22nd May.

Marguerite McSweeney

GEOGRAPHY DEPARTMENT ANNUAL REPORT 2016/2017

Department Members:

Margaret Daly

Use of ICT in the Department

- Continuous use of desktop computer and OHP for Junior and Senior Cycle geography.
- Extensive use of Youtube and Google maps.
- Use of student e- mails to forward mock papers and notes.
- Use of Powerpoint at Senior and Junior level as a teaching aid.
- Active use of eportal.

Review of the Geography Department Action Plan 2016/2017

- Carried out continued work on the green schools where student learned important map reading and graphing skills that directly link to the geography curriculum. Visits such as Angela Wall from An Táisce ensured the continued development of students awareness toward environmental geography.
- I continued the use of learning intentions and success criteria with all first and second year students; building on last year success in the geography department.
- Continuous use of word walls/word banks have helped to further develop literacy in the department.
- Implemented the use of mind maps to help assist student revision of geography topics; used in particular at the end of chapter.
- Display of student project work on classroom walls gives positive affirmation to the students. Made notice boards from ply wood to secure the further display of good quality and revisionary work.
- Planned Open Night was very successful particularly with the invaluable help of students.
- Regular informally meetings with other members of staff that are qualified to teach geography proved invaluable. Discussed project work and books to get a comprehensive view.
- The organisation of the Leaving Certificate fieldtrip and completion of the booklet is always a priority.
- Green Schools TY outings are beneficial to students who opt to take geography at senior cycle.
- A theme week has been planned for September 2017.

Details of Geography Department Action Plan 2016/2017

Targets:

- To ensure that all students achieve the highest academic progress by liaising with the Special Needs co-ordinator in the school.
- To develop a positive attitude towards caring for their environment.

Tasks:

- To encourage independent learning through use of media outside of classroom, e.g. newspapers, news bulletins and weather forecasts.
- To continue to have regular formal and informal meetings. In addition to encourage the use of common modular tests to supplement the February and Summer tests.

When:

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

Who:

Margaret Daly

Success Criteria:

- To ensure that all students reach their full potential with regard to achieving highest grade possible for their ability in geography.
- Due to the link between Geography and the Green School Programme students develop an appreciation of their environment and develop a sense of stewardship towards the earth.

Agreed monitoring procedures:

- Ensuring that learning intentions are stated at start of every class.
- To allow a class slot for a discussion of what they heard in the news and various media sources with regard to geography.
- To have a section of the room dedicated to newspaper cuttings collected by students.

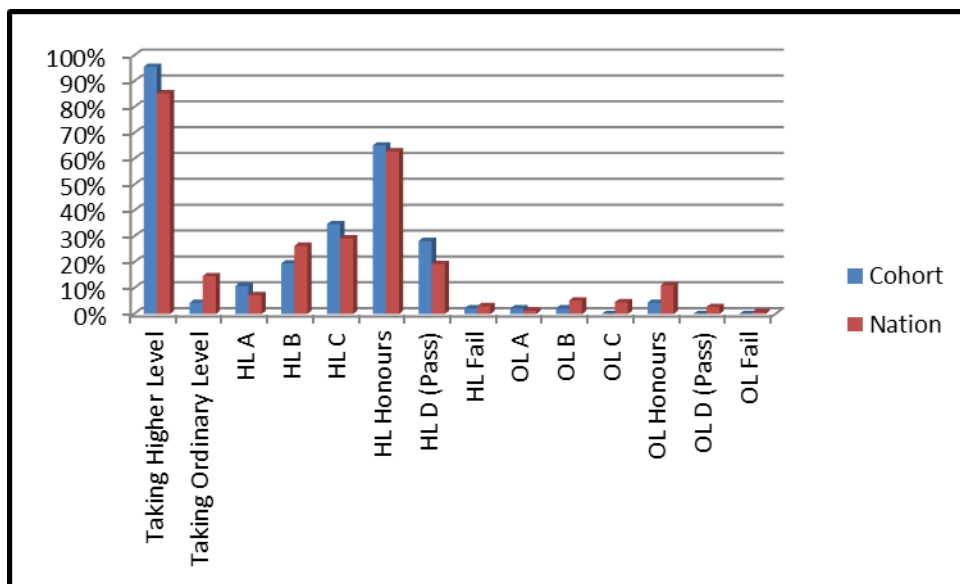
Agreed Evaluation Procedures:

- Higher and Lower order questioning techniques.
- Written class tests.
- February/Summer Tests.

General Analysis of State Exams 2015

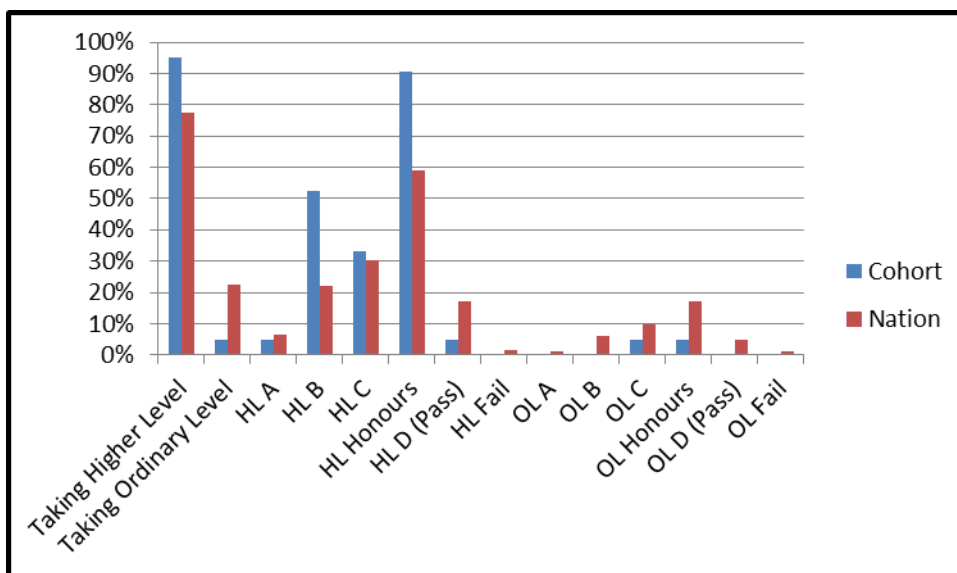
Junior Certificate

Overall, we are delighted in the geography department with the Junior Certificate results. 94% of our students opted for the Higher Level paper which is significantly higher than the national average. 65% of our students were awarded an Honour with 11% gaining an A grade. Only 4% of students sat the Ordinary Level paper and both were awarded an A or B.



Leaving Certificate

Overall, we in the geography department were delighted with the 2016 LC results. 90% of our students were awarded an honour in the higher level compared to 59% nationally whilst 100% of students received an Ordinary Level honour. We were also delighted to have all students bar one opt for the Higher Level paper.



Subject Uptake

Extremely happy with the uptake of geography at senior cycle. All students study geography at junior cycle.

Cross Curricular links

We linked up with the Science Department with regard to the experiments on acid rain.

Religion - climate justice

CSPE - Environmental issues

History - population studies

Maths - interpretation of graphs

Art - poster competition

Staff CPD within the Geography Department

Dyslexic Seminar & Mind mapping with Tony Buzzan

CPD Plans 2016/2017

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

We plan to join the Cork Geography Teachers Association.

Links with the PDST

Online information on Numeracy and Literacy

Graphic Organisers from PDST site

Revision aids from PDST and distributed to all students

New Resources Purchased

Book samples from book company reps and workbooks

New textbook for fifth year entitled Earth by Micahel Organ.

Literacy and Numeracy initiatives in the Department

Word banks/word wall

Posters to aid numeracy/ literacy

Information provided on numerous websites throughout the year for students to access and read through e.g. leavingcertgeography.ie, khan academy etc

Mocks papers made available to students via their school e mails

Numeracy posters displayed in class

Cover sheet for exams to convert scores into percentages and decimals

Constant reference to graphs and interpretation of data through tables etc

Student teachers

Two student teachers helped with geography this year. They were given 1st and 2nd year classes which I closely monitored. I worked well the teachers and they worked off the scheme of work. Both teachers were studious and impressed their tutor regarding their teaching.

Links with school Self Evaluation and School Improvement planning structure

We strictly adhered to the Learning Intentions and Success Criteria as recommended in the Assessment For Learning Initiative of last year. These have proved to be very worthwhile as was identified through the results of the students via a questionnaire. We have also introduced the Learning Intentions throughout our classes and find it very beneficial

This year I completed surveys and carried out the mind mapping initiative in conjunction with the Learning School Project.

English Department Annual Report 2016-2017

Members of Department

Ger Tarrant

Elaine Keane

Muireann O Sullivan

Gemma O Loughlin

Michael Daly.

Subject Department Action Plan 2016-2017

This year in the English Department our action plan focused on the online tool Padlet. Padlet is an online programme on which one can review novels or any piece of writing for that matter and has proven quite a hit with our junior classes. The focus of padlet was with first and second year classes. It certainly encouraged them to read and gave us, their teachers, an opportunity to review their efforts. We look forward to using it again during the next academic year.

Subject Department Action Plan 2017-2018

The action plan for 2017-2018 is to continue with our action plan for the previous year. As a department we found it extremely beneficial to the students and we saw every reason as to continue it for the next academic year.

Cross Curricular Links

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

Activities outside of School

Our Second Year students attended the Mercy Mounthawk production of William Shakespeare's beautiful but sad Romeo and Juliet in Siamsa Tíre, Tralee. To have had such an opportunity to engage with a live production of this calibre was indeed priceless.

We were a little disappointed earlier this year to learn that Listowel Writers' Week's 'Operation Education' was not going ahead. The English Department has supported this very worthwhile workshop in all things English since its inception. However, in recent days we have been contacted by Máire Logue and the hard-working staff at the Writers' Week Office with news of the return of 'Operation Education' in the fall and a live interview with none other than a native son, Brendan Kennelly – esteemed poet and former Professor of Modern English at Trinity College Dublin. The Fifth Year girls (2017-2018) are in for a unique treat.

Competitions Entered

Debating

This academic year saw the continuation of debating in Pres. The girls' competed in the Concern Debates and did the school proud winning both of their debates since Christmas; defeating St. Brendans Killarney and Limerick's Laurel Hill. We are delighted and extremely proud of the team. Gemma O' Loughlin and Michael Daly were involved in debating from the English Department.

Student Teachers

Gemma O' Loughlin had a student teacher with her for five weeks during the school year. Gemma Spellman was teaching English to first and second year students, class 1B twice a week and classes 2A and 2C once a week. Gemma worked very well and engaged well with students and staff throughout her time while also receiving some very good reports from inspectors.

Staff CPD

It's advisable that we sign up for CPD whenever this is possible. At least one member of the English Department is a member of INOTE. Others are encouraged to join. Due to the continuing dispute over New Junior Cycle English CPD by ASTI, teachers have unfortunately not been able to engage in any CPD in this area. Gemma O'Loughlin attended a PDST workshop on literacy on 29th May 2017.

Planning for New Junior Cycle Specification

At our last Department meeting it was decided to compile a booklet for incoming first year students. This booklet will contain poems and short stories which students will study over the course of their Junior Cycle. The booklet will contain material appropriate for Junior Cycle and

chosen by all teachers. Students will pay a small fee at the beginning of First Year to cover the small printing costs. The finer details of this are to be finalised in September 2017.

Literacy Initiatives

Literacy is never a once off in the English department. It is part and parcel of what we are. Pres Listowel celebrated World Book Day for its 20th Anniversary on the 2nd March with many activities organised throughout the day. We also organised the March Reading Challenge, where students were invited to complete one reading task a day and complete it all during the month of March. This was a resounding success with many students engaging in the challenge.

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

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

Book Club & Literacy

Throughout this academic year, a book club took place every Thursday to encourage literature discussion. This club has enabled teachers and students to communicate and discuss books. It has been a pleasure reading numerous books that I loved and loathed throughout the academic year and I can't wait to continue discussing books in the future.

Moreover, we are always striving to encourage reading and we aim to continue to do so. As part of our literacy initiative for this academic year, all junior cycle students are actively encouraged to read and publish a review of their reading experience on padlet.com (as mentioned earlier as part of our Action Plan).

Use of ICT in the Department:

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

Uptake of Subject at Higher & Ordinary Level in 3rd & 6th Year

In Third year the vast majority of students are doing Higher Level English. Students are actively encouraged by their teachers to do so. However there are some students who will be sitting Ordinary level English at Junior Cycle. This number is currently two students of a total of forty four.

At Senior Cycle the breakdown of numbers is a total of forty nine students, with thirty eight sitting Higher Level and eleven sitting Ordinary Level English.

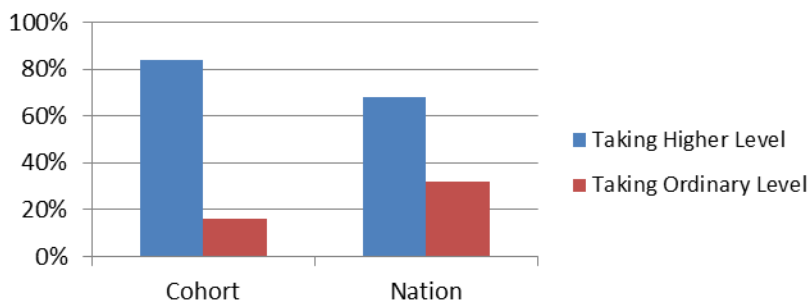
Overview for LC English 2016

*Among School
Cohort/Nation*

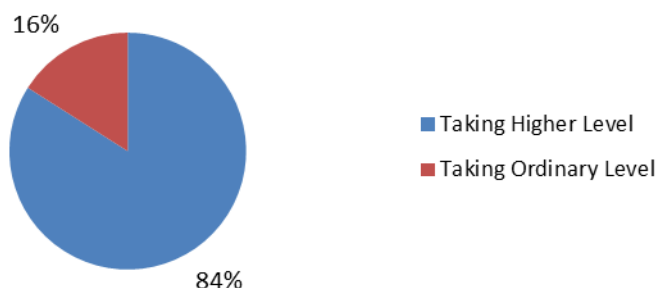
Within each level

	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	84%	68%	16%			
Taking Ordinary Level	16%	32%	-16%			
HL A	14%	6%	8%	17%	9%	8%
HL B	36%	18%	18%	43%	26%	17%
HL C	26%	28%	-2%	31%	41%	-10%
HL Honours	76%	52%	24%	90%	76%	14%
HL D (Pass)	8%	15%	-7%	10%	23%	-13%
HL Fail	0%	1%	-1%	0%	1%	-1%
OL A	2%	2%	0%	13%	8%	5%
OL B	10%	9%	1%	63%	29%	33%
OL C	4%	12%	-8%	25%	39%	-14%
OL Honours	16%	24%	-8%	100%	76%	24%
OL D (Pass)	0%	6%	-6%	0%	20%	-20%
OL Fail	0%	1%	-1%	0%	4%	-4%

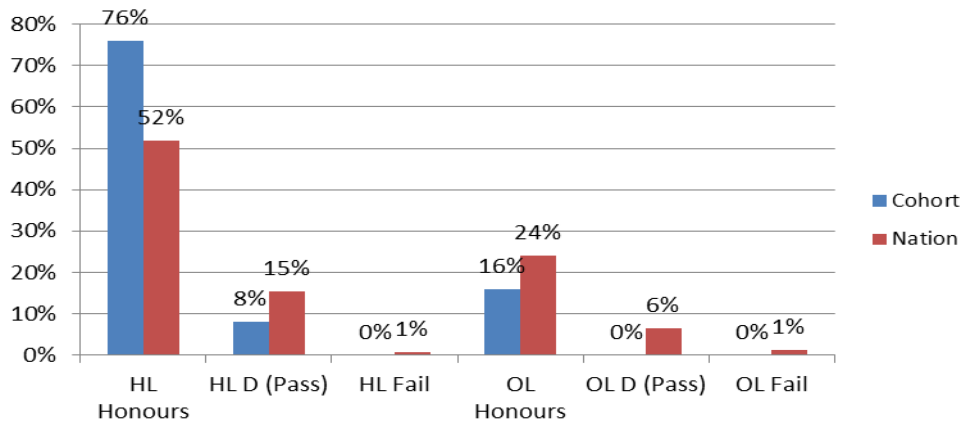
2016 Take up at levels School Cohort/Nationally



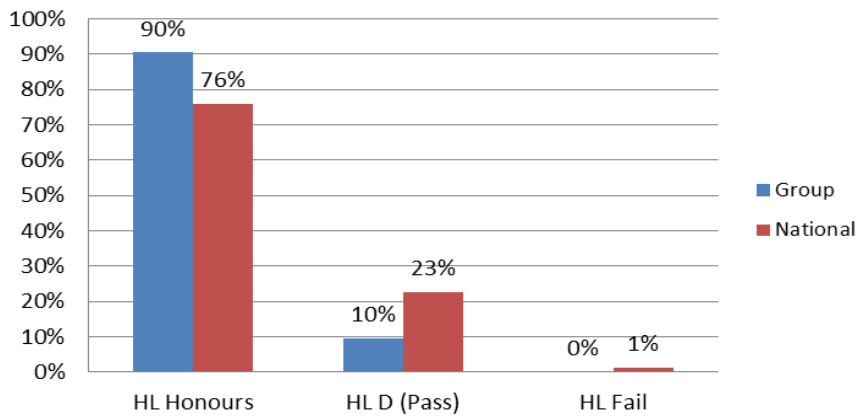
2016 Take up in your school



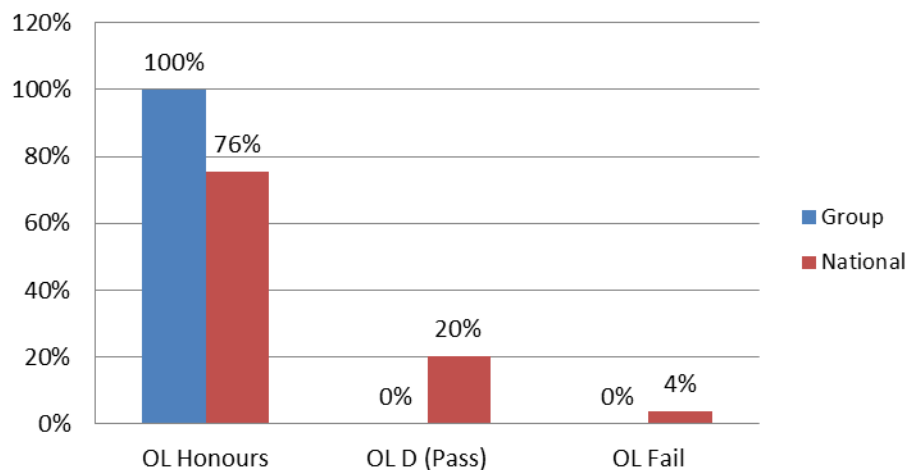
2016 Students taking this subject



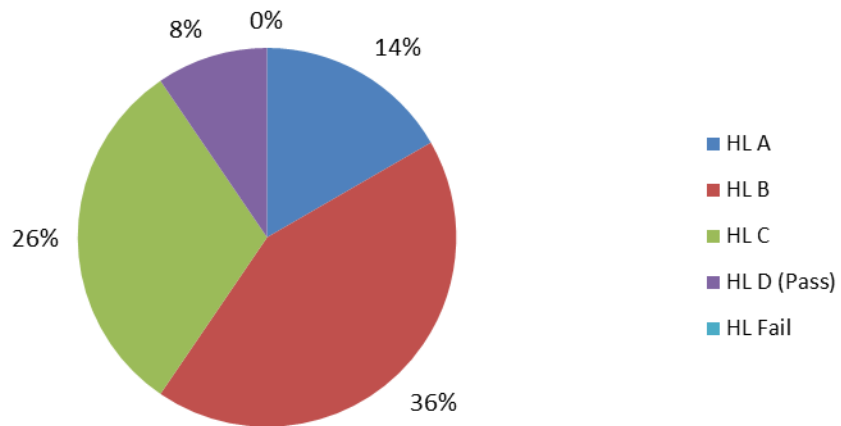
Students taking Higher Level



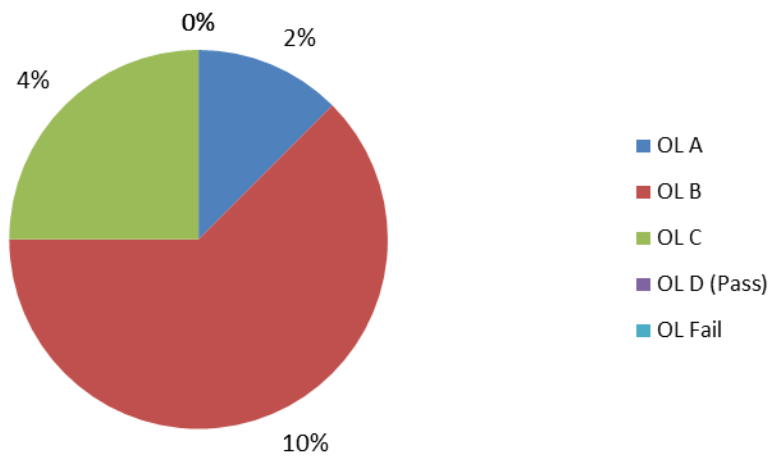
Students taking Ordinary Level



2016 Attainment at Higher Level



2016 Attainment at Ordinary Level



Overview for JC English 2016

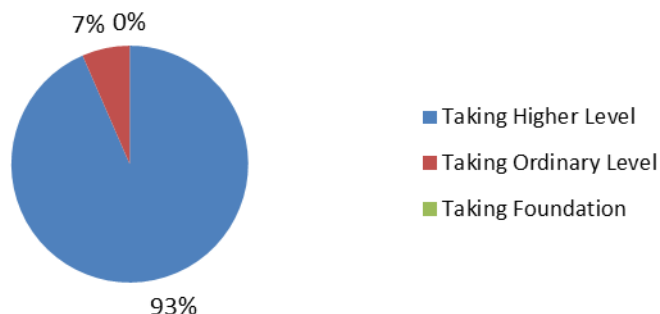
Overview for JC English 2016

*Among School
Cohort/Nation*

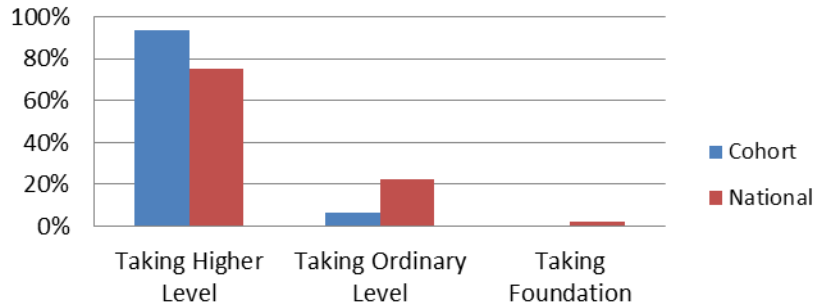
Within each level

	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	93%	75%	18%			
Taking Ordinary Level	7%	23%	-16%			
Taking Foundation	0%	2%	-2%			
HL A	4%	7%	-3%	5%	10%	-5%
HL B	28%	21%	8%	30%	27%	3%
HL C	26%	30%	-4%	28%	40%	-12%
HL Honours	59%	58%	1%	63%	76%	-14%
HL D (Pass)	35%	16%	19%	37%	21%	16%
HL Fail	0%	0%	0%	0%	2%	-2%
OL A	0%	1%	-1%	0%	6%	-6%
OL B	4%	7%	-2%	67%	29%	38%
OL C	2%	9%	-7%	33%	42%	-8%
OL Honours	7%	17%	-11%	100%	77%	23%
OL D (Pass)	0%	5%	-5%	0%	21%	-21%
OL Fail	0%	1%	-1%	0%	3%	-3%
FL A	0%	0%	0%	#####	11%	#DIV/0!
FL B	0%	0%	0%	#####	27%	#DIV/0!
FL C	0%	1%	-1%	#####	35%	#DIV/0!
FL Honours	0%	1%	-1%	#####	73%	#DIV/0!
FL D (Pass)	0%	0%	0%	#####	20%	#DIV/0!
FL Fail	0%	0%	0%	#####	7%	#DIV/0!

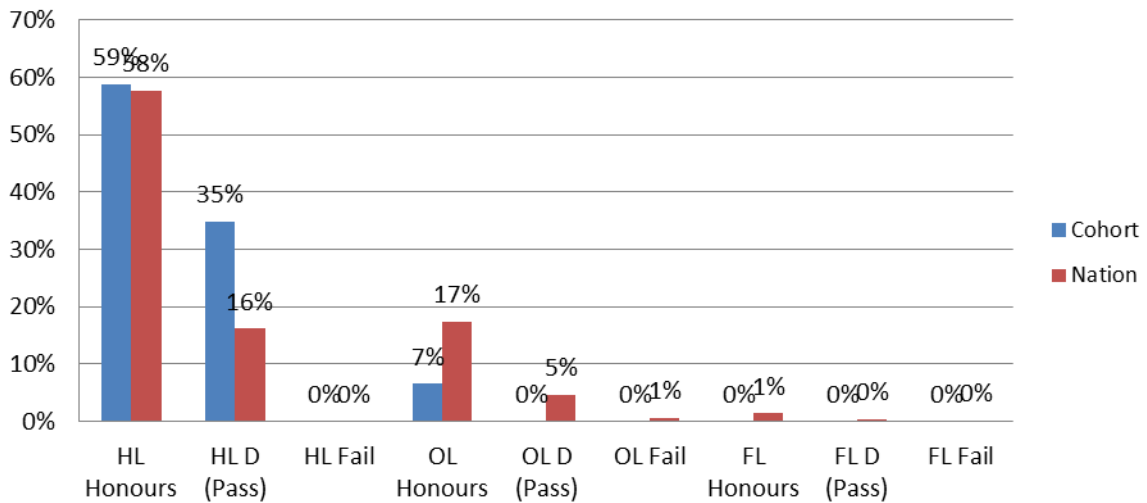
2016 Take up in your school



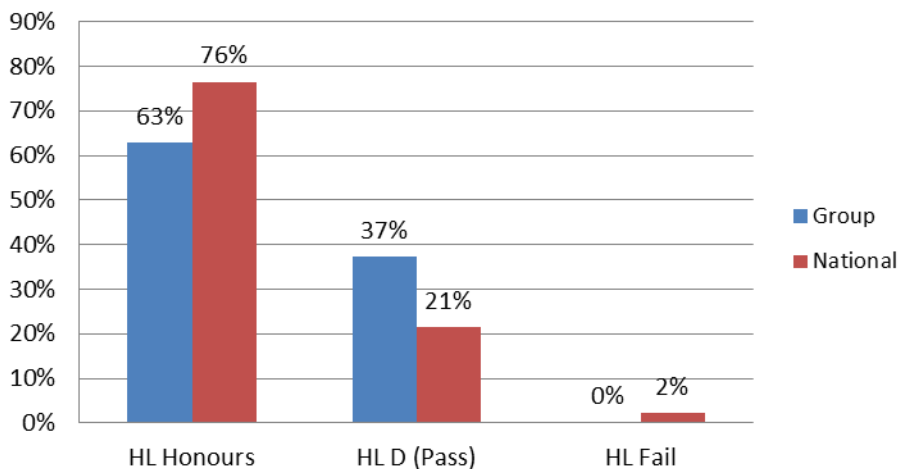
2016 Take up at levels nationally

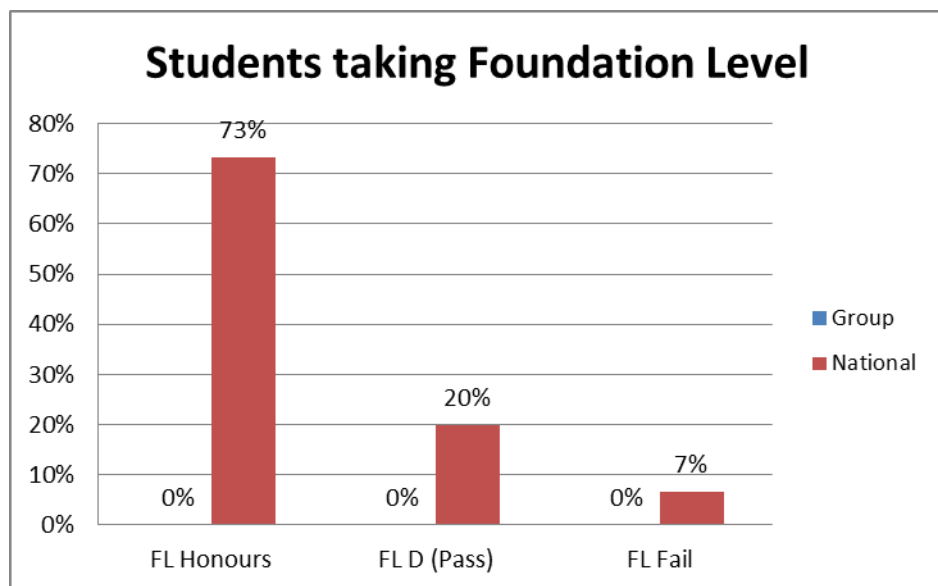
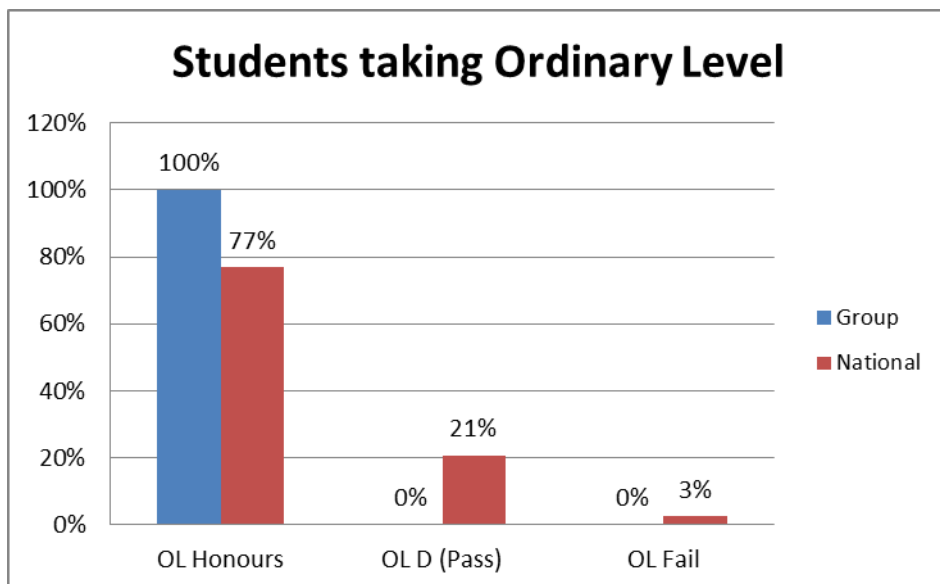


2016 Students taking this subject

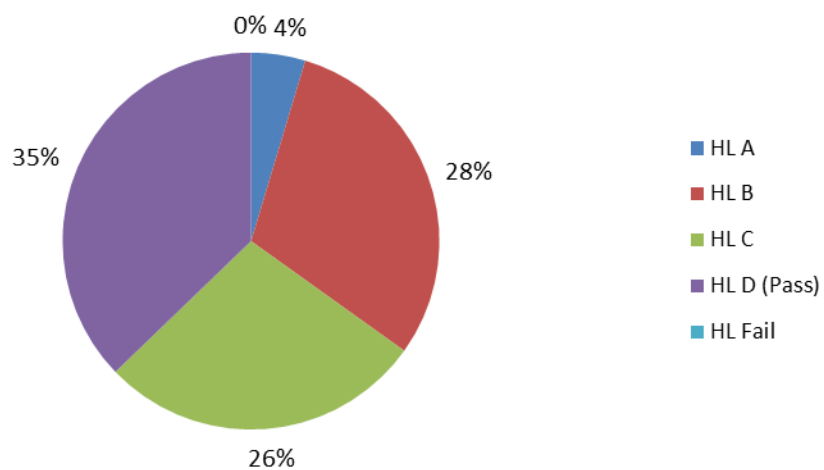


Students taking Higher Level

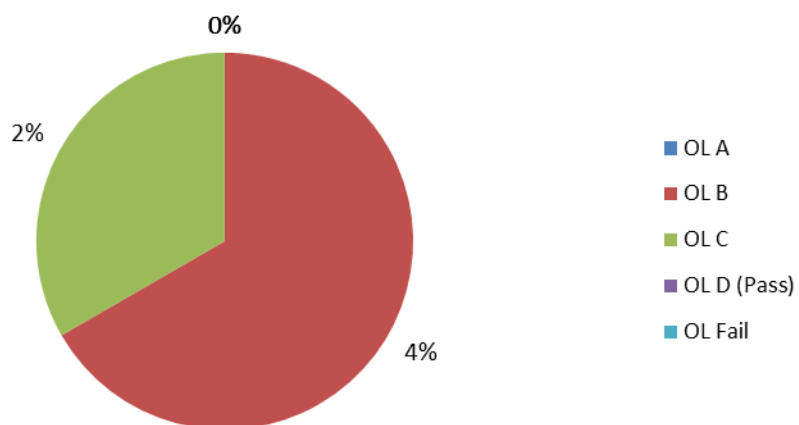




2012 Attainment at Higher Level



2012 Attainment at Ordinary Level



Gaeilge

Ceannaire na roinne:

Norma Dowling

Baill na roinne:

Elaine Keane
Bridget O'Connor
Margaret Walsh
Kay Kennedy

Úsáid teicneolaíocht sa roinn:

Ríomhaire sa seomra ranga
Seó sleamhnán
Úsáid scannan
e-leathanach
Gaelchultúr

Athbhreithniú ar phlean gníomhaíochta na bliana:

D'eagraíomar comórtas labhairt na Gaeilge, amhrán na gcupán, ceol agus rince traidisiúnta do sheachtain na Gaeilge agus bronnadh duaiseanna ar na buaiteoirí.

D'eagraigh Norma turas go dtí ceanncheathrú Chonradh na Gaeilge agus Seó Bóthair.

Anailís na scrúduithe stáit:

Déanta againn agus sábháilte ar an comhad roinnte

Nascanna traschuraclaim:

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

I mbliana mar shampla bhí nasc láidir idir sinn agus an roinn cheoil d'Amhrán na gCupán.

Forbairt ghairimiúil 2017/2018:

Cuairt scoile eile le Susan Ormond

Nascanna leis an Seirbhís um Fhorbairt Ghairimiúil do mhúinteoirí:

Susan Ormond

Acmhainní nua:

Cheannaíomar cartáí oideachais agus postaeir don rang.

Fuaireamar leabhair don Teastas Shóisearach Nua.

Suirbhé:

Rinne an Idirbhliain suirbhé ar na gníomhaíochtaí ba mhaith leo a dhéanamh sa rang Gaeilge.

Tionscnaimh litearthachta agus uimhearthachta:

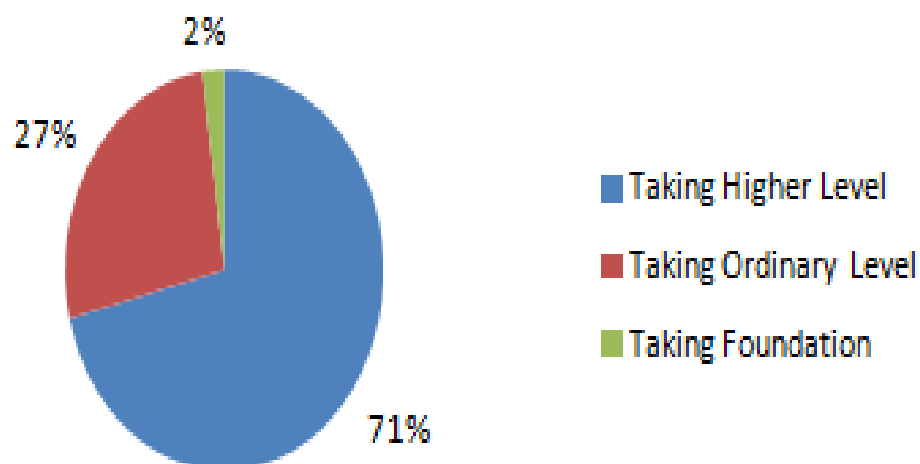
Bhaineamar úsáid as Beatha le Bua ar an idirlíon sa rang. Roinneamar an nasc leis na daltaí. Chuireamar leabhair sa leabharlann. Rinneamar postaeir don rang ag fógairt achmainní nua: Gaeilge le glam, Nós, Úsáidim Facebook as Gaeilge, Tuairisc. Chuireamar na daltaí ar an eolas faoi na rudaí thuas luaite.

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

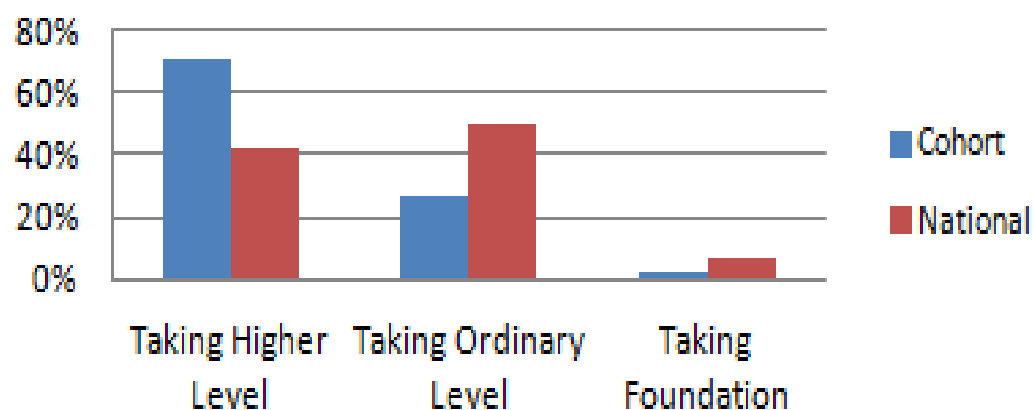
Rinneamar ár ndícheall na torthaí foghlama agus na heochairfhocail a scríobh suas ar an gclár bán ag tús gach ranga.

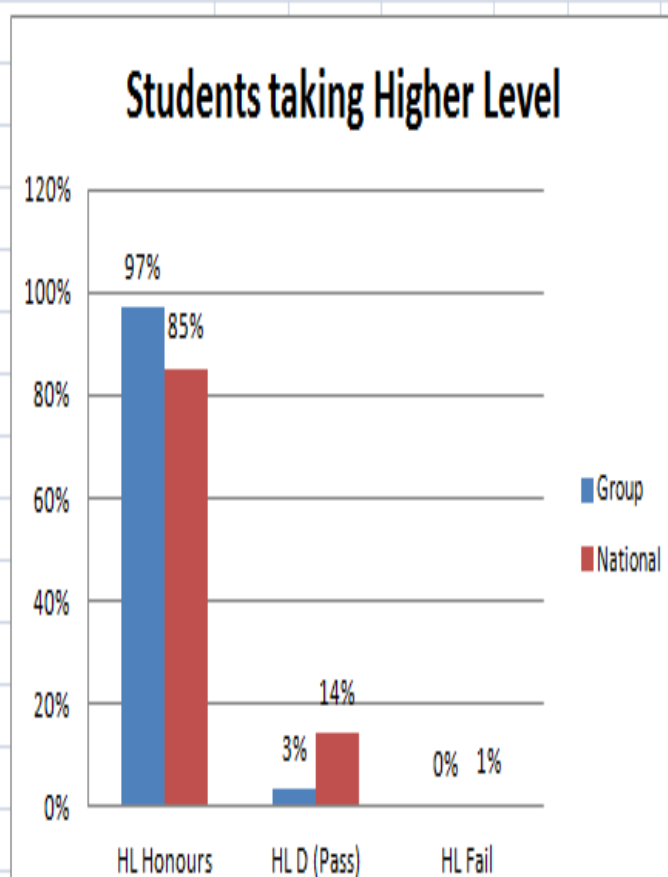
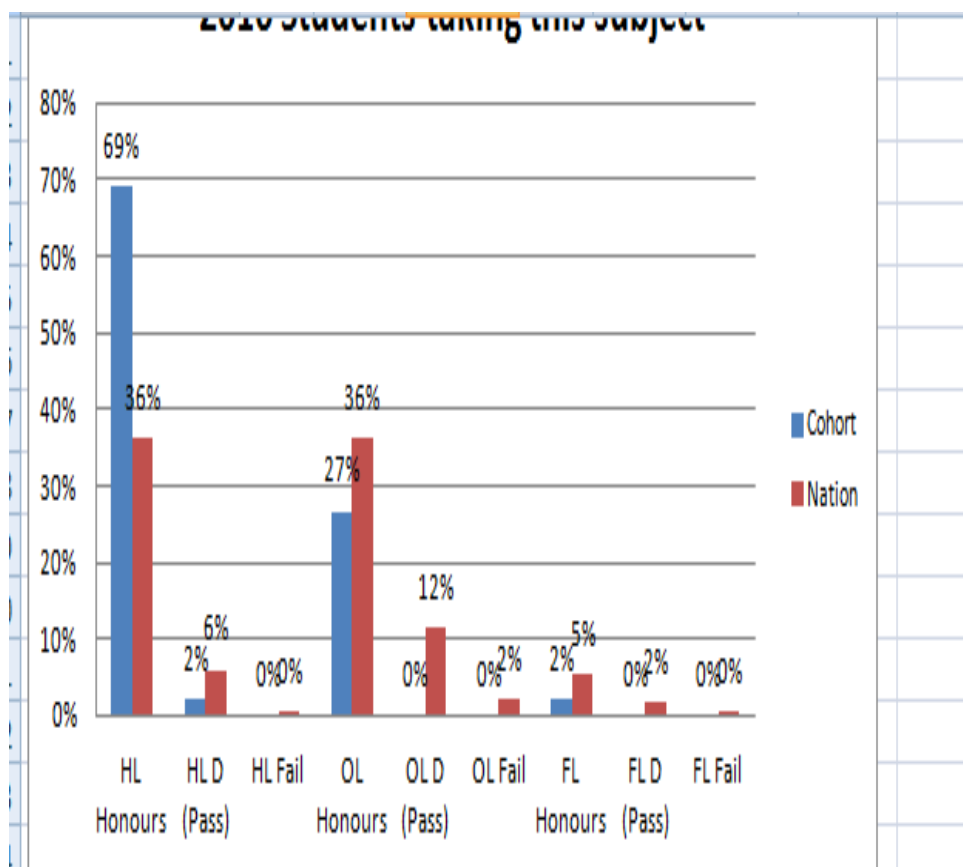
Grafanna PDST:

2016 Take up in your school

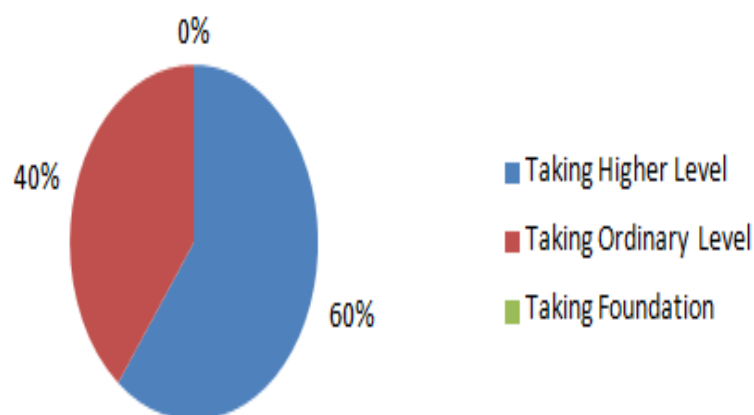


2016 Take up at levels nationally

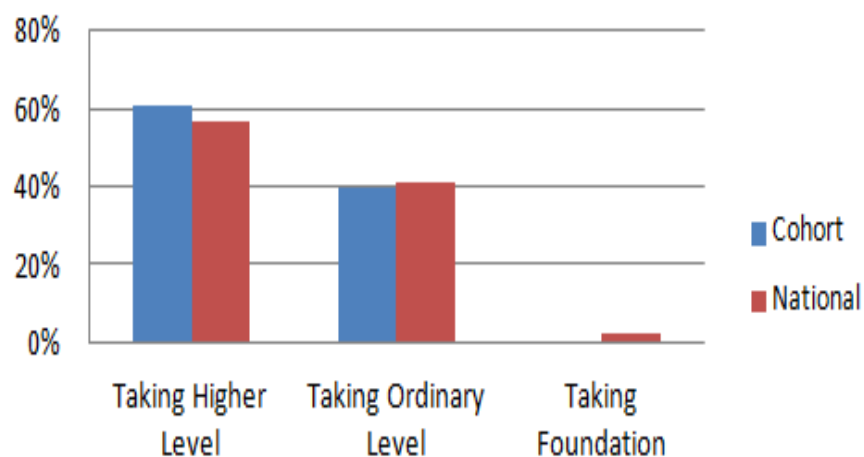




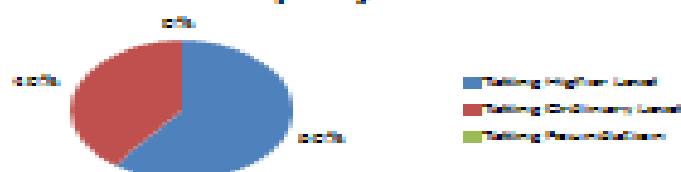
2016 Take up in your school



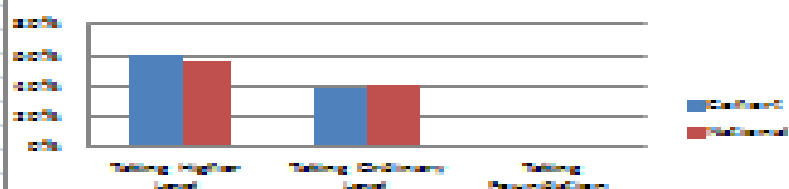
2016 Take up at levels nationally



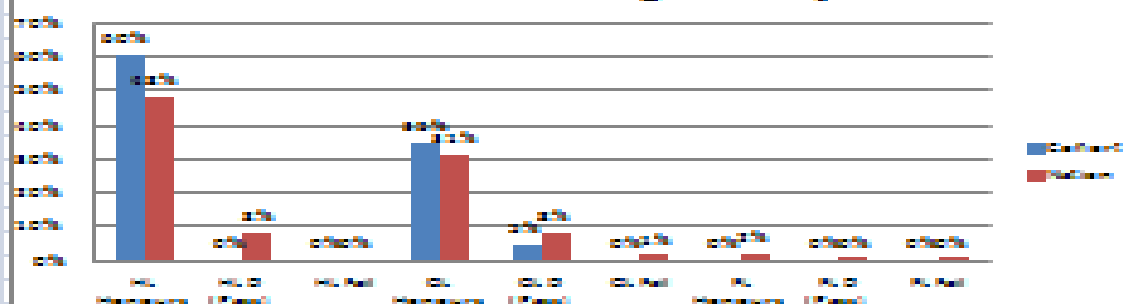
2016 Take up in your school



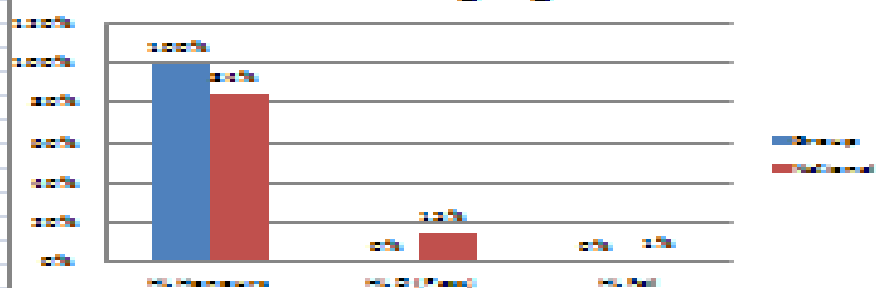
2016 Take up at levels nationally



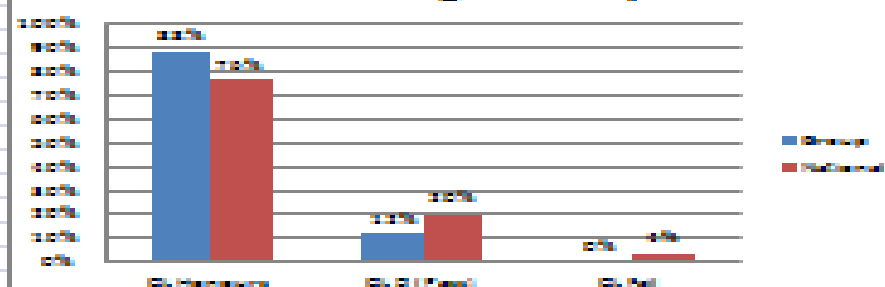
2016 Students taking this subject



Students taking Higher Level



Students taking Ordinary Level



Religious Education Department end of year report 2017

Members of the department;

Máire Lyons, Aishling O' Dwyer, Lisa Whelan, Margaret Walsh, Sr. Eilish.

Use of ICT in the department

- We use power point presentations for most of our RE lessons.
- We insert hyperlinks in many power points which allow us to use YouTube to deliver lessons where appropriate.
- We share resources on the shared staff drive.
- We use email to communicate with staff and students when necessary.
- We use e-portal to monitor attendance and to track academic progress.

Review of subject department action plan 2015-2016

- ❖ We use AFL. We display learning intentions at the beginning of each class With a desired learning outcome.
- ❖ The purpose of our homework policy is so that it helps reinforce the work that was done in class.

Details of subject department plan 2016-17

Máire Lyons and Aishling O' Dwyer are the junior cycle teachers. In preparation for the Junior Certificate examination they will follow the prescribed syllabus and prepare students for the journal which was completed this year by April 28th . Margaret Walsh, Lisa Whelan and Sr. Eilish are the senior RE teachers. They follow the non exam syllabus for senior RE.

Theme weeks and activities

The RE department has been busy since over the past year;

- We started our new School year with a lovely mass for the staff on August 29th, celebrated by Fr. Declan O' Connor.
- Again this year all students at Junior cycle were encouraged to take part in the 'shoe box appeal', this was a huge success, seeing nearly 70 boxes collected on November 21st, for such a worthwhile cause.
- This year our 'Presentation Mass', was celebrated by Bishop Ray Browne on Sunday November 20th in Listowel Church, and it was very well attended. Many students across the years took part to make this event a success, and represented our School so well in the community.
- Fr. Declan marked the feast of the 'Immaculate Conception' on December 8th with us, holding a mass here in School in our social area.
- Diane Macken, SVP regional co-ordinator for the Munster area came to speak with the 3rd year Religion classes on December 8th. She highlighted social injustice issues in the regional, which was a huge benefit to their Junior Certificate RE projects.
- As part of the 3rd year Religion project/journal, based on section A; Communities of Faith' in the curriculum, a food appeal for SVP took place throughout the School in the three weeks leading up to Christmas. This was a phenomenal success. local representatives from

SVP, Hannah Mulvihill, Kay Landy and Mary Francis Behan launched the campaign and collected the kind donations for distribution in the Listowel region.

- Catholic schools week was marked at the end of January. Pupils from each year read a daily reflection on the theme of 'Stewardship' and taking care of the world we live in, as inspired by the Papal Encyclical 'Laudato Si'. A visual display on the theme was created and on view in the social area for the duration. Resources from Tomás Kenny, were delivered to all Religion class groups up to Leaving cert by Ms. Lyons, on 'Laudato Si' in the form of a PowerPoint presentation.
- Ms. Whelan took 5th year students to Ceiliuradh na nóg in Tralee in February, and it was thoroughly enjoyed by all.
- 'Faith formation workshops'/retreats- were prepared and presented to 1st, 2nd and 3rd year students by Ms. Lyons and Rev Sean Jones. The theme of these workshops was 'Image', image in society, and internal image. Ceist resources were incorporated into the material, and the feedback from the girls was very positive. We hope to be able to apply more time to such workshops next year.
- The 'Life works Programme', was presented to 5th year students on February 28th, raising awareness of the issue of abortion. The feedback was very positive from our students, they found it very interesting.
- The beginning of Lent, which began on Ash Wednesday March 1st, was marked by staff and pupils with the wearing of the ashes, distributed by Sr.Eilish.
- T.Y. students attended the anniversary mass for Donal Walsh in Tralee.
- Confessions were heard in the School by Fr. Declan and Fr. Hegarty on Tuesday April 4th.
- Finally, our sixth year group celebrated their graduation Mass on Thursday 25th of May. We were very privileged to have Bishop Ray Browne visit our School to celebrate this mass. Pupils participated in the Liturgy of the Word as well as the music. It was a lovely occasion.

Cross Curricular Links

RE has several cross curricular links. These include history, geography, SPHE, and CSPE. It is important to highlight these links in order to allow students to develop their thinking and apply learning to different context.

- Geography- Highlighting the geographical context of the origins of Christianity, and Islam
- History- Making the Historical connection and context of again the major world Religions, and teaching how various world events such as the 'Holocaust' shaped Judaism for example.
- CSPE- Linking 'Laudato Si' to our role as being stewards of the 'common home' we live in- one of the key concepts in CSPE.

Staff CPD within the subject department

M. Lyons attended;

- 27th October- Religion In-service in Killarney. Challenges to faith and RE teaching. Motivational speaker Declan Coyle.

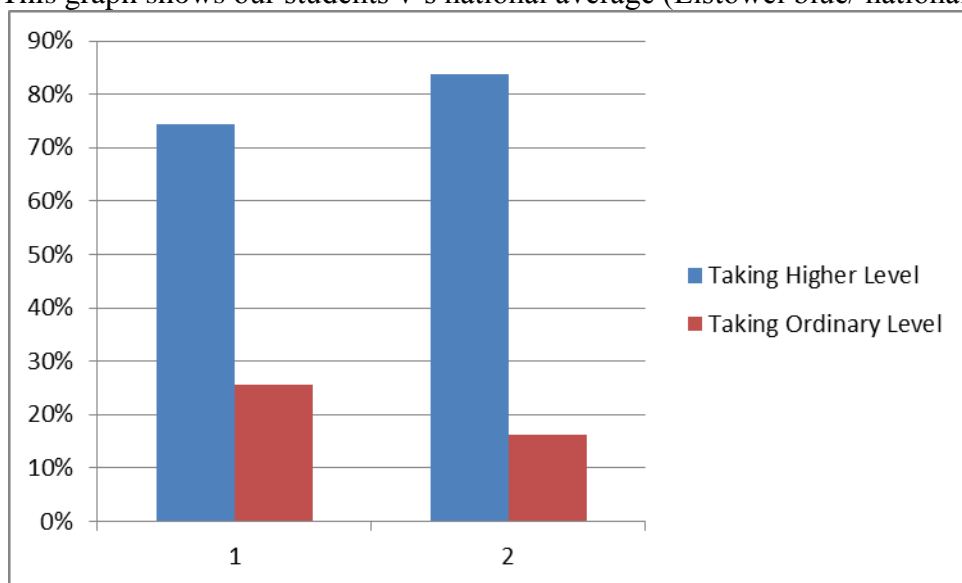
- 6th February- Religion In-service in St. Patrick's College Thurles. Senior cycle Religion workshop on mindfulness.
- 16th February- Religion Teachers In-service in Killarney- Tomás Kenny, on prayer, Trócaire and 'Back packer programme'
- Ms. O' Dwyer and Ms. Lyons -Friends for Life, circle of friends programme completed in Tralee IT.

CPD plans 2017-2018

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

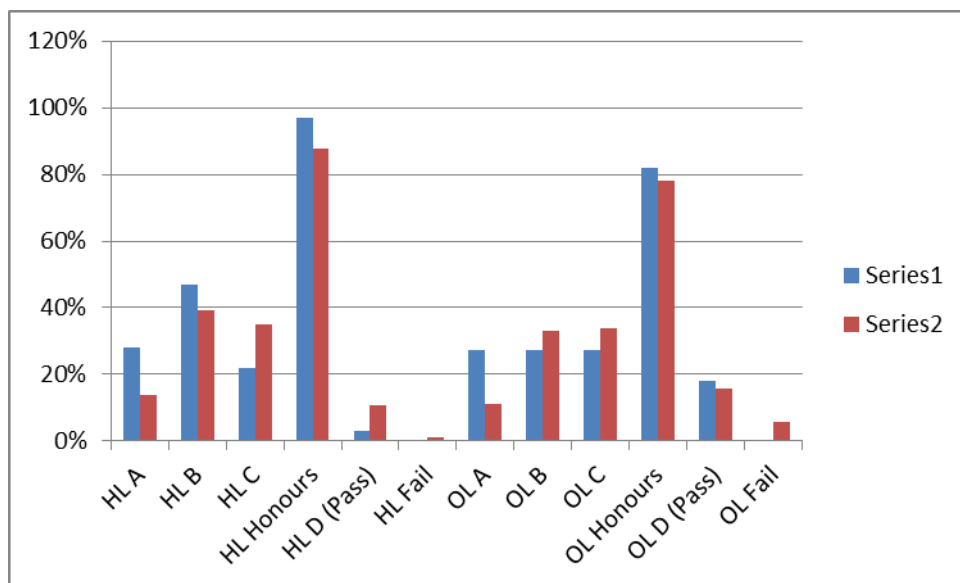
Links with PDST

In the Junior certificate exam in 2016 43 students sat the religion exam in total. 32 took it at higher level, while the remaining 11 sat it at ordinary level. As you can see from the graph below compared to the national average we have a sizable percentage taking the higher level paper. This graph shows our students v's national average (Listowel blue/ national average red)



The graph below shows Presentation Listowel **over all statistics in 2016** compared to the national average. (series 1 –Listowel, series 2-national average)

You can see how we are above the national average in most areas, with our pupils being awarded more honours at both higher and ordinary level. We received 28% of A grades as opposed to the 14% at the national average. We had no failure rate at either level.



We are extremely proud of the results and hard work that has been put into Religious education here in Presentation Listowel, and will continue to achieve our best.

New resources purchased

No new resources were purchased this year, however funding was donated to Rev. Sean Jones for his work on Faith formation workshops.

Literacy and numeracy initiatives in the department

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

Links with the school self evaluation and school improvement planning structure

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

Physical Education Report 2016-17.

The rewiring of the lighting system in the P.E. hall, completed during the month of November, was a much needed and welcome improvement for the overall health and safety viewpoint of the pupils and staff. The addition of a tarmac path inside the newly reinforced wall on the Ballybunion Rd has also facilitated a longer recreational walk within the school grounds for many student who remain on campus during lunchtime.

As part of our action plan for teambuilding among students last year's report targeted the holding of the events on school premises and availing of the expertise of our own staff to run the activities instead of bringing in outside expertise..

This goal was achieved and proved to be an outstanding success thanks to the contributions of Mr. Michael Daly and Maire Lyons. Next year it is intended to develop and expand the role of student mentors in this implementation as well.

The Kerry Schools Orienteering Rich Task in October again proved to be very popular among our Second Years and provided great opportunities to implement the numeracy activities in the preparation for the event. Hopefully the professional mapping of the school can be finalized in the coming months and house orienteering events can be run on campus.

Urban orienteering will be introduced for TY students next year as the timetabling for their classes allow greater freedom for flexibility in arranging suitable venues e.g. an event could be scheduled in Ballybunion before their weekly scheduled swimming session and on the annual trip to Dublin there are myriads of opportunities available in the many locations that they visit during their stay.

Our annual Sports/Fun day was held in May on the school premises and while students who did partake enjoyed a wide variety of activities many senior and junior cert students stayed away on the day and this needs to be looked at for the coming year. There are many physical activities and opportunities provided for all students in curricular and extra curricular options and a comprehensive Activity Week but the lack of participation by older age groups mirrors what is happening in other schools and society.

The Sive Walk and Bog Walk close to the school have proved very popular among students and various in house surveys have highlighted not only the physical benefits for students but also the wellbeing aspects such as student bonding and integration. Unfortunately the new Listowel bypass which is due to begin shortly will completely decimate these local amenities making them unsuitable and unsafe for student access due to the proximity of a large volume of passing traffic.

The school participated in extra curricular sporting activities with varying degrees of success over the past year and special thanks must be given to those teachers who gave so generously of their free time to provide the opportunities in Badminton, Basketball, Gaelic Football, Soccer and Tag Rugby (facilitated by our P.E student placement from UL)

Beach Volleyball also featured on the list of activities when the Irish Volleyball Association spent a day in the school introducing the sport to students and then hosting an open event on the beach in Ballybunion afterwards for all North Kerry schools. Special thanks to Jimmy Deenihan for his help in organizing this activity.

The PE department also utilized the Sky Sports for Living initiative for our LCA 1 and LCA 2 students. The Sky mentor allocated was a former past pupil ,Louise Galvin ,who proved to be a superb motivator and inspiration for not only the participants but also the TY group and our 1st Year students who had a Q&A after a short talk. The LCAs planned and organized an afternoon fun activity session as their project with our local national school. They liaised with our LCA teachers to ensure the smooth running of the event. Over 25 primary students from 2nd class were involved and a very enjoyable and active afternoon followed.

The LCA students reported very positively about their experience and were complimentary regarding the Self Esteem and Personal Goals workshop which they had before undertaking the project.

Next year our goal is to introduce opportunities for our Junior students to take part in extracurricular hillwalking activities beginning with basic hikes around the Killarney area and eventually leading to the climbing Carrauntoohil by the end of the school year.

PE Department

Music Department

Ann Foley & Emma Kelly

Review of Music Department Action Plan 2016-2017

The Theme Week was very successful as the combination art and music week allowed our students to showcase their many visual and aural talents. This also highlighted the cross-curricular links between the two arts subjects.

Regular meetings within the department both formally and informally are invaluable to the successful running of the department during these meetings we planned and coordinated the topics to be assessed in the house and summer exams.

We continued to highlight Assessment for Learning through the use of Learning Intentions and Success Criteria at the start of every lesson. This has proven to be very helpful as students are now aware of the learning expectations and how to assess their knowledge.

The introduction of mind mapping via the Learning School Project has further helped with literacy and understanding of key terms in music.

Students are encouraged to develop and prepare for their practical examinations through the various instrumental and vocal performances throughout the academic year.

Displays of student project work on classroom walls highlighting literacy and numeracy and encouragement of a student's musical ability gives positive affirmation to the students.

The Open Night was very successful and enjoyable; our students were given the opportunity to showcase a variety of musical genres including a rhythmic group performance.

The Transition Year show was performed for students, parents and family members.

The organisation and preparation of the Leaving Certificate and Junior Certificate practical examinations are always a priority.

Details on subject department action plan 2017-2018

Music department plan was updated.

It is our intention to have a theme week in the new academic year. We will continue to liaise on matters such as topics covered, music rehearsals and assessment methods and content. We will discuss organising an earlier trip to UL for the Cork Pops orchestra, due to time constraints experienced this year.

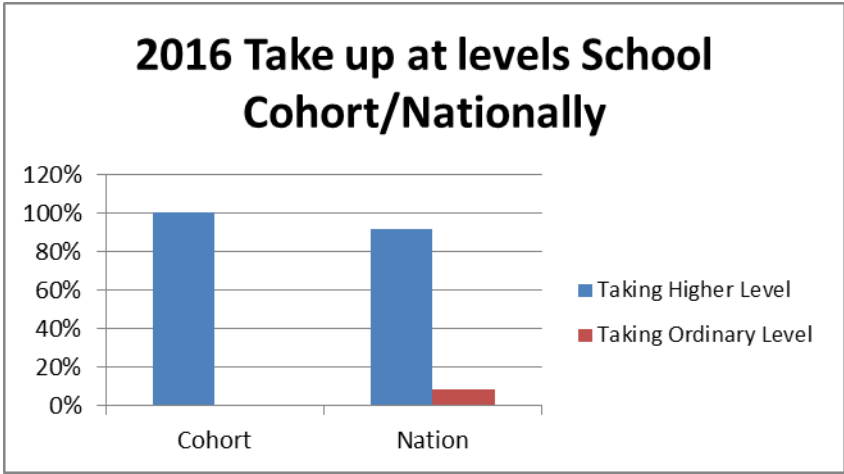
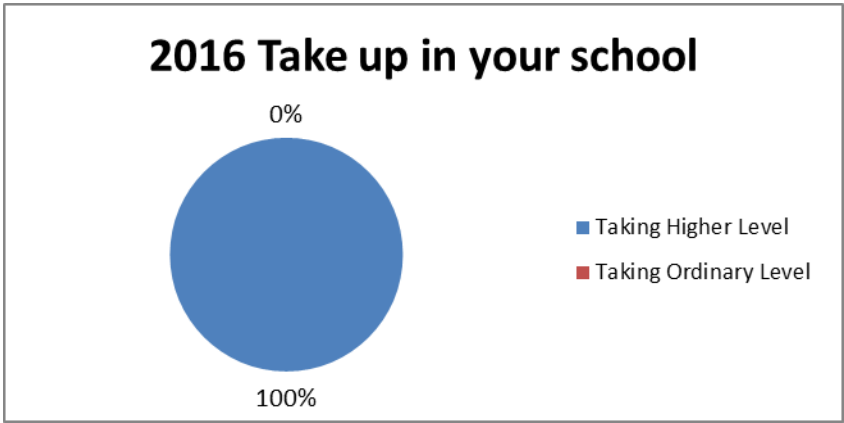
We will continue to encourage the use of mind maps in our teaching for the new academic year.

State Exam Results

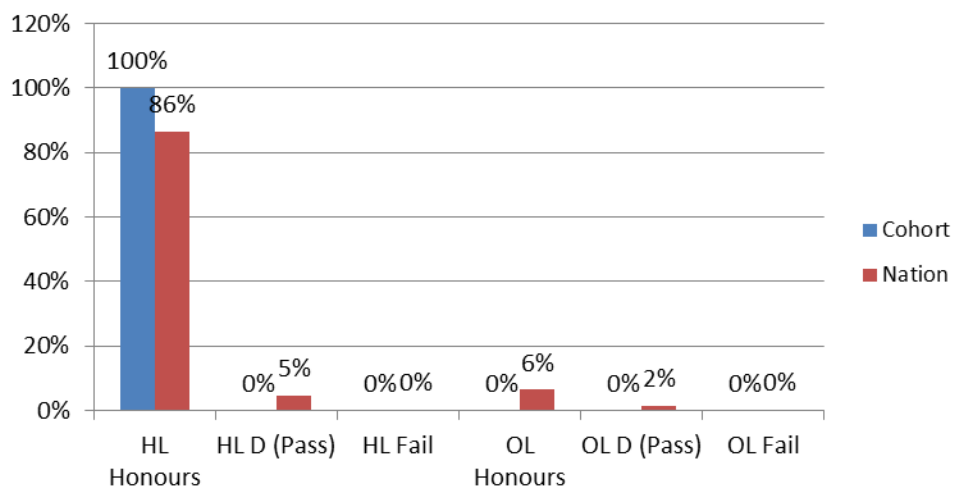
Leaving Certificate

14 students sat the Higher Level Leaving Certificate Music exam in June 2016.

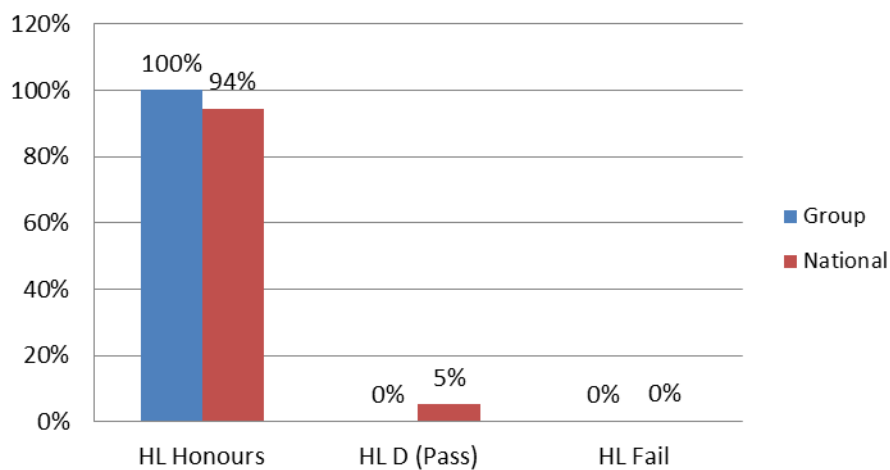
- 14% received As, 57% received Bs, 29% received Cs



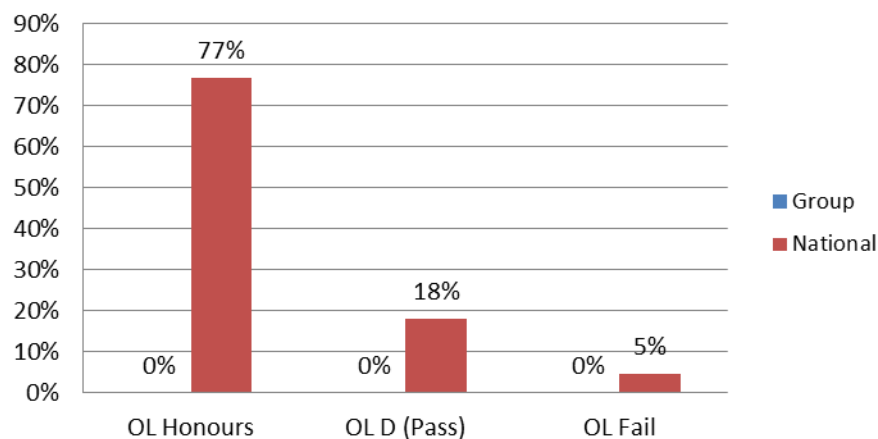
2016 Students taking this subject



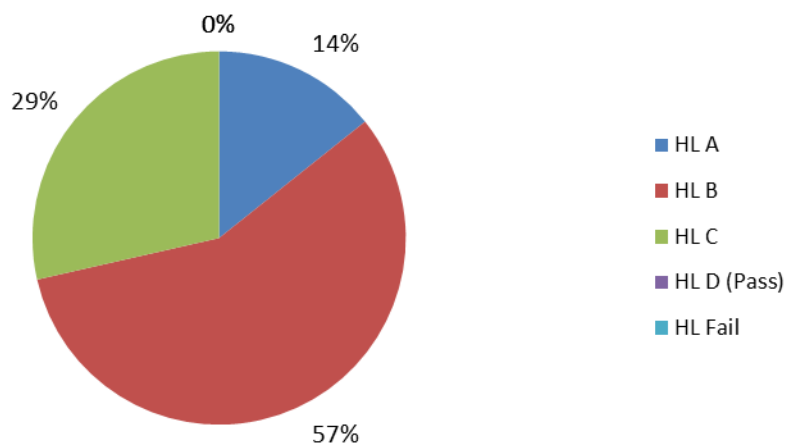
Students taking Higher Level



Students taking Ordinary Level



2016 Attainment at Higher Level



Junior Certificate

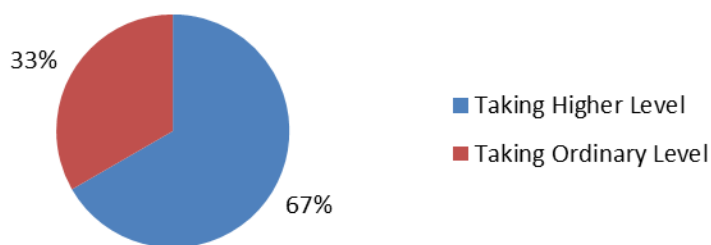
12 students sat the Junior Certificate Music exam in June 2016.

8 of these students sat higher level and 4 sat ordinary level.

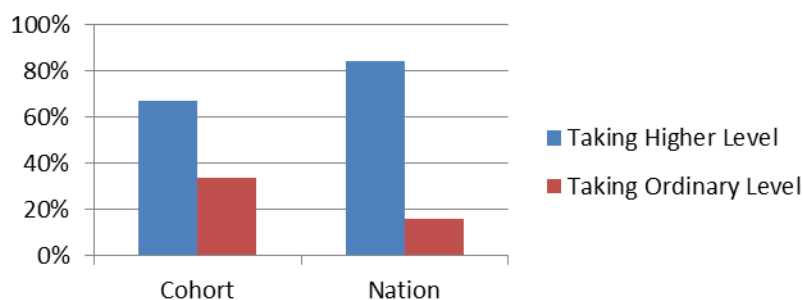
Higher Level: 13% received As, 75% received Bs and 13% received Cs

Ordinary Level: 25% received As, 50% received Bs and 25% received Cs

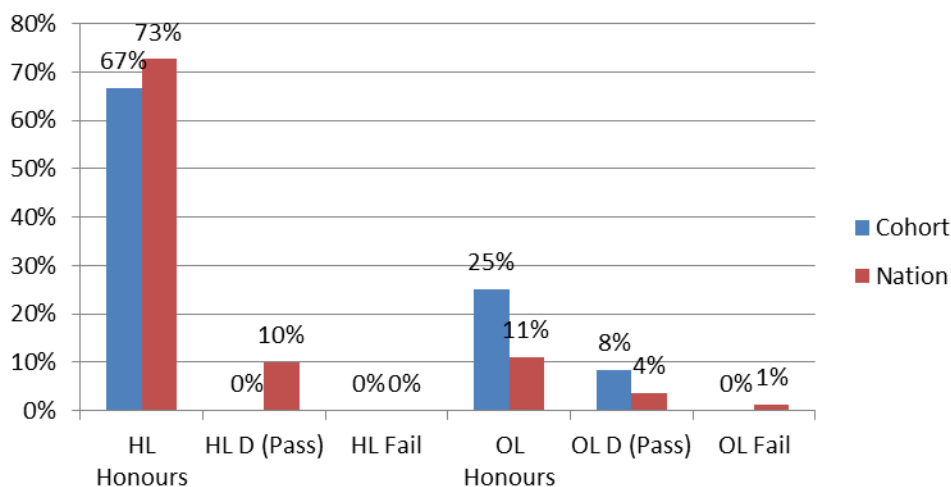
2016 Take up in your school



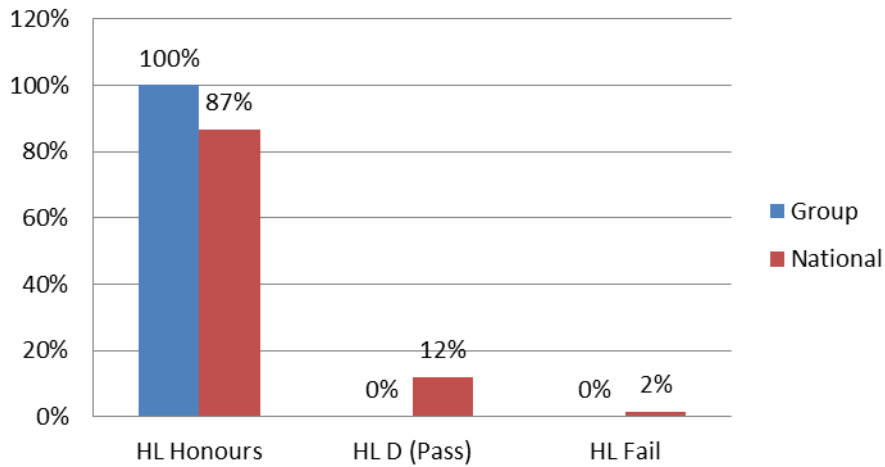
2016 Take up at levels School Cohort/Nationally



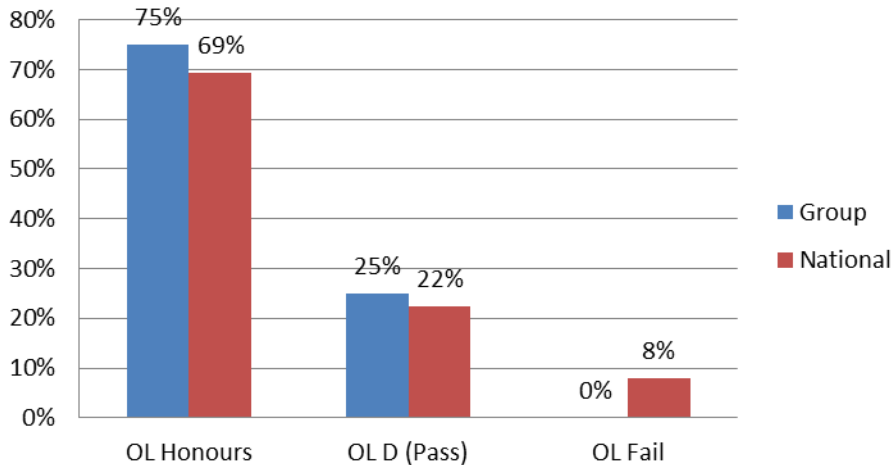
2016 Students taking this subject



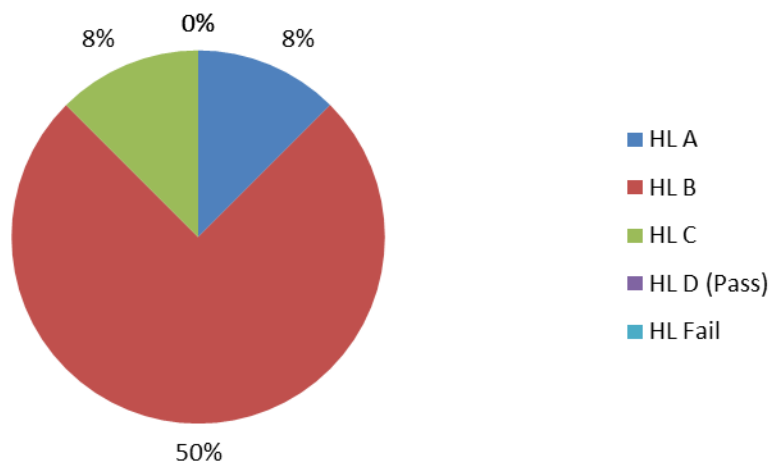
Students taking Higher Level



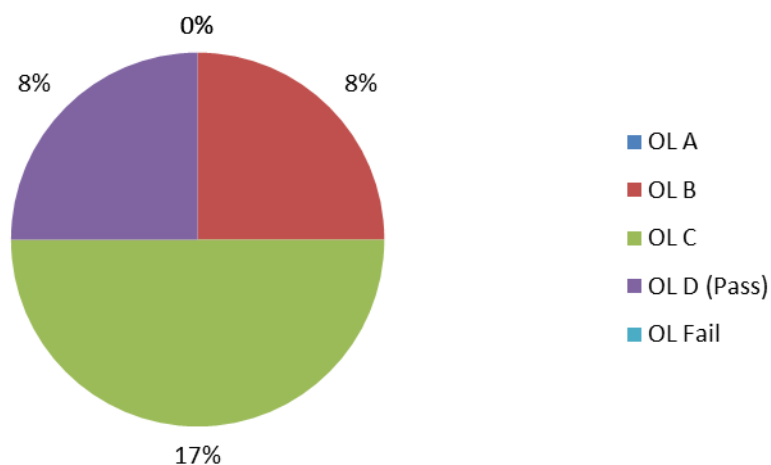
Students taking Ordinary Level



2016 Attainment at Higher Level



2016 Attainment at Ordinary Level



Activities organised outside of the classroom in 2016-2017

Trip to UL for POPs orchestra

Music Week; group and solo instrumental/dance performances at lunchtime

Carol Service in the church

Carol performance in the school

TY carol singing in the local nursing homes

Music and Art trip to Dublin to watch 'West Side Story' in the Bord Gais Theatre

Musical, Sister Act

Nano Nagle Mass

Open night performances

Cup song performance

Award ceremony performances

Graduation mass performances

Theme Weeks

Music and Art Week took place from the 27th -31st of March. There was a lunchtime recital everyday consisting of different musical abilities from every year group and céilí dancing

September:

Junior and Senior students performed at the opening of the new school year, prayer service.

October:

First Year trip to Limerick University Concert Hall – Cork Pops Orchestra

November:

Nano Nagle Mass – All year groups played and sang in the Parish Church.

December:

Christmas concert for primary schools.

Christmas concert in the Church for the whole community.

Singing carols in the local nursing homes

January:

Pres Got Talent competition

Music and Art trip to Dublin for Senior Students

March:

Music & Art Week

Seachtaine na Gaeilge performances

May:

Awards Day; 1st year choir sang, solo and group instrumental and vocal performances

T.Y. Musical – Sister Act

Solos and groups performed from all year groups

Leaving Cert Mass

Theme Weeks:

Sept:

European Languages

Nov:

Home Economics, Science and Environment

Dec:

History

Feb:

Ceiliuradh na Nog

March:

Seachtaine na Gaeilge, Art/Music

Cross-Curricular Links

Music has many links with other subjects such as:

Maths; use of time signature, note values and rhythm combinations

English; learning and explaining key terms

Irish; singing as gaeilge during Nano Nagle, Seachtaine na Gaeilge and Leaving Certificate Mass

History; learning about musical eras, composers and Irish tradition

ICT; we strive to use ICT in every class to make our lessons visually appealing to our students

Religion: providing musical accompaniment for masses during school year

Languages: terminology used in music (Italian, French, Irish, German) composers from different countries

Links with the local community

Transition Years visited the local nursing homes to perform Christmas Carols

Choir Christmas Carol service in the church for the community

The school choir sang at the Nano Nagle mass

Transition Year musical performance

Student Teachers

We had one student teacher join the Music department this year. Mary taught the first years, second years and Transition Years (October-December)

Visits outside the school

First years visited UL for the Cork Pop orchestra

Performances in the church, nursing homes

Senior students visited Dublin to see ‘West Side Story’

Staff CPDs

Seamus Whitty

Health Promoting Schools

Friends for Life

Links with PDST

We refer to the PDST website when organising our lesson plans

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

Improvement Plan

The school Self Evaluation plan is about developing Literacy and Numeracy skills across the subject and school.

Posters explaining key terms decorate the classroom walls.

As part of the Learning Schools Project the Music Department took part in a pilot initiative which embraced the use of mind-maps in class. First year students were taught how to create mind-maps and learned about many topics via a structured apparatus which highlighted key terms.

Definitions of new terminology are provided in each lesson .

As recommend in last year's Learning Schools Project we continued to start lessons outlining the Learning Intentions and Success Criteria.

Numeracy initiatives within the Subject Department

Numeracy is highlighted in music particularly when studying note types and values, clapping rhythms and time signatures

Numeracy posters are displayed in class explaining note types and values

Students are encouraged to carry out group work by correcting each other's rhythms in class and clapping rhythms in class

Students also took part in a numeracy task which encouraged first years to recognise and record moments of numeracy in each subject including music.

Any questionnaire given to students during the year to evaluate subject/class teaching/activities

First years carried out a survey on their experience of mind mapping. The general feedback from students was very positive.

Comments on the uptake of the subject at Leaving Cert and Junior Cycle

There are currently:

3 students sitting the Leaving Cert

10 students in 5th year

3 students in LCA

10 students sitting the Junior Cert

11 students in 2nd year

All first years and Transition Years study music

The subject is growing in popularity with an estimated 12 taking up the subject in 5th year and 18 in second year 2017-2018

Comments on the uptake of higher and ordinary level in the current 3rd and 6th Year groups and the incoming 3rd and 6th year groups

All 3 Leaving Cert students are sitting the higher level music papers

9 students are sitting the higher level junior cert music paper

1 student is sitting the ordinary level junior cert paper

German Annual Report 2016-17

German Department

Kay Kennedy

Eileen Counihan

Subject Department Action Plan 2016-2017

Having met and consulted at the beginning of the academic year we put in place plans of work for the different year groups (see subject file). Preparations for modern languages theme week were put in place. We discussed the area of assessment for February and summer exams and decided to work on the themes covered. We committed to availing of CPD if this was available. We considered carefully the project option for Leaving cert oral . We discussed the pictures stories and role plays for Leaving Cert 2017. We discussed the new Junior Cert course and hope to be offered training in the near future. We are currently looking at a new textbook for the incoming first years.

Details of Subject Department Plan 2016-17

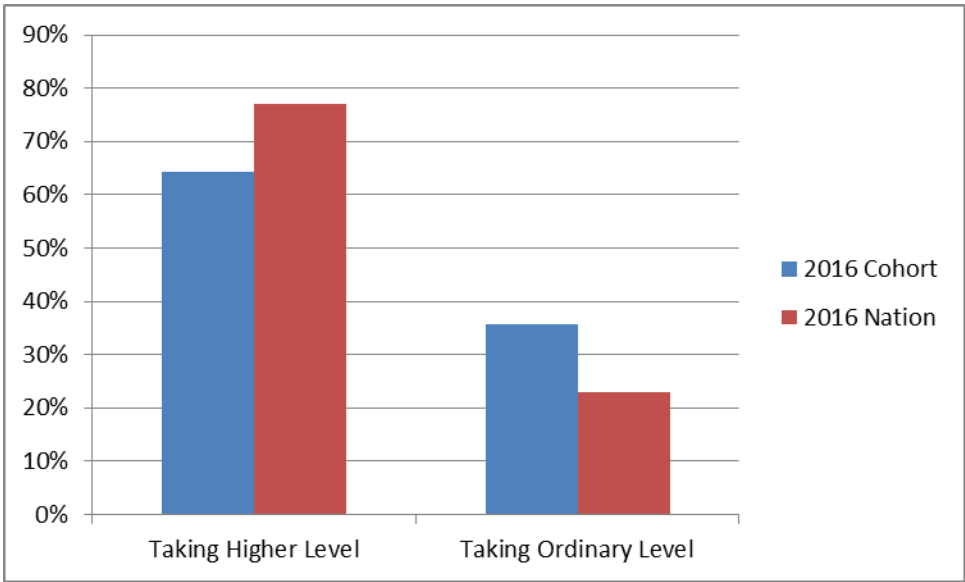
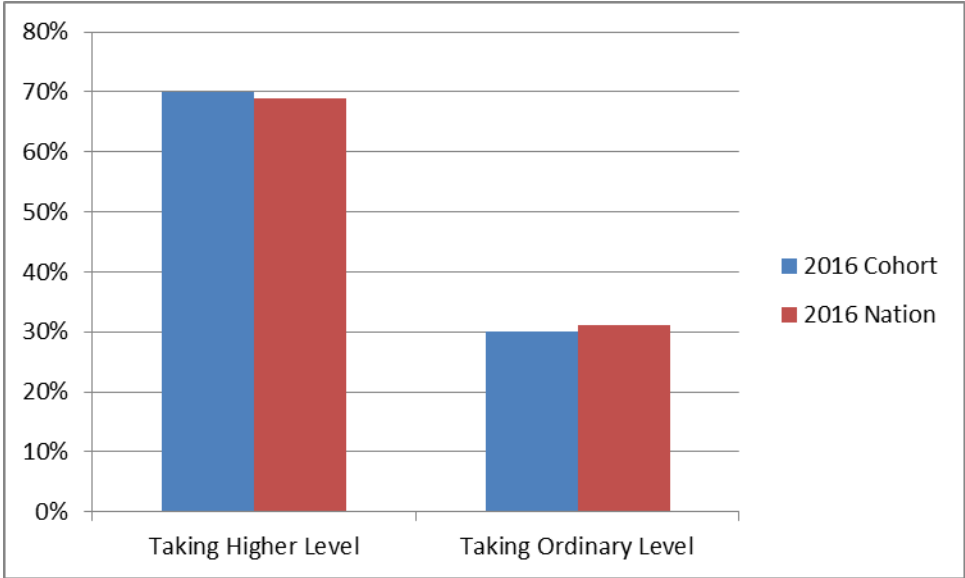
We plan to celebrate European Day of Languages on September 26th 2016. We intend organising a Modern Languages Theme week in conjunction with EDL. We hope to introduce German Oral as part of the Junior Certificate exam . This will highlight the importance of language as communication. We will review our yearly plan [see file] and make changes where necessary. We will invite the Goethe Institute to visit the school. We updated all schemes of work and the TY plan.

General Analysis of State Exams 2016

Leaving Cert : 70 per cent did higher level which was above the national average. 30per cent achieved an A, 10per cent got a B , 10per cent got a C. 20 per cent got a D at higher level. There were no As at ordinary level, 30per cent got an honours grade . There were no Ds or Es at ordinary level.

Junior Cert : 64 per cent of student took higher level which was below the national average of 77 per cent. 36 per cent took ordinary level. There were no As at higher level . 21 per cent got a grade B and 14per cent got a C . 2 students failed higher level against advice which was given.

Leaving Cert



Theme weeks and Activities

Languages week was held in September coinciding with European Day of languages on Sept 26. A visiting student teacher and our international students were a great help in organising the week. **Spass mit Deutsch** was the theme of our week. We organised a German Breakfast for the first and second years, they enjoyed sampling traditional German foods . The first years took part in a poster competition and the board in the social area was decorated with their work. We organised prizes for all students. The week ended with first years being given the opportunity to watch the film *Das Wunder von Bern*.

In the second term **the Deutschmobil** visited the school. The students were given an opportunity to listen to native speakers and take part in a workshop. The girls engaged well and enjoyed the experience. We organised **Kaffee and Kuchen** for the first years , our visiting students baked **Marmorkuchen** and **Plätzchen** . The first years also researched **Karneval** and Easter traditions in Germany and presented their findings to the class. In the final term our visiting students did a presentation on German History . Overall an enjoyable introduction to German for first years.

Cross Curricular links

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

- Music: German composers
- Home Economics: German Foods
- History : study of Berlin wall ,the Reunification and World War 2
- English: analysis of German films
- Geography: Study of the the Bundesländer ,cities etc
- Maths: Dates, page number and times, ages and counting.
- Religion : the Holocaust
- Art : decorating posters for European day of Languages

Staff CPD within the Subject Department

Kay Kennedy attended one day in service on German Oral by the SEC.

Eileen Counihan linked in with Language Teachers resources online on best practice.

CPD plans 2016-17

All department staff will attend any in-service development provided by Education Centres or the GDI. We will renew membership of German teachers association .

Links with PDST

We utilised the PDST website to assist with our teaching of German. We also regularly use the following websites : germanteachers.ie , languages teachers resources Ireland, scoilnet and education.ie ,Goethe Institute and N Thuleen for up to date materials and themes.

New Resources purchased

We purchased new German films and posters.. A set of new first books will be needed in the coming school year in order to introduce the new course.

Assessment for learning:

Students were engaged in the learning and assessment process and were encouraged to learn what a good performance entails. Clear feedback was given on all tests and written production. We encourage self directed learning – requiring the student to evaluate themselves. Students were regularly reminded to think about goals and how to learn from one another.

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. One student in transision year took part in an exchange programme in Germany . She spent three months in Thüringen and benefited hugely from this experience.

Literacy and Numeracy Initiatives in German

The German Department aims to assist students in improving and developing their literacy and numeracy skills. Literacy is one of the most important life skills and with this in mind the following is a selection of strategies which the German department uses to promote literacy. Learning intentions are put on the board at the beginning of each lesson. All classroom instructions are given in the target language.

The German 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 .All homework is written on the board every day.

We also aim to improve student's numeracy skills in German class. Each day, numeracy is used in relation to page numbers, dates , times, birthdays and ages.

We decorate our classrooms with posters, maps and keywords ,verb charts and student work displays.

We use word banks for new vocabulary and use think pair share to discuss written themes.

We encourage pair and group work to improve oral skills .

We use powerpoint presentations to introduce new vocabulary and and project work.

We encourage the use of the dictionary at home and working independently on reading comprehensions.

Uptake of students taking German at Junior level

There has been an increase in the number of students who have chosen German at the end of first year. We hope to encourage more students to take up German as their modern language in 2nd year.

History

Department: Eoin Hilliard

Use of ICT in the department

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

Student information and attendance can be found with a few clicks and results data can be collated and analysed much more easily. I can also see if the history grades of a student are reflective of their academic progress as a whole. Information from management and S & S classes are displayed clearly and can be checked when completing the class roll. It is also easy to amend the role-call of class tutor group with up to a month being displayed at any one time.

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

I have all my current work available on one workstation and can continue and edit the materials used when at home. Lesson plans have undoubtedly benefitted from this ability to be increasingly organised for the various topics covered from 1st to 6th year. The use of eportal both within the classroom and at home has been facilitated greatly by their purchase. With Assessment for Learning in mind, I can display my learning intentions incorporated into a power point or word document essay plan i.e. this is how you get a H1 if you include all the displayed relevant points.

Projector: Displaying of IT information in class.

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

Evaluation of 2016/2017 Subject Action Plan:

The History Room (as an ongoing work in progress from year to year) has progressed well with additional materials provided by both the students and the department itself. A number of displays from previous first year projects have been displayed with some flags, posters and exam tips being posted around the room.

All trips went well and had positive feedback from the participants. There was a great time had by all in Belfast with the black taxi tour involving participants of the Troubles being the highlight.

The 2nd year Cork trip was also a success, with special mention to the Cork Gaol and their informative guides. History Week and its various components was a success. One negative was not getting around to completing as much social history with elderly members of the community. The transition years did have a lot of interaction with these fantastic primary sources of our local community but the third years only experienced media and second hand accounts from the time period.

Subject Department Action Plan 2017/2018 (Provisional):

Planning of trips; 5th and 6th Years to Dublin for 2 days, possibility of organising a foreign trip if costs and plans could be negotiated successfully. 2nd years to Limerick or Cork for day trip, 2nd Years to Famine Graveyard, and 1st years to Listowel Castle or Kerry County Museum. More trips to be possibly added depending on availability and supervision.

Planning and organisation of History Week; similar approach to last year but would like to get in some guest speakers to coincide with the week itself. The county archaeologist in the heritage section of K.C.C. was available to come out this year and a repeat with the new group next year would be a great option.

Further work on the History Room; more displays around the room and building up the mini library of history sources is needed. A History noticeboard in the hall outside the room was suggested last year so that could be something to raise further with the caretaker and management. Further possible points of action will be discussed in September.

Theme Weeks:

The department held a History week in the school in December that culminated with the trip to Dublin for senior cycle students. The first year had an archaeologist from KCC out on the Thursday for a fun and interactive workshop that kept them enthralled for the afternoon. Initiatives such as poster competitions, displays, quizzes and classroom activities helped to make the week a success.

Trips and activities:

The 5th and 6th year groups went to Belfast by train as part of History Week for a two day trip in December, taking in a black taxi tour with ex Republican and Loyalist dissidents from the Troubles, the Ulster Museum and a walking tour of the city centre with an excellent historian. Overall, it was very enjoyable experience (bar some illness) with excellent feedback from the group. I plan to continue alternating these trips with a visit to Dublin each year if possible as I've done for the past couple of years. Senior cycle students will benefit from as much access as possible to primary sources and sites for studying the two Irish topics. Local attractions visited included the Famine Graveyard in Listowel. 2nd Years also visited Cork Jail and Blarney castle with a very enjoyable day had by all. The TY's also enjoyed a History and Irish trip in October with the Blasket Centre and the various Beehive huts on the Sleat Head Drive being the highlights from the subject's point of view. Thank you to Ms. O'Loughlin and various SNA's for helping to chaperone these trips.

Cross – curricular links:

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

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

History/Science e.g. Copernicus, William Harvey

History/Irish: Celtic language and culture

History/Maths: Timelines, dates

History/CSPE: Political History, Dictatorship vs. Democracy

Links with local community:

Completed and planned visits to local attractions and use of local businesses for transport. A possible idea mooted in previous reports 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). Will be giving priority to this next year as it's a nice way to strengthen bonds with the community and build on the social justice programme already in place for transition years. Involvement in local events such as the Military Weekend is also seen as a continued concern for the department to nurture as each year passes and historical tourism comes more and more to the fore in North Kerry.

Staff CPD:

IT in-service for two sessions focused on Google drive, sharing of info and online surveys.
2016 HTAI Conference Athlone
2017 HTAI online in-service on new Document Study topics for Leaving Cert History
Various Croke Park in-services and training sessions through school

CPD Plans 2016 -2017:

Will attend any available or suitable in-service for the subject during the forthcoming academic year
2017 HTAI conference in October
Possibility of returning to college to add further subjects to staff in department
Interest in looking into Higher Education qualifications in guidance counselling and IT in Education e.g. Google funded post graduate diploma in Trinity College, Dublin

Links with PDST:

Use of resources e.g. new document study guides on the Advent of RTE, The EU/Irish Fisheries and the Programme for Economic Expansion
Online information on Literacy and Numeracy in History

New Resources purchased:

Some written materials on various relevant subjects e.g. RSR projects, the IRA, Exam skills by mentor.
Materials for the classroom e.g. Maps, Venetian and Kerry flags, posters, mini white boards for display of learning intentions /success criteria.
A number of new books for LC History due to lost and unreturned stock e.g. Northern Ireland textbooks

Literacy initiatives:

Word Banks/ key words used in class
Small subject based multimedia library in classroom for students to peruse and borrow
Word wall being updated on continuous basis
Debating team set up in school in conjunction with English Department
Information provided on numerous websites throughout the year for students to access and read through e.g. Kahn Academy, Leavingcerthistory.net, Britannica etc.

Numeracy Initiatives:

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

Links with the School Self-Evaluation and School Improvement Plans

Literacy and Numeracy initiatives as outlined above.
AFL initiatives used in class and expanded across other classgroups where suitable. Showing how students can achieve high grades in a more structured manner should hopefully have a ripple effect on results and performance over the forthcoming years.

Uptake at Leaving Cert. level:

Around 6 students (depending on final decisions in September) have decided to keep on the subject for the Leaving Cert. (2015-2017). While this is lower than normal, it is competing against other popular subjects in that particular band choice. These are solid numbers going forward that can hopefully be improved in the forthcoming years by the department. The school has removed 1 class per week for forthcoming 5th years in 4 subjects including History, a disappointing development that will quite possibly affect curriculum delivery and results in the subject. A more concerted effort to showcase the subject to potential future participants before they decide in 3rd year is another department priority for the forthcoming academic year.

Higher Level/Ordinary Level uptake in state examination classes:

All 15 students in the Leaving Cert. Class will sit the higher level paper in June 2017. The majority of Junior Cert. students will sit the higher level paper this year with a small number taking ordinary level (especially in 3A) due to past academic results and advice from the department.

Reflection on 2016 State Examinations:

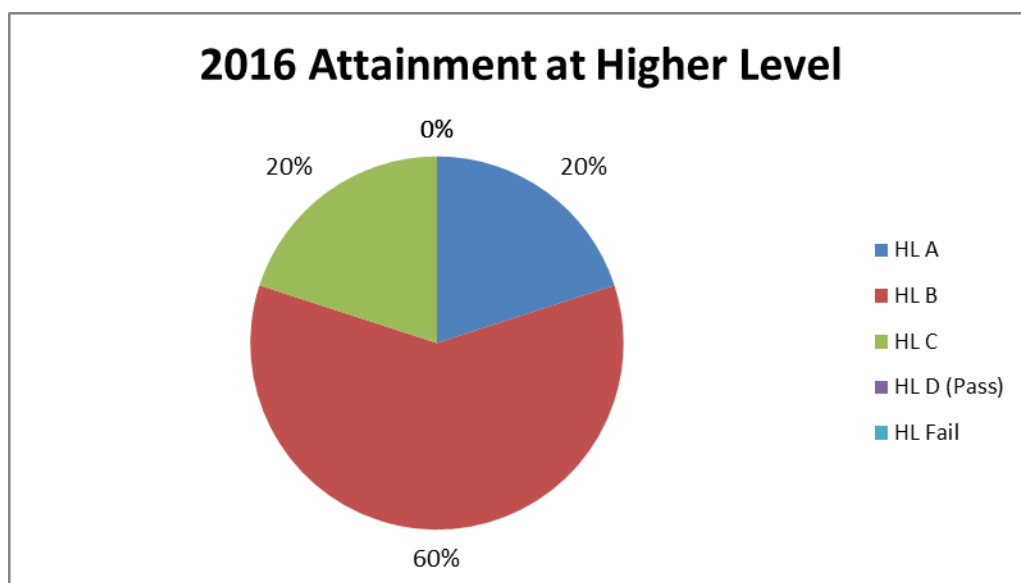
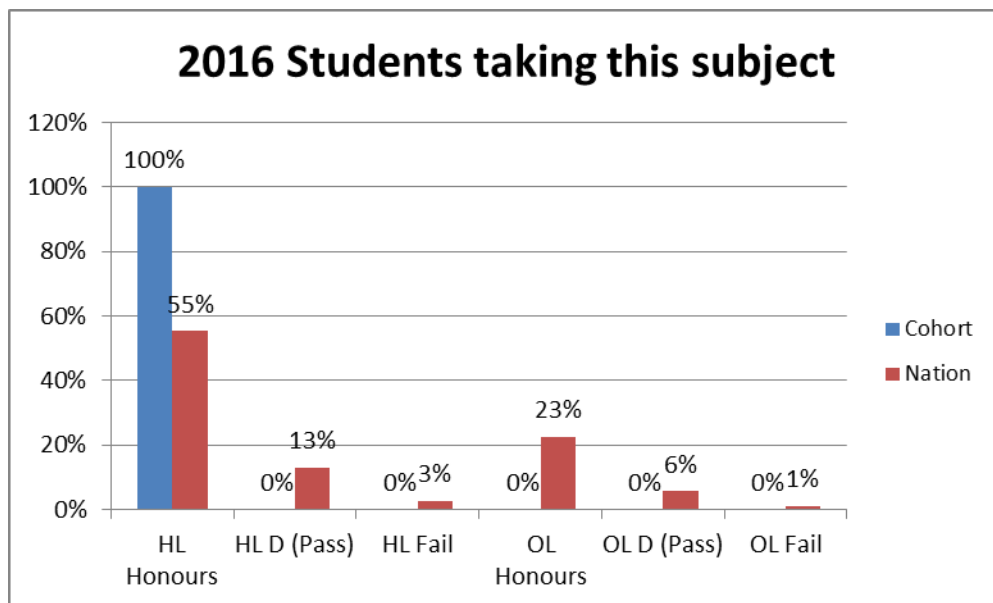
Junior cert. results were good on the whole for last year. A large percentage achieved high honours grades, with just one fail at higher level. Granted not all results were at mock levels but with so much to complete in 3rd year, the department was happy overall. Leaving cert results were generally good with most students receiving high honours grades, Grainne O'Donovan and Laura Keane being the highlights with an A2 and A1 respectively. Again the paper was marked reasonably hard with most rechecking (just like at JC level) going up a grade or more.

State Exams PDST Exam Analysis:

Leaving Cert History

	<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	20%	9%	11%	20%	13%	7%
HL B	60%	23%	37%	60%	33%	27%
HL C	20%	23%	-3%	20%	33%	-13%
HL Honours	100%	55%	45%	100%	78%	22%
HL D (Pass)	0%	13%	-13%	0%	18%	-18%
HL Fail	0%	3%	-3%	0%	4%	-4%
OL A	0%	4%	-4%	0%	13%	-13%
OL B	0%	9%	-9%	0%	31%	-31%
OL C	0%	10%	-10%	0%	33%	-33%
OL Honours	0%	23%	-23%	0%	77%	-77%
OL D (Pass)	0%	6%	-6%	0%	19%	-19%

OL Fail	0%	1%	-1%	0%	4%	-4%
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Junior Cert History

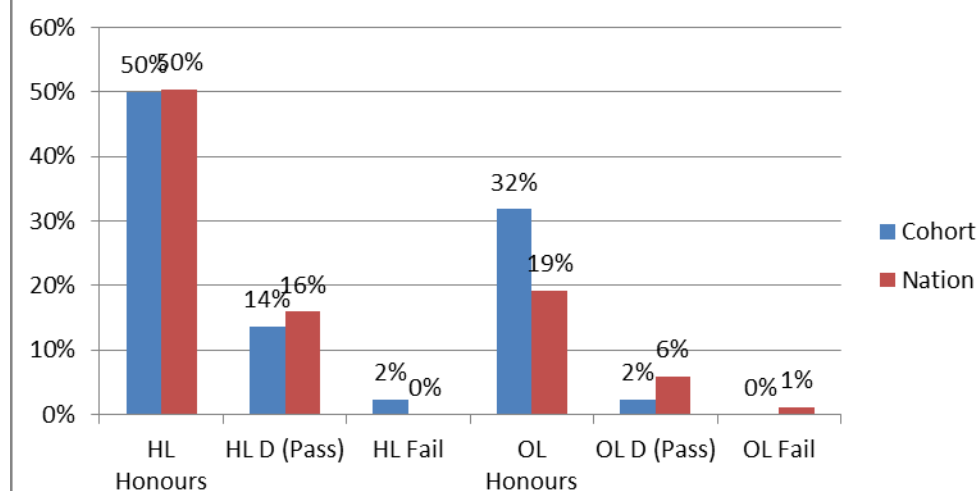
Overview for 2016

*Among School
Cohort/Nation*

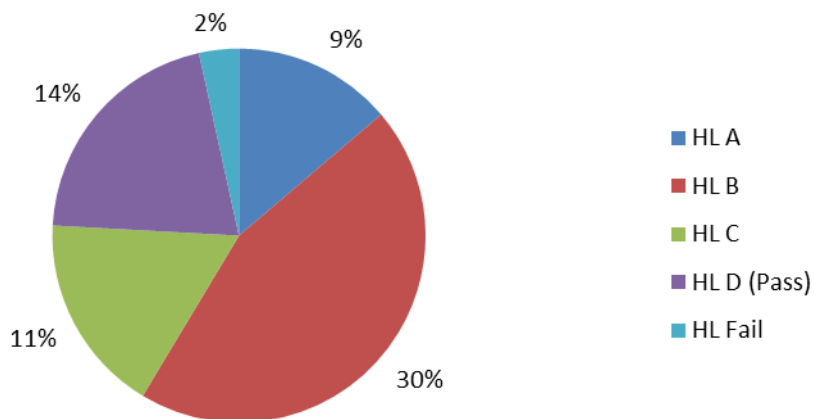
Within each level

	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	66%	74%	-8%			
Taking Ordinary Level	34%	26%	8%			
HL A	9%	12%	-3%	14%	16%	-2%
HL B	30%	18%	11%	45%	25%	20%
HL C	11%	20%	-9%	17%	28%	-10%
HL Honours	50%	50%	0%	76%	68%	7%
HL D (Pass)	14%	16%	-2%	21%	22%	-1%
HL Fail	2%	0%	2%	3%	10%	-6%
OL A	2%	3%	-1%	7%	12%	-6%
OL B	20%	8%	12%	60%	30%	30%
OL C	9%	8%	1%	27%	31%	-4%
OL Honours	32%	19%	13%	93%	73%	20%
OL D (Pass)	2%	6%	-4%	7%	22%	-16%
OL Fail	0%	1%	-1%	0%	4%	-4%

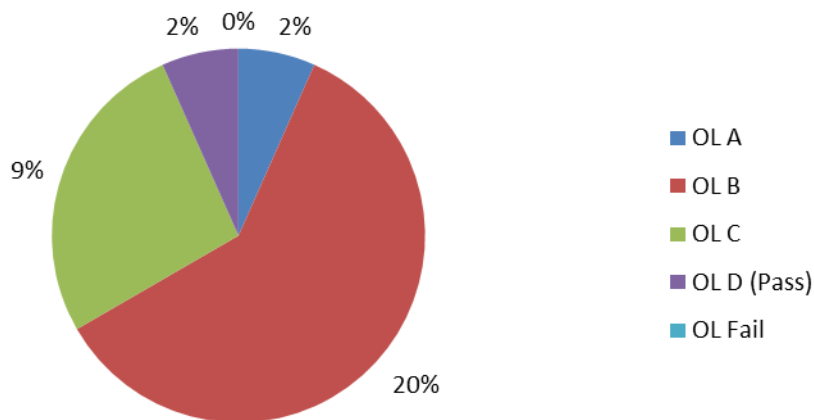
2016 Students taking this subject



2016 Attainment at Higher Level



2016 Attainment at Ordinary Level



Subject Coordinator: Ms. C O’Riordan

Analysis of state results at 6th year above average and I am happy students are reaching their potential even though issue of achieving ‘A’ grade in art still a problem overall. The academic year ‘17/’18 will be the first year of the revised framework for Leaving Certificate and even though the change is not revolutionary it is a welcome change. The new framework will of course bring its own challenges and this year with 5th years was spent primarily preparing 5th year students for this new project style assessment. The changes involve more classroom based work as opposed to full day exams that were the norm. Subject planning will need to be altered to prepare for these changes. As the project is due to run for 10 weeks immediately after the Christmas holidays time will need to be allocated for art during the mocks so students are not put at a disadvantage.

I have aired concerns about the time of classes and hope that possibly in the near future we could look at either introducing 1 hour classes or timetable Art at senior level as two doubles and one single as it is not conducive to effective project work within a 40 min constraint. While there still are many concerns and unanswered questions re: the implementation of these changes one positive change is the fact that with the new curriculum all practical work will be graded by one person. This change is positive and shall hopefully impact on more positive and fairer grades and leaving certificate art will then be graded by two separate people as opposed to three people currently.

Junior certificate Art is facing a change also and this will come into effect with the first years of ‘17/’18. The course appears to be somewhat revamped and instead of being called ‘Art, Craft and Design’ it will now come under the name ‘Visual Art’. As we are an ASTI school I have yet to receive any training on this new course but hopefully this issue will be resolved promptly.

Art & Music again collaborated for the theme week as we found this worked well last year. Various music events were organised at lunchtimes and artwork was exhibited by all year groups including a mini photography exhibition by the 5th year Art students which will be built on and a more comprehensive exhibit will go ahead before the academic year end. I also organised an oil pastel workshop with an artist and art teacher from Cork who came to visit our school and demonstrate many different techniques to the students who attended this worked very well.

I enjoyed the team teaching experience for the day which is rare as the only Art teacher in the school. I would hope to organise more events like this next year. As part of Art week I donated a hamper full of art supplies and Easter eggs with all proceeds raised going to the Kerry Hospice organisation.

In January we also had our art and music trip in Dublin which was a huge success for 5th & 6th year art and music students and provided the students with a truly enjoyable cultural experience.

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

Competitions entered including the Credit Union (one winner from 2nd year) and the Mental Health Ireland photography competition which one of the Ty's got to the final and was invited to an awards ceremony event in Dublin where she received a certificate and a framed copy of her photograph.

Links with the community- In the past the art department has linked with the Nano Nagle School in Listowel and 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 in the future. This year the art department linked with visiting Spanish students along with St. Michaels we held two afternoons of art classes that went very well and linked art and Irish culture.

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

With the oncoming changes to the Art Curriculum I am hopeful that we will be advised of CPD for the new 'Visual Art' course at Junior Certificate level.

This year I completed CPD course on Leadership & Management through Ceist which I found really interesting and beneficial to my teaching and planning.

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

ICT use in the Art department involves the constant use of visual aids and the use of YouTube for Art History lessons. The new school email will enable quicker and efficient use of sharing resources online. The addition of suitable blinds in the art room would further aid in the use of ICT. Though I am aware that we as a school are trying to reduce printing costs at times this is impossible due to the emphasis put on support study images so this year having the art room linked to a printer has been a great help perhaps the inclusion of a colour copier/printer in the Art room might be a possibility in the future. E-portal has proven very effective in terms of reviewing results and keeping track of attendance. Attendance and results in teacher folder also as still seems more secure and reliable.

In relation to Numeracy and Literacy initiatives I highlighted a project based on commonly used idioms along with images for 2nd years this project was then displayed in the corridors for all students to observe. The focus on numeracy needs to be highlighted more within the art department. I have begun to highlight this more within art for example through timelines in art history, measuring, scale, proportion etc. I have completed a display on the notice board outside of the art room and also created posters linking with art history which will be displayed in the art room. 5th years have been creating copies of famous paintings on canvas and this has involved a lot of scaling up and measurements to complete successfully.

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

Uptake of Art is reasonably high especially at junior cycle level but as always is dependent on option groupings. Uptake of art at leaving certificate is smaller than usual this year and as a result will only be receiving 4 instead of 5 classes next year this is disappointing for the subject especially as numbers haven't dramatically dropped, hopefully this will be restored after next year so it won't cause damage to the subject. Art is such a specialised subject and needs to be considered carefully if going to take Art for leaving certificate.

Overall for the academic year 2016-2017 we have seen lots of exciting projects begin and reach completion and I look forward to lots more in 2017-2018

Ms. C 'Riordan

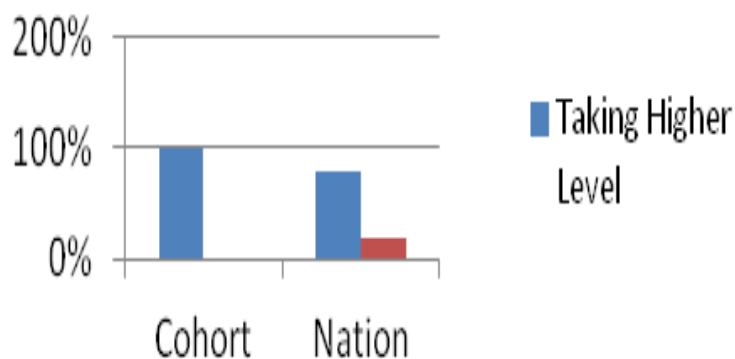
**ART at Leaving Certificate:
Overview for 2016**

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	100%	80%	20%			
Taking Ordinary Level	0%	20%	-20%			
HL A	0%	4%	-4%	0%	5%	-5%
HL B	22%	27%	-5%	22%	34%	-12%
HL C	67%	33%	33%	67%	42%	25%
HL Honours	89%	65%	24%	89%	81%	8%
HL D (Pass)	11%	15%	-4%	11%	18%	-7%
HL Fail	0%	1%	-1%	0%	1%	-1%
OL A	0%	0%	0%	0%	2%	-2%
OL B	0%	4%	-4%	0%	21%	-21%
OL C	0%	10%	-10%	0%	48%	-48%
OL Honours	0%	14%	-14%	0%	71%	-71%
OL D (Pass)	0%	5%	-5%	0%	24%	-24%
OL Fail	0%	1%	-1%	0%	5%	-5%

2016 Take up in your school



2016 Take up at levels School...



Overall happy with results as all students did higher level and compared to national average in our school 89% received an honour in Art whereas 65% nationally received an honour at higher level

DCG & TG Annual Report 2016– 2017

Department Head - Brian Coffey

1. The action plan for 2016 – 2017 could not be implemented fully because of the lack of funding available to schools. I had asked for a Visualiser which could record drawing in class or pre prepared ones which students could then access at home through edmodo. I was able to use existing drawings on you Tube and give students the link for homework revision. This worked well for 5th & 6th year DCG. I hoped to cover more solid works with students also but with only 12 DCG computers this is not possible.
2. The Action Plan for 2017 – 2018 will be as last year if the funding becomes available.
3. There is cross curricular links with Math's, Computers, Geography, Art, History and Science. Analysing where the new listowel Bypass would be an interesting project for Transition years.
4. There was no new in-service for TG/DCG for 2016 -2017. There is some excellent You Tube Tutorials on Solid works which I use to solve any difficulties which may arise with DCG project. I'm continuously working at advancing my knowledge of Solid works.
5. State Exam Results

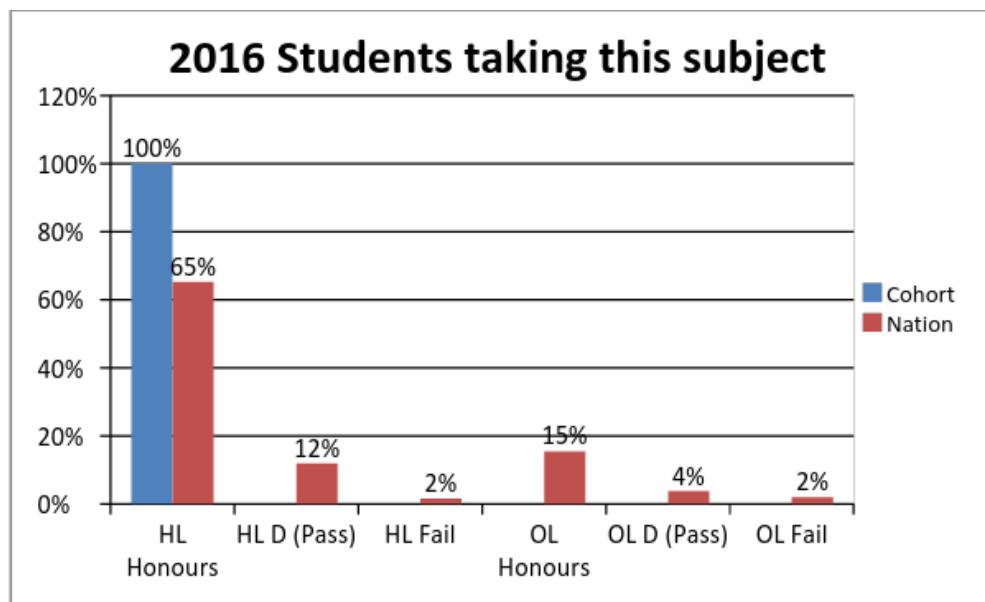
Leaving Cert DCG Results

2016

Group Nationally

HL A	25%	15%
HL B	58%	36%
HL C	17%	33%
HL Honours	100%	83%
HL D (Pass)	0%	15%
HL Fail	0%	2%
OL A	0%	11%
OL B	0%	33%
OL C	0%	29%
OL Honours	0%	73%
OL D (Pass)	0%	18%
OL Fail	0%	9%

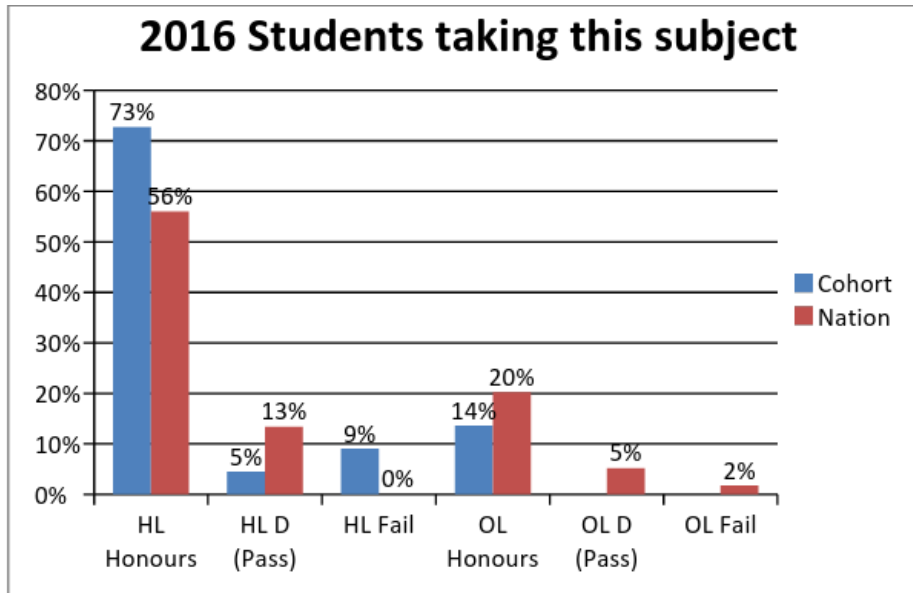
All students achieved an honour which 17% up on national average. All students attempted the higher Paper. Disappointed that more students didn't achieve an A.



	2016	
	Cohort	Nation
Taking Higher Level	86%	73%
Taking Ordinary Level	14%	27%
HL A	18%	11%
HL B	23%	23%
HL C	32%	22%
HL Honours	73%	56%
HL D (Pass)	5%	13%
HL Fail	9%	3%
OL A	0%	3%
OL B	0%	10%
OL C	14%	7%
OL Honours	14%	20%
OL D (Pass)	0%	5%
OL Fail	0%	2%

Junior Cert

Most students achieved their expected result. Discussed results with 2 students who I felt could be higher. They also felt they did better. One felt they did enough for an A and second student felt they deserved a B. Disappointed with 2 fails but both students were well capable of better.



I would have a strong interest in IT so would continuously look for courses in this field. I would use you tube video clips on solid works and on paper drawing for research and as teaching aids. I have used You Tube much more as a Teaching Aid this year which allows students to review drawing techniques at home. This is where a Visualiser would come in so as to produce my own drawings related to exact drawings covered in class.

Laptops allow teachers to prepare their lessons at home or in school, with the benefit of printing from the classroom.

Eportal is beneficial 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 notice board on Eportal.

I will also be updating my skills on the following areas:

- Web design
- Photoshop
- ECDL
- Photography

7. 35 students opted for Technical Graphics at 2nd Year. This number is in keeping with previous years numbers. The school is giving two classes of TG for 2nd year which is great for the subject going forward. This year's first group were surveyed on reasons for keeping on TG and what they would like covered in class. More logo's and 3D dimensional drawing were high on their list. 1st years and second years would love to work with solid works but unfortunately there is not enough computers to go around.

Uptake for DCG is similar to other years with 12 looking study it at senior cycle. Two students who didn't take it to Junior cycle are keeping it on. They are advised to have a PAL to work with to keep them up with the class.

8. 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. Of the two lower level students one has joined new this year to the subject and the other was finding higher level difficult and changed after the Pre,s.

9. Literacy is encouraged through the use of posters on the wall with new terms explained. The universal language of design and graphic representation helps bridge and overcome many literacy barriers. Students are also encouraged to add notes to their sheets with the aid of sketches. This would help revision and understanding of each topic. A more detailed approach to this needs to be adopted in 2017 – 2018. Students compare and contrast themes when designing their projects. These projects are in full display in classroom.

10. Numeracy is an integral part of TG and DCG. Huge emphasis is place on size/accuracy and proportion of drawings. Student in 1st and 2nd are given input into the design and completion of questions. Measurements and units are also very important.

11. I would like to take DCG students on a class trip next year maybe coinciding with engineering week in March. Liebherr Cranes in Killarney holds open days. Maybe Bringing in a guest speaker to explain all the opportunities available in this field.

Annual Report 2016/2017

Guidance and Counselling Department

Report on Subject Department Action Plan for 2016-2017

The main actions set out within the subject department plan were to increase initiative for mental health within the Guidance and Counselling provision within the school. Mental Health Awareness week was introduced during the year and speakers from areas relating to this area were included in the calendar of events.

Details on Subject Department Action Plan 2017-2018

✓ Action Plan	✓ These actions are in addition to the existing guidance provision	✓ Evaluation of Events
✓ September - Christmas	✓ Invite past pupils embarking on VARIED progression routes ✓ Evaluation of Progression Routes ✓ Introduction of Stand Up Week – LGBT awareness promoted ✓ Re-introduce REACH + Programme to 5 th year Guidance	✓
✓ Christmas - Summer	✓ Introduction of a Relaxation Day of some sort for 6 th year students either before / after Mock exams e.g. Yoga at the beach / Meditation in Killarney National Park. ✓ Use focus group with 6 th years as a means of evaluating Guidance and Counselling provision as oppose to questionnaires. ✓ Introduce the Friendship Award for 6 th years as part of School Awards Day.	✓

State Exam results

Progression to third level. According to the Irish Independent schools league survey over the past 8 years, Presentation Secondary, Listowel reported 106% (n=52) for progressions to third level. The percentage is greater than the number of sits (n=52) for 2016 as this percentage may include students who progressed to third level after a year out or after completing a PLC. The high rates of progression to third level is indicative of the huge efforts of the school in ensuring that all students reach their full potential.

Activities organised for students outside the classroom in 2016-2017

- ✓ Study Skills Seminar
- ✓ Open Day UL / Mary Immaculate
- ✓ Career Fair Malton Hotel Killarney
- ✓ CAO Online Applications facilitated in school on line with assistance of Guidance Counsellor
- ✓ Fergus Heffernan – Mental Health awareness talk for students and evening event for Parents
- ✓ Seamus Whitney – various sessions on mental health and well being
- ✓ Dr Julie O'Connor – Health and well being and tips on how to survive the Leaving Certificate
- ✓ Past pupils – speaking about their experiences of third level and their advice and tips
- ✓ UCC Spring Open Day
- ✓ Mentoring for first years – mentor training and meetings with first years
- ✓ Saint Vincent de Paul fundraising event – cake sale with 1st years
- ✓ Amber Flag – Mental Health Awareness week was organised as an initiative within this initiative.
- ✓ Mental Health Awareness Week
- ✓ Walk in my shoes day as part of Mental Health Awareness Week

Theme weeks 2016-2017 list the activities for the week

- ✓ Mental Health Awareness Week
 - Mental Health Poster competition among first years
 - Music in the social area at lunchtime throughout the week
 - Walk in my Shoes day – students wore odd shoes / non uniform shoes for the day and each paid 1euro. All proceeds collected were donated to Pieta House. This cheque was presented to Cora O'Brien of Pieta House when she visited the school to raise awareness of the Darkness into Light walk.
 - Fergus Heffernan – mental health talk for all students
 - Fergus Heffernan – evening event for parents

Cross curricular links

- ✓ Whole School Guidance Planning - means that Guidance is a whole school approach. Therefore the links with other areas are wide ranging. Some include:
 - Special Educational Needs – Especially in relation to DARE applications. Strong links need to be established with both departments in relation to students eligible for DARE to ensure that all students are applying for the scheme where applicable.
 - SPHE – Many of the topics covered within SPHE are also addressed within the Guidance subject. Areas such as study, dealing with stress, alcohol, friends, bullying etc are also covered within the guidance classes and are raised within the guidance appointments.

- Pastoral Care – A large proportion of the work within the Guidance and Counselling provision is connected with Pastoral Care. Therefore the role of the Guidance Counsellor within the Pastoral Care Committee ensures close links with this department.
- Vocational Preparation and Guidance in LCA – The guidance within this module is taught by the Guidance Counsellor.
- LCVP – The career investigation as part of the LCVP portfolio is taught and prepared by the Guidance Counsellor.
- Subject areas – Details of links with other subject areas are contained within the guidance subject plan which is available in the guidance office.

Competitions entered

N/A

Links with the local community

Strong links have been established with the Colleges and Universities through both visiting speakers, open days and assistance and queries throughout the year.

Student teachers

N/A

Guest speakers

- ✓ Mary Immaculate College
- ✓ University of Limerick
- ✓ UCC
- ✓ KCFE
- ✓ Business and Law Courses UCC
- ✓ NKCFE
- ✓ Shannon College of Hotel Management
- ✓ IT Tralee
- ✓ NUI Galway
- ✓ Fergus Heffernan – Mental Health
- ✓ Rachel O'Mahony – Past Pupil who chose PLC Route before progression to WIT
- ✓ Maria O'Halloran – Past Pupil who chose PLC Route before progression to IT Tralee
- ✓ Anne Marie Swaine – UCC student
- ✓ Laura Sheehy – UCC student
- ✓ Aoife Moloney – UCC student

Visits outside the school

- ✓ UL / Mary Immaculate Open Day
- ✓ UCC Spring Open Day

Staff CPD within the Subject Department – CPD Plans for 2017-2018

1. Professor Nolan – NUIM – Workshop on changes to the Points System for 2017 IT Tralee
2. Friends for Life – IT Tralee
3. IGC Annual Conference – UCC.

Workshops 1: The Role of the Guidance Counsellor by Colm Layton

Workshop 2: Psychometric testing in Guidance and Counselling

Links with PDST

N/A – Unable to attend a recent local meeting with Brian Murray PDST due to ASTI restrictions.

Planning for new Junior Cycle Specification if applicable

New resources purchased in 2016-2017

- ✓ Career Focus interview preparation DVD

ICEP courses taken

N/A

Any questionnaires given to students during the year to evaluate subject / class teaching / activities

- ✓ **List of questions compiled for Dr Julie** – Students were asked to list their question which were then given to Dr Julie which she addressed throughout the course of her presentation. They provide an invaluable insight into the issues and concerns of our 6th year cohort. Questions included:
 - ✓ 1. What things would you do before going to bed to ensure the best sleep possible?
 - ✓ 2. What would help if you got a pain in your stomach with nerves before a test?
 - ✓ 3. What is the best way to deal with anxiety and stress?
 - ✓ 4. What are the best foods to eat when repeating the LC?
 - ✓ 5. Can you get cramps in your stomach and a pain in your head as a result of stress? Is it normal?
 - ✓ 6. How do you balance training or going to the gym with study and have some time for yourself?
 - ✓ 7. How does your diet effect your skin?
 - ✓ 8. What is the best diet for study?
 - ✓ 9. How do you keep sane through the LC?
 - ✓ 10. Any tips on improving health and energy levels?
 - ✓ 11. What can you do if you have suspected anxiety?
 - ✓ 12. I think I may have anxiety – what can I or a doctor do for me?
 - ✓ 13. How can you deal with depression without seeing a psychologist?
 - ✓ 14. Can you get STIs from same sex relationships?
 - ✓ 15. What is a good method of stress relief?
 - ✓ 16. Is brain food really good for studying?
 - ✓ 17. What is the average age for someone to loose their virginity?
 - ✓ 18. What is the best way to deal with exam stress?
 - ✓ 19. How to cope with severe period pain?
 - ✓ 20. How to cope with stress and anxiety?
 - ✓ 21. What foods keep you focused? Are taking vitamins very good?
 - ✓ 22. What helps if you can't sleep?
 - ✓ 23. How do you deal with mood swings / insomnia?
 - ✓ 24. Ways to increase energy levels?
 - ✓ 25. How to be more relaxed?
- ✓ Evaluation of UCC Open Day with 5th years
 - ✓ Main Findings:
 - Average rating of the day on a scale of 1-5 = 4
 - Most helpful / useful aspect of the day: Being able to see the campus and get a feel for it, attended a talk that was informative and gave a general overview of UCC, some lecturers were available at some stands.
 - Aspects of the day that could be improved: Increase the length of the day by returning to school at 6pm instead of 4pm.

- ✓ Evaluation of Guidance Provision in the school
 - ✓ A focus group was established among 6th years and they were asked to reflect on their experience of guidance within the school over the past 5-6 years. It was hoped that the focus group would provide a more in depth evaluation than standard questionnaires. The results of this are yet to be correlated.

Aisling O'Dwyer

Guidance Counsellor

1st June 2017

French Annual Report 2016-17

French Department

Muireann O'Sullivan

Eileen Counihan

Benefits of teacher based classrooms

Teacher based classrooms have been up and running now for three years. They have proven their worth and are undeniably 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; this enhances both teaching and learning.

Laptops

Laptops, desktops 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. There are glitches sometimes. In such cases the matter is reported to the Principal and/or office and is speedily dealt with.

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. It has been mooted that this system may soon be updated.

Subject Department Action Plan 2016-2017

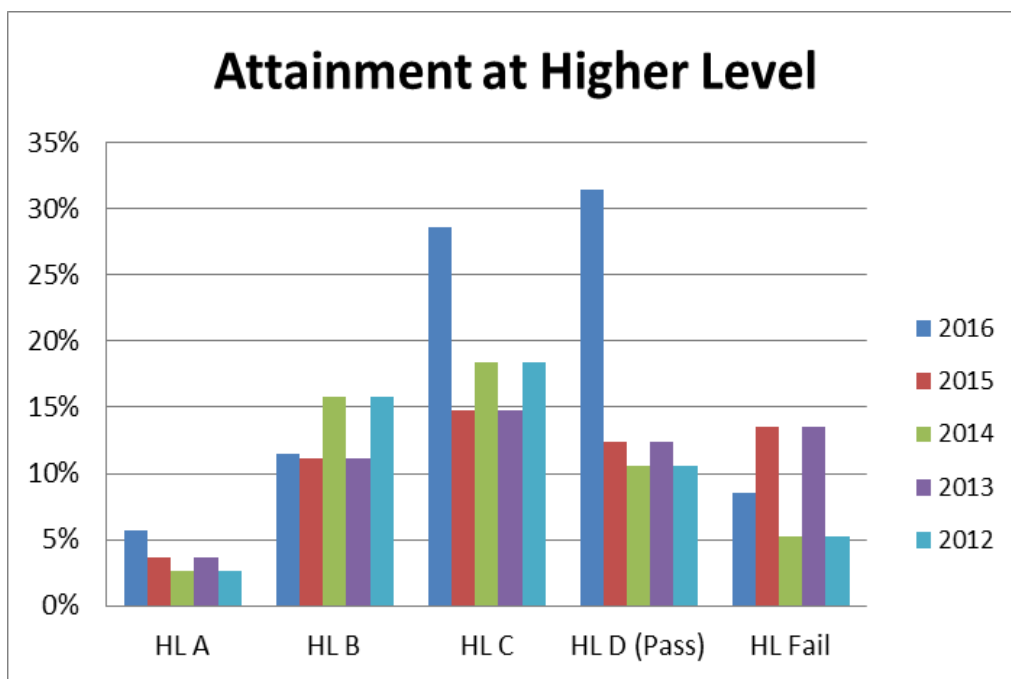
Having met and consulted at the beginning of the academic year, we put in place plans of work for the different year groups (see subject file). Preparations for Modern Languages Theme Week were agreed. It was decided to have it coincide with the European Day of Languages. We discussed assessment for February and summer exams and agreed a common approach for the Second Year summer examination. We, at the beginning of the year, committed to availing of CPD if this was available and allowed under ASTI guidelines. We employed the services of Stephan for mock oral exams.

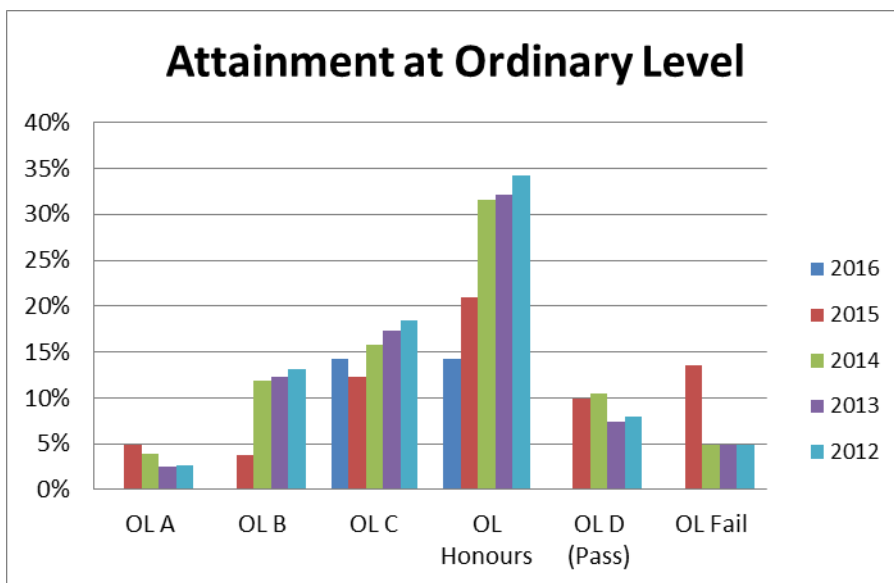
Details of Subject Department Plan 2016-17

We plan on doing a project to celebrate European Day of Languages on September 26th 2016. We have introduced French Oral as part of the Junior Certificate exam. This has highlighted the importance of language as communication. We will initiate oral preparation with the current Second years. We will review our yearly plans and make changes where and if necessary.

General Analysis of State Exams 2016

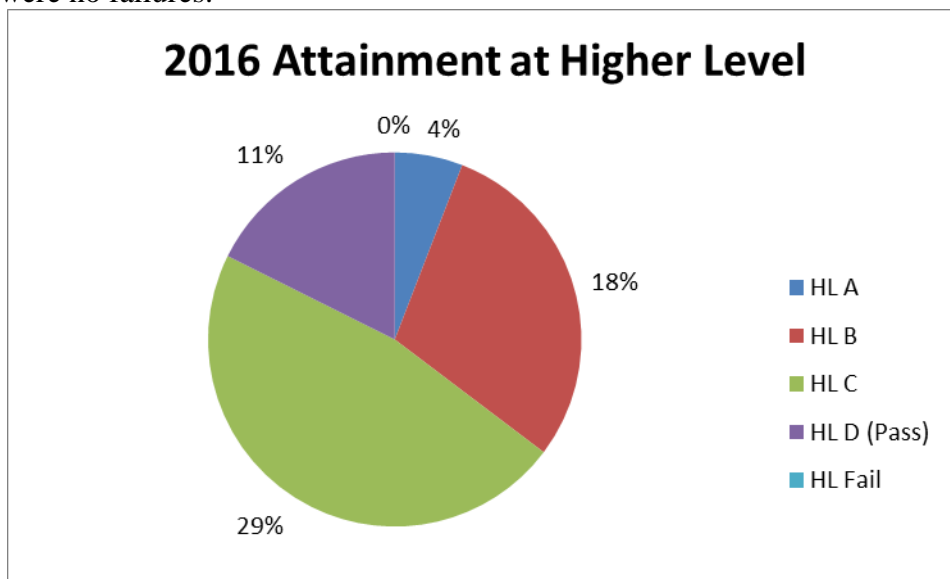
Leaving Cert – 87% of our students took French at Higher Level compared to the National figure of 59%. The remaining 13% took French at Ordinary Level. The figure nationally was 41% Students scoring A and B grades at higher level were a little below the national stats – a 2% and 6% drop respectively. This was a little disappointing. Those scoring C and D grades were just 10% and 17% above the national average. Unfortunately this year we encountered a 9% failure rate – 7% more than the national average. Sometimes students fail to take their teachers' advice to take a subject at Ordinary Level. This, at times, results in an E grade at Higher Level. There were no A or B grades at Ordinary Level. All presenting at this level were awarded a C grade- 3% below the national average. There were no failures at this level. We are quite pleased with the overall performance of the Leaving Certificate students in 2016.



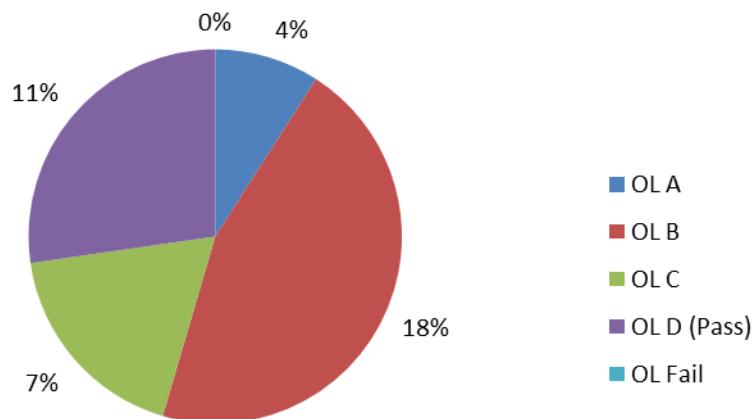


Junior Cert - We were happy with the performance of our students in this year's certificate exams. 16% less of our students took French at Higher Level when compared to the national average. There was a shortfall too in those obtaining A, B and D grades at this level (-4%, -4% and -7% respectively) when compared to the national figures. Our C grades were 4% above the national stats and there were no failures.

Our showing at Ordinary Level was much better. A, B and D grades were above the national average at +3%, +12% and + 4% respectively. Students being awarded a C grade were down by 2%. There were no failures.



2016 Attainment at Ordinary Level



Theme weeks and Activities

Languages Week was held in September coinciding with European Day of languages on Sept 26th 2016. A visiting student teacher – Agnès Chambeyron from Listowel's Twin Town of Panissières, France - and our international students were a great help in organising the week. French Breakfast was on the menu for the First and Second Years; they enjoyed sampling French traditional fayre such as *pain au chocolat*, *croissants* and *chocolat chaud* *délicieux!* Each student was given un *petit cadeau* to commemorate the day. The First Years took part in a poster competition and the board in the social area was decorated with their work. We organised prizes for all students. The week ended with First Years being given the opportunity to watch the film *Les Choristes*.

In the second term French Theatre for Schools visited the school. The students were given an opportunity to listen to native speakers and take part in the production. The girls engaged well and enjoyed the show.

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 linked in with Sandrine Pac- Kenny, Presentation Wexford and the Modern Language Teaching Community on Twitter on Tuesday evening during the academic year to share best practice.

CPD plans 2016-17

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.

Impact of visiting students

The visiting students have made enhanced 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 students to perhaps share 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 classes in relation to pronunciation and oral work. This 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.

First Year French 2017-2018

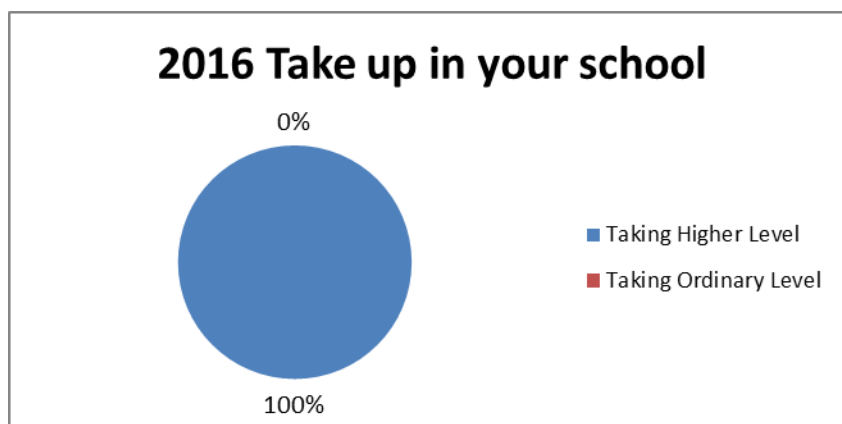
Next year's First Years are to commence a new French course in September. We haven't received any formal training yet but hope to in the not too distant future

Analysis of senior cycle results for Science related subjects:

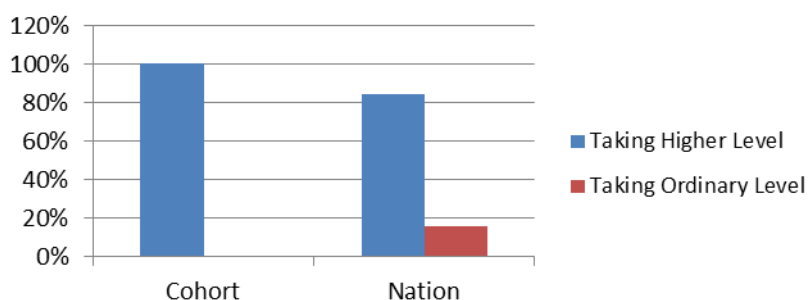
Chemistry

Analysis of 2016 Chemistry Results:

Taking Higher Level	100%	84%	16%			
Taking Ordinary Level	0%	16%	-16%			
HL A	31%	17%	14%	31%	20%	11%
HL B	38%	24%	15%	38%	28%	10%
HL C	15%	20%	-5%	15%	24%	-8%
HL Honours	85%	60%	24%	85%	71%	13%
HL D (Pass)	8%	17%	-9%	8%	20%	-12%
HL Fail	8%	8%	0%	8%	9%	-1%
OL A	0%	1%	-1%	0%	8%	-8%
OL B	0%	5%	-5%	0%	29%	-29%
OL C	0%	5%	-5%	0%	29%	-29%
OL Honours	0%	10%	-10%	0%	66%	-66%
OL D (Pass)	0%	3%	-3%	0%	21%	-21%
OL Fail	0%	2%	-2%	0%	12%	-12%



2016 Take up at levels School Cohort/Nationally



School Overview Chemistry

Among School Cohort

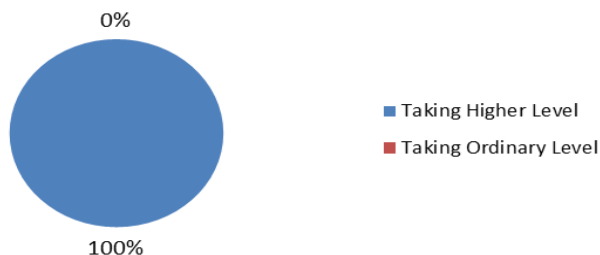
	2016	2015	2014	2013	2012
Taking Higher Level	100%				
Taking Ordinary Level	0%				
HL A	31%				
HL B	38%				
HL C	15%				
HL Honours	85%				
HL D (Pass)	8%				
HL Fail	8%				
OL A	0%				
OL B	0%				
OL C	0%				
OL Honours	0%				
OL D (Pass)	0%				
OL Fail	0%				

Analysis of 2016 Agricultural Science Results:

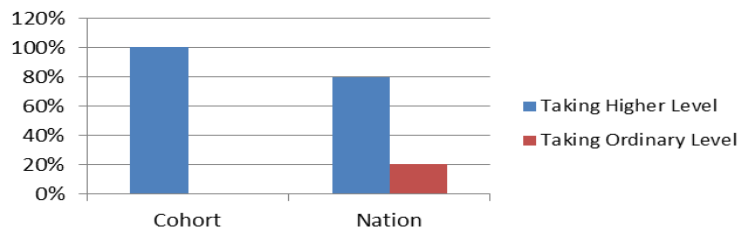
Overview for 2016 Agricultural Science

	Among School Cohort/Nation			Within each level		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	100%	79%	21%			
Taking Ordinary Level	0%	21%	-21%			
HL A	0%	8%	-8%	0%	10%	-10%
HL B	60%	22%	38%	60%	28%	32%
HL C	0%	25%	-25%	0%	31%	-31%
HL Honours	60%	55%	5%	60%	69%	-9%
HL D (Pass)	40%	19%	21%	40%	24%	16%
HL Fail	0%	5%	-5%	0%	7%	-7%
OL A	0%	0%	0%	0%	0%	0%
OL B	0%	2%	-2%	0%	8%	-8%
OL C	0%	7%	-7%	0%	33%	-33%
OL Honours	0%	8%	-8%	0%	41%	-41%
OL D (Pass)	0%	8%	-8%	0%	41%	-41%
OL Fail	0%	4%	-4%	0%	18%	-18%

2016 Take up in your school



2016 Take up at levels School Cohort/Nationally



Analysis of 2016 Biology Results:

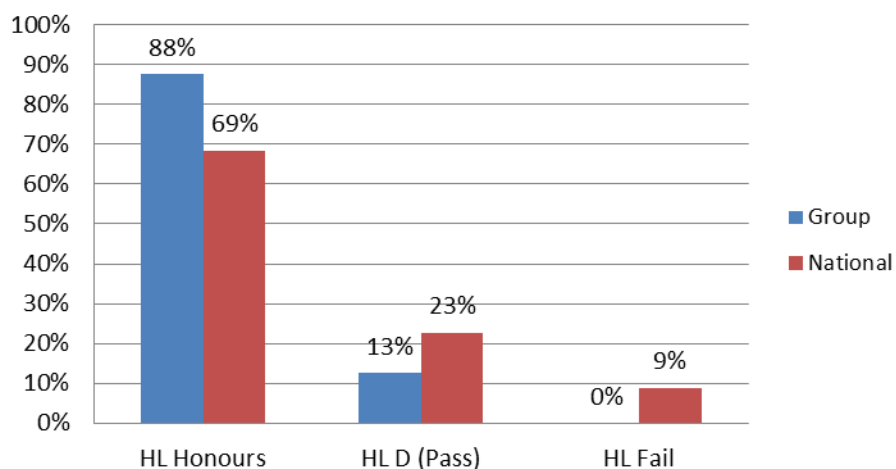
Overview for 2016

*Among School
Cohort/Nation*

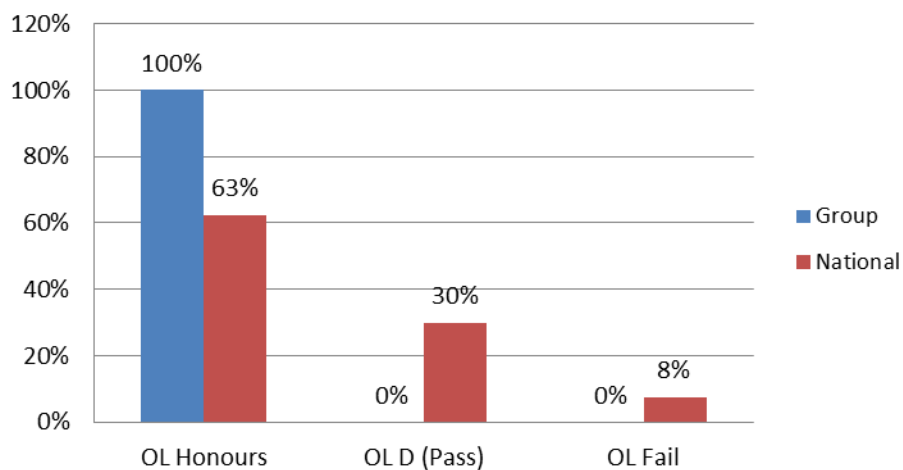
Within each level

	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	89%	74%	15%			
Taking Ordinary Level	11%	26%	-15%			
HL A	19%	10%	9%	22%	14%	8%
HL B	33%	20%	13%	38%	27%	11%
HL C	25%	21%	4%	28%	28%	0%
HL Honours	78%	51%	27%	88%	69%	19%
HL D (Pass)	11%	17%	-6%	13%	23%	-10%
HL Fail	0%	7%	-7%	0%	9%	-9%
OL A	0%	0%	0%	0%	1%	-1%
OL B	8%	5%	4%	75%	18%	57%
OL C	3%	11%	-8%	25%	43%	-18%
OL Honours	11%	16%	-5%	100%	63%	38%
OL D (Pass)	0%	8%	-8%	0%	30%	-30%
OL Fail	0%	2%	-2%	0%	8%	-8%

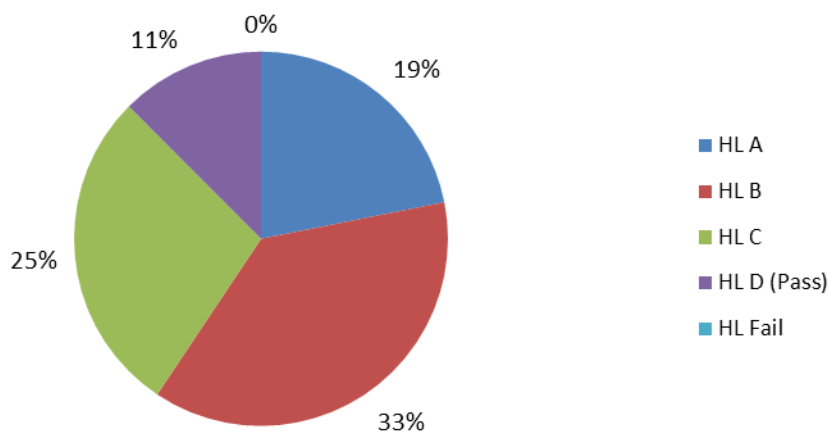
Students taking Higher Level



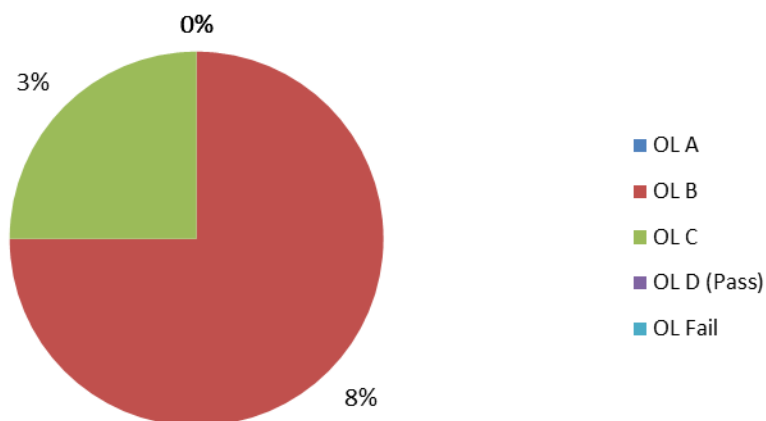
Students taking Ordinary Level



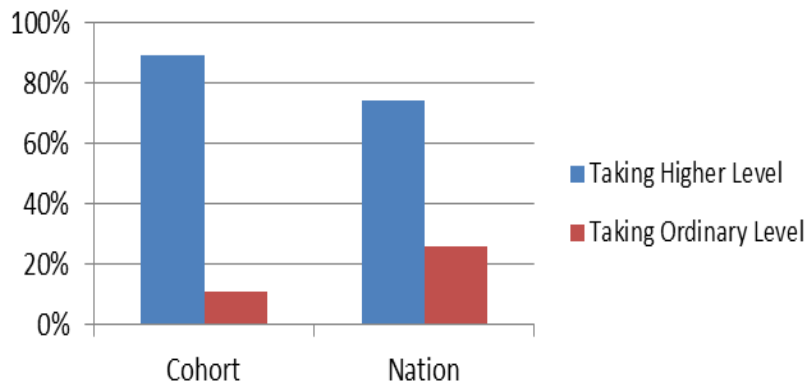
2016 Attainment at Higher Level



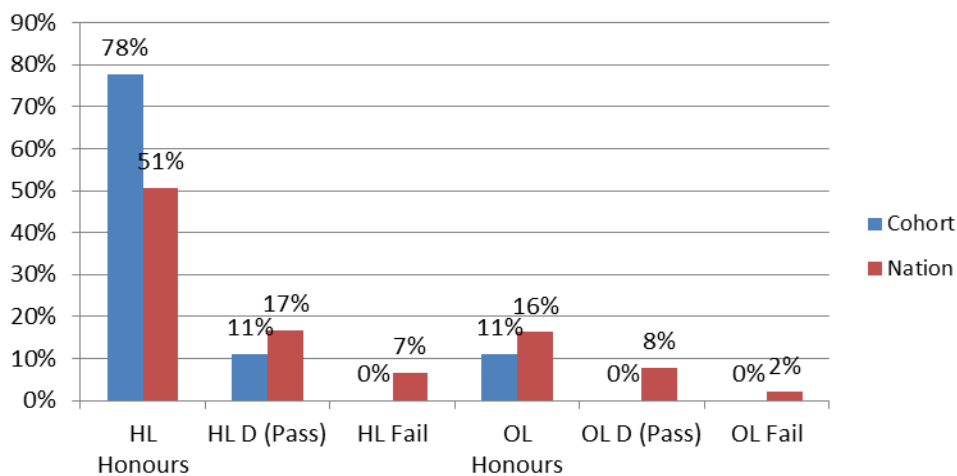
2016 Attainment at Ordinary Level



2016 Take up at levels School Cohort/Nationally



2016 Students taking this subject



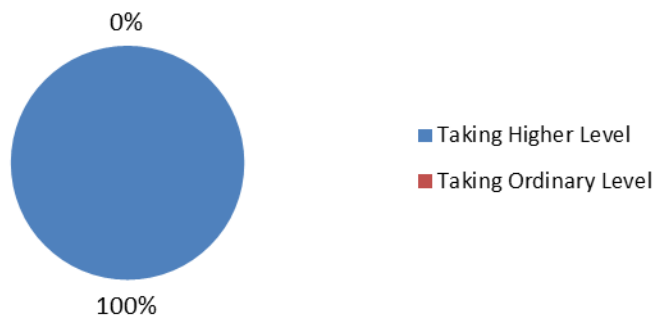
Overview for 2016

Among School
Cohort/Nation

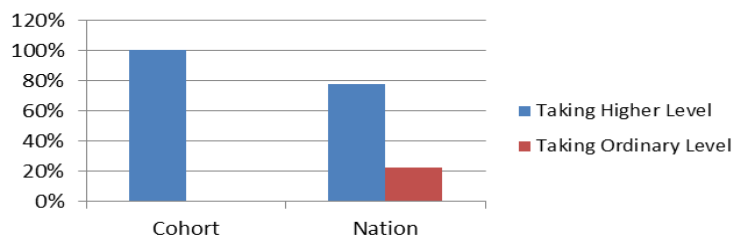
Within each level

	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	100%	77%	23%			
Taking Ordinary Level	0%	23%	-23%			
HL A	38%	16%	22%	38%	21%	17%
HL B	38%	19%	18%	38%	25%	13%
HL C	13%	19%	-7%	13%	25%	-12%
HL Honours	88%	54%	33%	88%	70%	17%
HL D (Pass)	13%	15%	-3%	13%	20%	-7%
HL Fail	0%	8%	-8%	0%	10%	-10%
OL A	0%	3%	-3%	0%	13%	-13%
OL B	0%	7%	-7%	0%	32%	-32%
OL C	0%	6%	-6%	0%	26%	-26%
OL Honours	0%	16%	-16%	0%	71%	-71%
OL D (Pass)	0%	4%	-4%	0%	18%	-18%
OL Fail	0%	2%	-2%	0%	9%	-9%

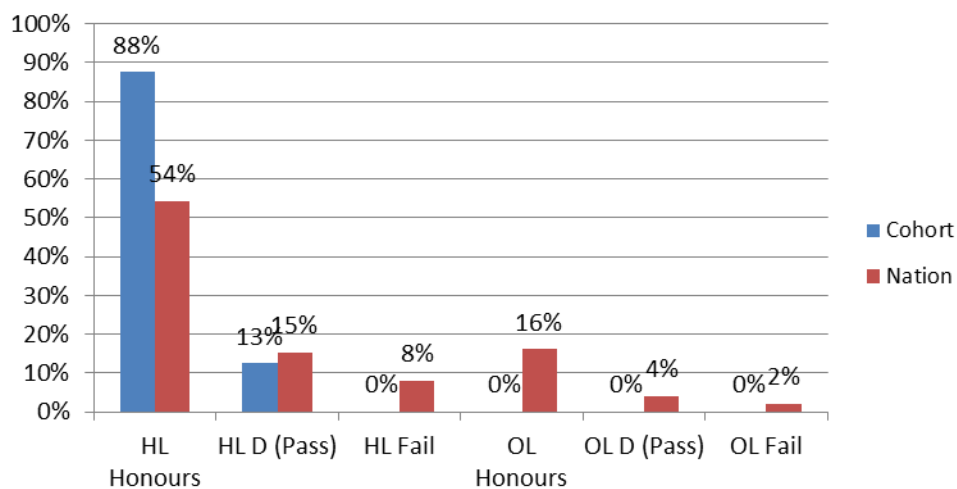
2016 Take up in your school



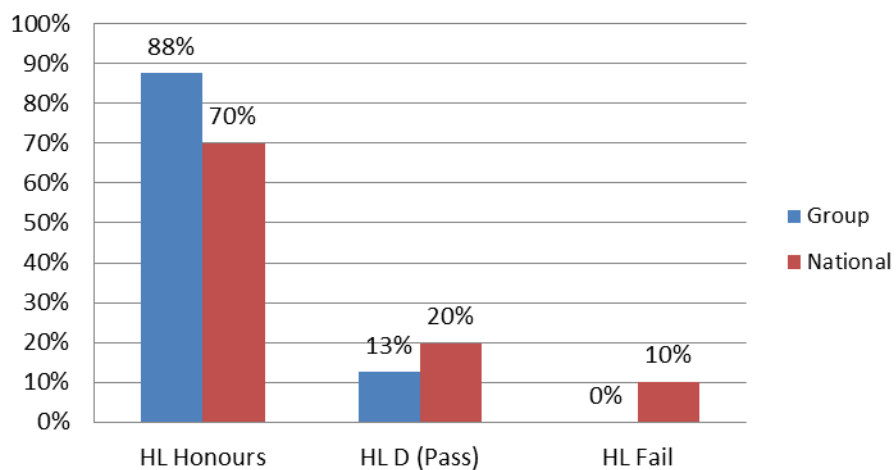
2016 Take up at levels School Cohort/Nationally



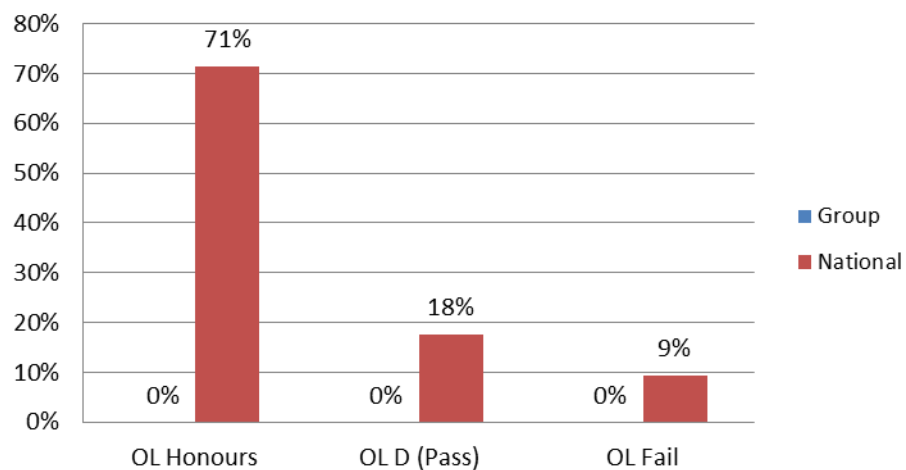
2016 Students taking this subject



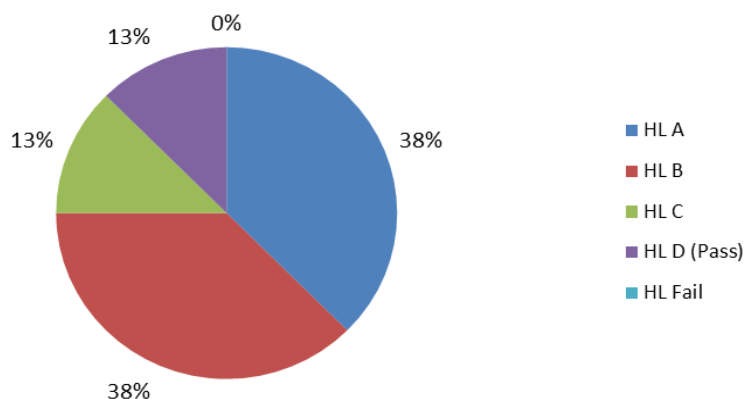
Students taking Higher Level



Students taking Ordinary Level

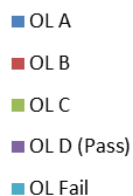


2016 Attainment at Higher Level



2016 Attainment at Ordinary Level

0%



Comment On 2016 Overview

I am very pleased with the Physics results of 2016 in Presentation secondary, Listowel. 75% of students got an A or a B which was well above the national average. I feel that all students reached their full potential and in some cases exceeded it.

Physics overview for past four years

School Overview

Among School Cohort

	2016	2015	2014	2013	2012
Taking Higher Level	100%	86%	100%	92%	#DIV/0!
Taking Ordinary Level	0%	14%	0%	8%	#DIV/0!
HL A	38%	14%	11%	25%	#DIV/0!
HL B	38%	43%	0%	25%	#DIV/0!
HL C	13%	14%	78%	25%	#DIV/0!
HL Honours	88%	71%	89%	75%	#DIV/0!
HL D (Pass)	13%	14%	11%	17%	#DIV/0!
HL Fail	0%	0%	0%	0%	#DIV/0!
OL A	0%	14%	0%	8%	#DIV/0!
OL B	0%	0%	0%	0%	#DIV/0!
OL C	0%	0%	0%	0%	#DIV/0!
OL Honours	0%	14%	0%	8%	#DIV/0!
OL D (Pass)	0%	0%	0%	0%	#DIV/0!
OL Fail	0%	0%	0%	0%	0%

Science Events throughout the year:

Science Week Activities 2016 14th – 18th November

The Science department along with the transition year students organised a series of events during the week:

Monday 9th November:

- Start Science week at 11.00 break with a welcome and some activities
- Questions for primary schools (send out on Monday and return by Friday the 18th November)
- 1st of 5 questions put on the screen in the shared area
- TY students decorated the main social area in the centre of the school with lovely posters on different diseases and posters displaying science week. During break times they presented their projects.

Tuesday 10th November:

- Lunch time science club students will demonstrate and show balloon rockets in the shared area.
- 2nd science question on screen

Wednesday 11th November:

- Science club students will launch bottle rockets in the tennis court (weather permitting) at lunch time.
- 3rd science question on screen

Thursday 12th November:

- Unfortunately Dr. Patrick Kiely from UL who was to give a talk on cancer and medicinal research to senior cycle students TY, 5th & 6th was unable to attend.
- 4th science question on screen
- Chemical demonstrations done in the lab at lunch break

Friday 13th November:

- Table quiz for 1st and 2nd years for the last two classes after lunch organised by TY students.
- 5th science question on screen
- 1st years made models of plant and animal cells and displayed them in the social area

The science department in Presentation secondary, Listowel would like to thank all staff and students for their help and involvement in science week.

A big 'thank you' to the TY students for all their help and support during science week and for the passion, commitment and interest that they have shown for science during the year.

Activities organised for students outside the classroom 2016-2017

1. TY students attended the BT Young Scientist competitions in the RDS in first week of January.
2. In early January 2017 our 6th year chemistry students were visited by lecturers from the chemistry department in UCC where they did a two hour workshop called ‘Spectroscopy in a suitcase’. This gave the students hands on approach to working and learning with chemical instrumentation as part of their leaving cert chemistry course.
3. The TY students visited Listowel mart as part of an introduction into agricultural science as a possible subject choice for leaving cert.
4. 5th agricultural science students and TY’s planted two beds of Kerr pink potatoes in the school on the 25th of April as part of their practical experience for the leaving cert agricultural science project. An experiment is currently being done on them as they grow to see which bed of potatoes will grow bigger or faster than the other, as one bed got fertiliser and the other none. The potatoes will be dug out in early September 2017.
5. Both 5th year biology classes were taken to Killarney National Park to do an ecology field trip as part of their leaving cert biology course.

Guest Speaker

Our LCA 1 & 2 science students were visited by Jim O’Brien from Glin, Co. Limerick who makes his own cheese brands on his farm. He gave a very interesting and educational talk to the girls about setting up your own business to the making of cheese and left many samples for us to try out. We would like to thank Jim for coming to visit us.

CROSS CURRICULAR LINKS:

Cross-curricular planning is the review of similar topics in different subjects and through the cooperation of teachers of these subjects, to educate the pupils collaboratively and productively in a way that will benefit both subjects.

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 science 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. The school server is the main resource for this; teachers upload all electronic resources for cross-curricular teaching to this server for other teachers to use. 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.

Cross curricular links include:

English – the medium through which all Science is taught and examined very important that students understand what they read.

Computers – use of Data Logging programming where relevant, especially for presentation of projects and results of experiments.

Maths – basic maths with the use of calculator for calculations, graphs, etc

Geography – Environmental Science.

Home Economics – Food science, anatomy, diet, nutrition, physiology.

History – Important scientists.

LITERACY AND NUMERACY:

Literacy and numeracy are two essential skills required by students when studying science. The Science department aims to assist students in improving and developing their literacy and numeracy skills. Keywords are used for each chapter to develop literacy.

Students use Microsoft word and text help during special needs classes to assist them in their literacy and spelling. Students who may have difficulties with numeracy are given assistance through special needs classes to improve and develop their numeracy skills. If a science teacher has a student with an IEP., they will liaise with the learning support teacher ahead of time in order to assist these students as best as possible.

Each individual Science teacher in the school contributes to student's literacy and numeracy in each class. Through their own individual lesson plan and teaching methods based on the topic they are covering from their scheme of work.

All Science teachers in the department also share ideas and resources for the development of literacy and numeracy of the students.

ASSESSMENT FOR LEARNING

- Comprises two phases—initial or diagnostic assessment and formative assessment
- Assessment will be based on a variety of information sources (e.g., portfolios, works in progress, teacher observation, conversation)
- verbal or written feedback to the student is primarily descriptive and emphasizes strengths, identifies challenges, and points to next steps
- as teachers check on understanding they adjust their instruction to keep students on track
- no grades or scores are given - record-keeping is primarily anecdotal and descriptive
- occurs throughout the learning process, from the outset of the course of study to the time of summative assessment

Current uptake for Leaving Cert and Junior Cert Cycle 2016-2017

Senior Cycle:

Senior Chemistry:

6th Yr.: 11 students, 8 higher level, 3 recommended to do ordinary level.

5th Yr.: 5 students

Senior Agricultural Science:

6th Yr.: 16 students, 13 higher level, 3 recommended to do ordinary level.

5th Yr.: 12 students

Senior Biology:

6th Yr.: 34 students, 32 higher level, 2 ordinary level.

5th Yr.: 28 students

Senior Physics:

6th Yr.: 3 students, 3 higher level.

5th Yr.: 4 students

Junior Cycle:

3rd Yr.

34 Higher level

3 Ordinary level

2nd Yr.

52 students – common level

1st Yr.

55 students – common level

Report of Subject Department Action Plan for 2016-2017

We successfully implemented the following:

- AFL – learning intentions displayed at the beginning of each lesson
- Keywords on individual topics given to first and second year students.
- Print rich environments in every Science classroom
- Cover sheet available for each class test which includes assessment for learning e.g. *2 stars and a wish*
- Cover sheet available for class tests which involves students predicting their own grade as well as calculating their actual percentage and grade.

Details of Subject Department Action Plan 2017-2018

For the coming academic year we will implement the following:

- Mind Maps –Introduction of Mind Maps to incoming 1st Years. This is a continuation of the LSP 2016-2017.
- AFL – continues to outline learning intentions at the beginning of lessons.
- Continue to teach problem solving skills.
- Common teaching methodologies and common tests.
- We will strive to increase the uptake of the higher level paper.

SCIENCE STAFF CPD 2016 - 2017

Chris Kiely:

Sept. 11th Child protection and Welfare of children in schools

Jan 19th: Declan Kennedy – Junior Cert Science

Jacqueline Normile:

Sept. 11th Child protection and Welfare of children in schools

Oct. 17th PDST Autumn physics workshop:
Hands on – Investigating and Exploring waves

Jan 19th: Declan Kennedy – Junior Cert Science

Eileen Keane:

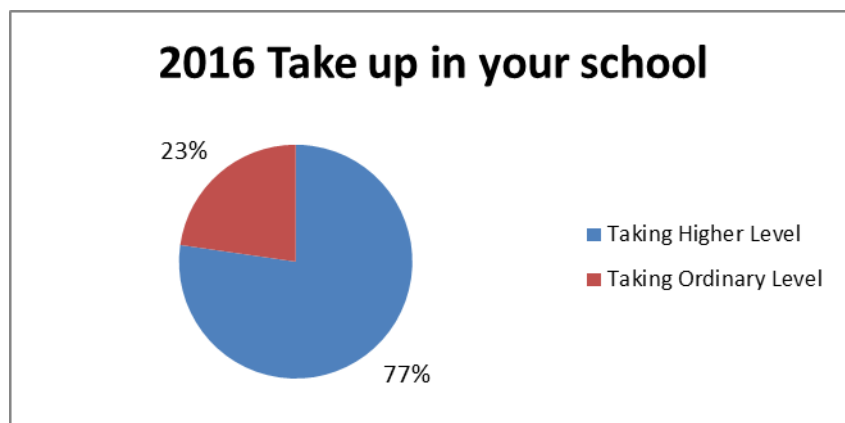
Sept. 11th Child protection and Welfare of children in schools

Name the members of the Departments: Mary O'Connor & Lisa Whelan

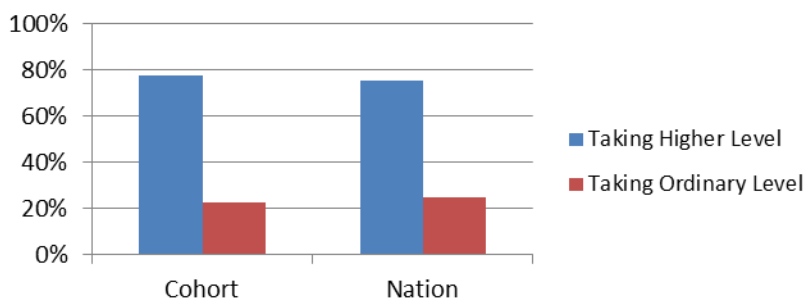
1. Report on Subject Department Action Plan for 2016-2017
See attached: Action Plan 2016-2017
2. Details on Subject Department Action Plan 2017-2018
See attached: Action Plan 2017 – 2018
3. State Exam results: Overview 2016 PDST LC and JC Results.

2016 Leaving Certificate**Home Economics**

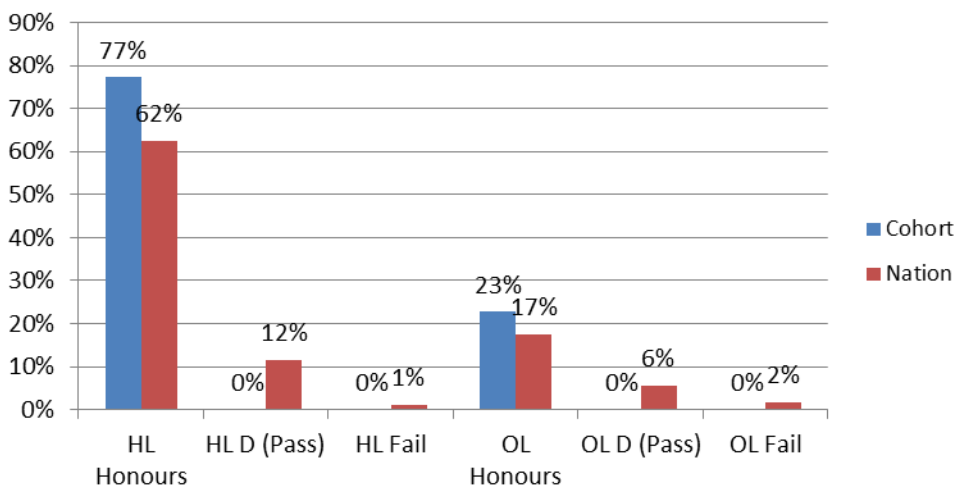
Our students are encouraged to take the Higher level. The number of students who took the higher level paper is 2% above the national average which is excellent. As a result of this our Ordinary level uptake is 2% below the national average .Higher level results : A's are 2% above the national average ,B's are 8% above the national average and C's are 15 % above the national average .We are delighted with our Leaving Cert results 2016.From our group of 22 students ,9% got A's, ,36% got B's and 32% got C's in the Higher level paper. Ordinary level: 5% got A's, 14% got B's, and 5% got C's. The A results are 4% above the national average, the B results are 7% above the national average and the C results are 5% below the national due to the high uptake and excellent grades in Higher level Home Economics



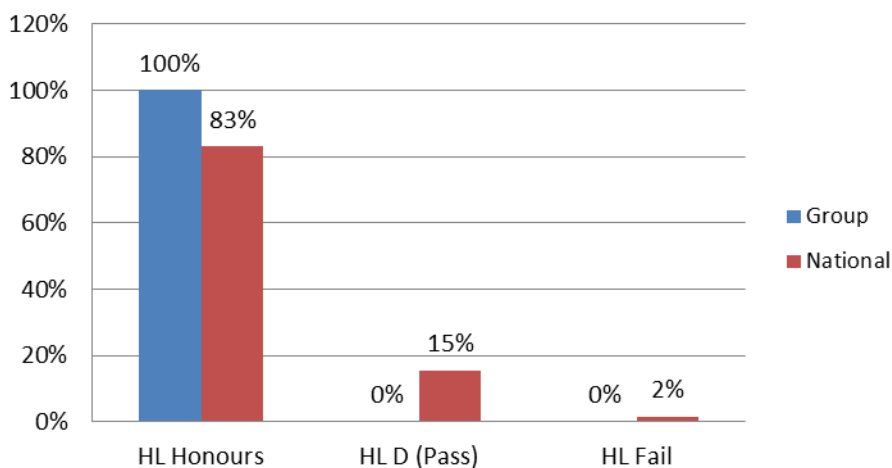
2016 Take up at levels School Cohort/Nationally



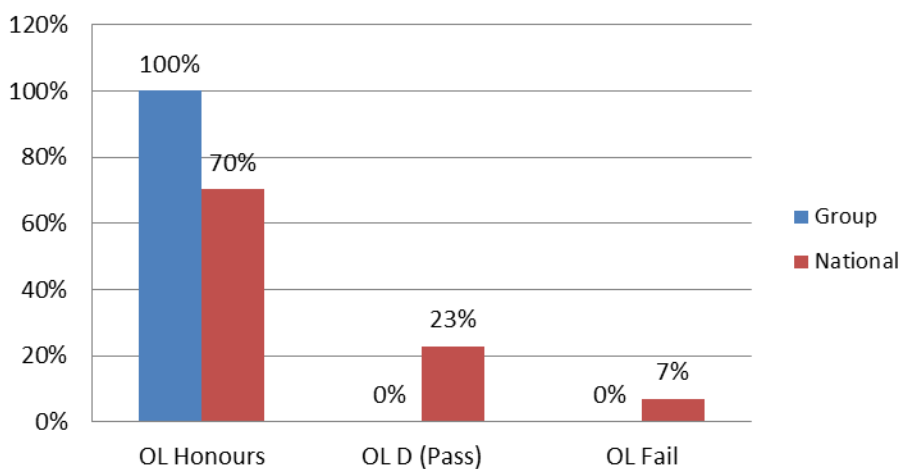
2016 Students taking this subject



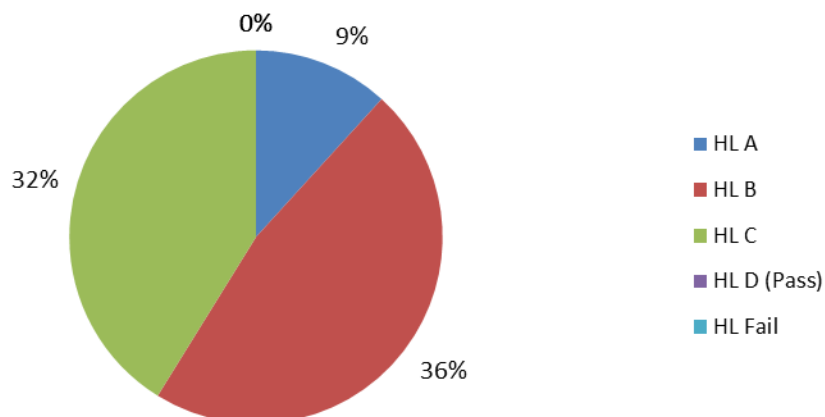
Students taking Higher Level



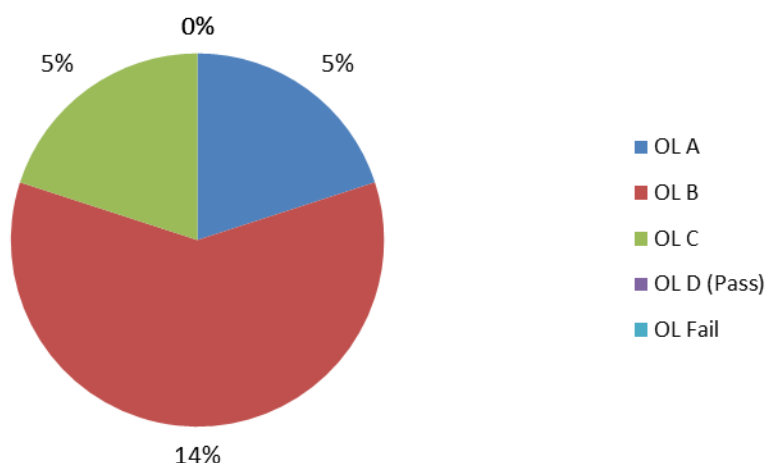
Students taking Ordinary Level



2016 Attainment at Higher Level



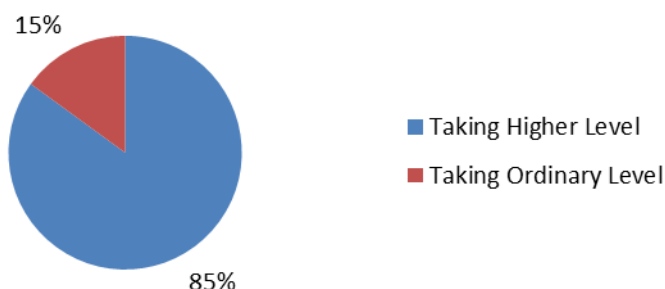
2016 Attainment at Ordinary Level



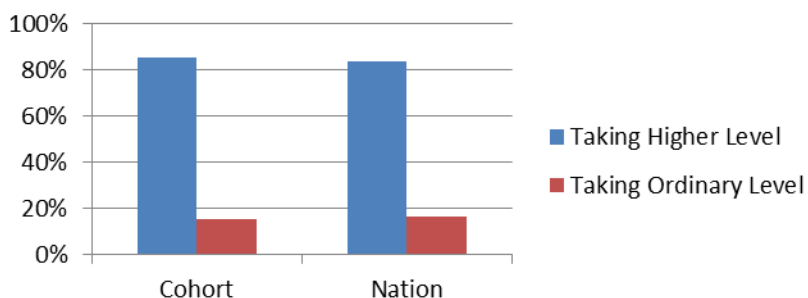
2016 Junior Certificate Home Economics

Twenty students sat the Junior Cycle Home Economics exam. Our students are encouraged to take Higher level. 85% sat the Higher level paper and 15% sat Ordinary level. At Higher level 5% got A's, 50% got B's which is 10% above the national average. 25% got C's which is 1% below the national average. This is because of the high percentage of A's and B's. 5% of students got a D grade. 80% of Junior certificate higher level students achieved an honours grade. At ordinary level 5% got B's which is 1% below the national average and 10% got C's which is 3% above the national average. 15% of those taking ordinary level got honours which is 1% above the national average. We are very happy with our Junior Cert results 2016.

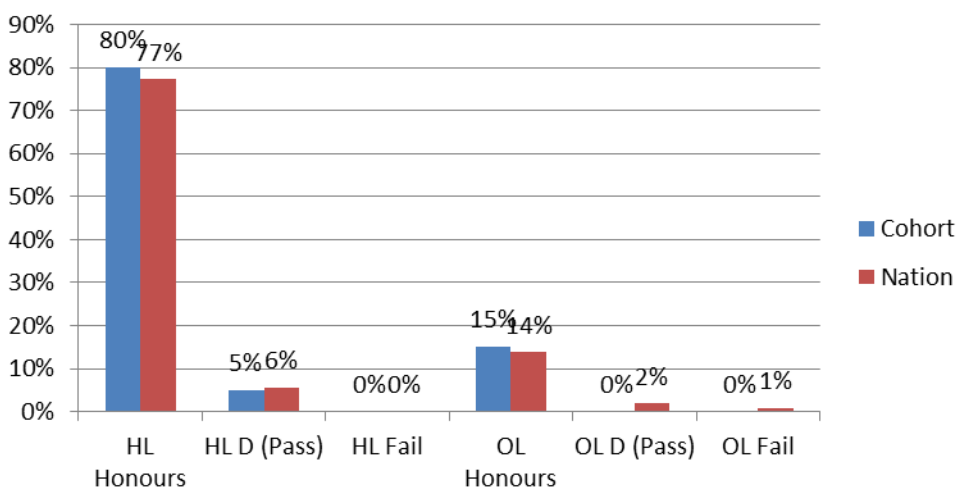
2016 Take up in your school



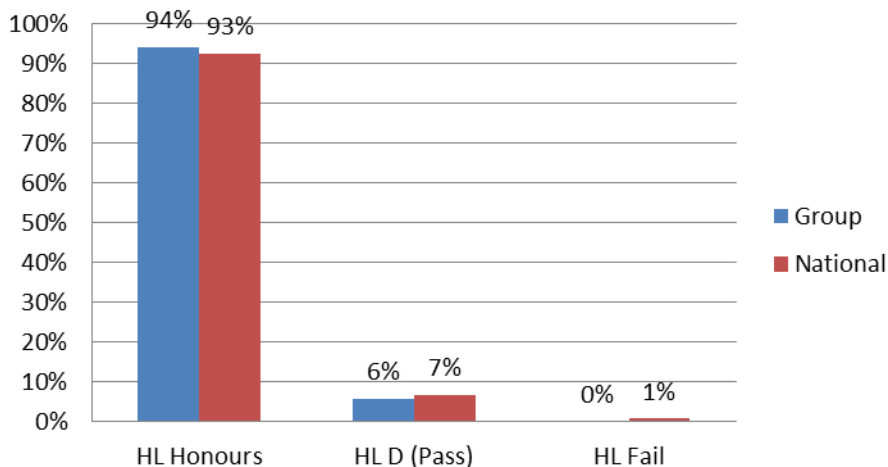
2016 Take up at levels School Cohort/Nationally



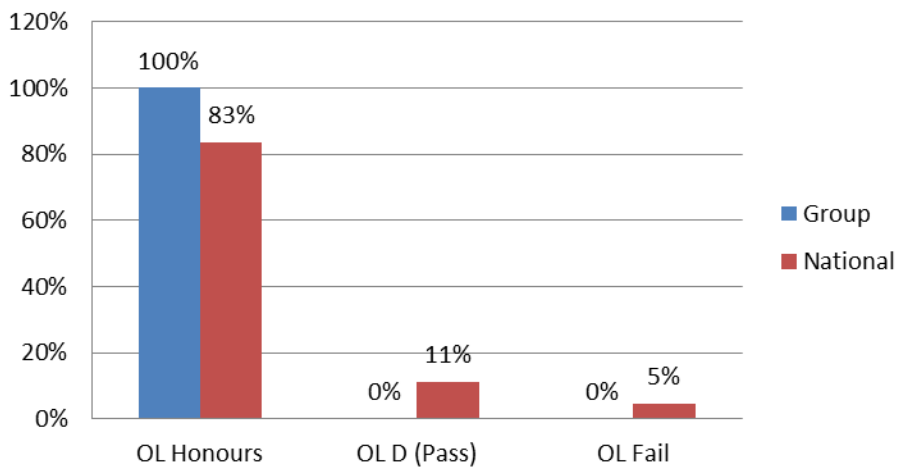
2016 Students taking this subject



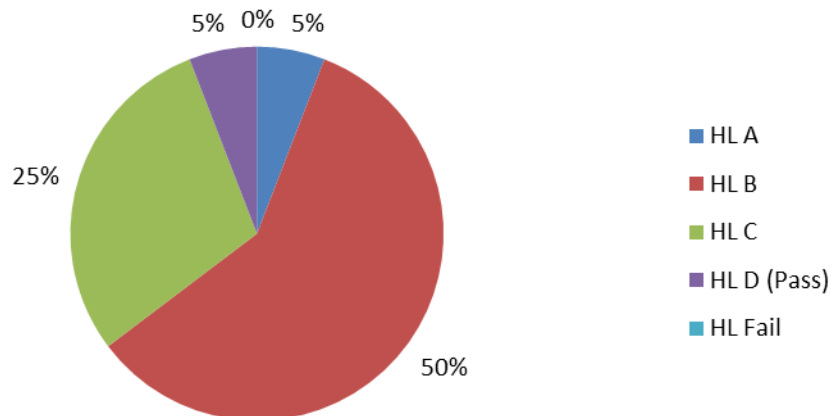
Students taking Higher Level

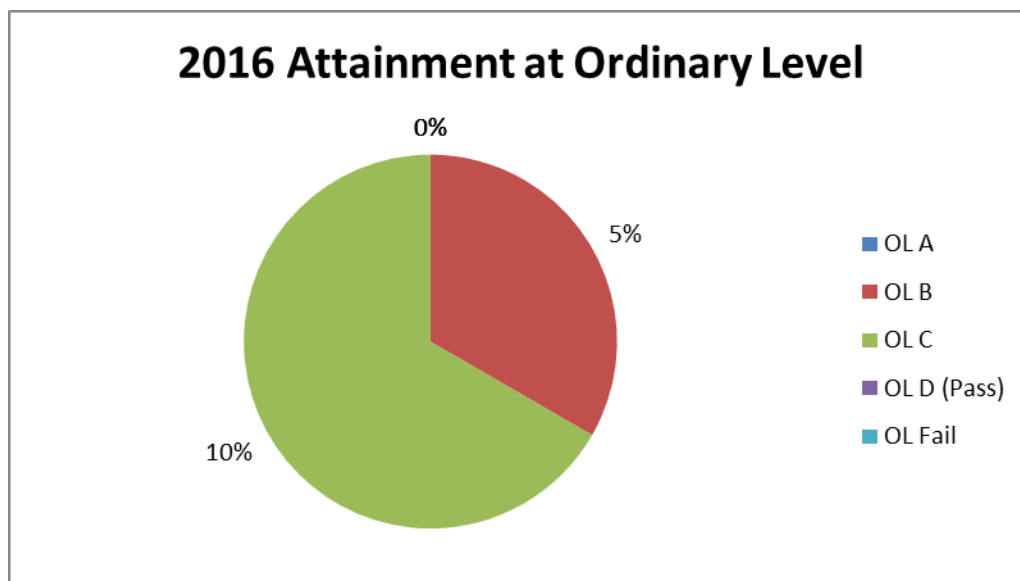


Students taking Ordinary Level



2016 Attainment at Higher Level





4. Activities organised for students outside of the classroom in 2016-2017

Sheila Kelly gave a cookery demonstration on “Healthy Eating” to 5th Years and Transition Year students as part of Listowel Food Fair which was very interesting and beneficial to our students. TY’s were encouraged to attend Derval O’Rourke’s talk as part of Listowel Food Fair which was excellent.

LCA 1 students visited Listowel Castle as part of Hotel, Catering and Tourism course.

5. Theme Weeks 2016-2017 list the activities for the week

Home Economics Week

Fri 11th – Thurs 17th Nov. 2016

The following were the arrangements for Home Economics Week in our school:

Quiz for week on monitor in Social area.

School Food Company: Sponsorship of free fruit

1st Years: Design & make a healthy, well balanced & interesting lunch.

2nd Years: Design a poster to raise awareness about Obesity in young people.

1st/2nd/TY/5th Year: Invite entries for Junior & Senior all Ireland Ceist Bake Off.

Date	Year	Activity
Fri 11 th Nov 10am – 12 noon	TY & 5 th Year Home Economics students	Listowel Food Fair, Listowel Arms Hotel. Bord Bia cookery demonstration by Sheila Kelly of Bord Bia
Mon 14 th Nov	1 st /2 nd /TY/5 th Year	Invite entries for Junior & Senior all Ireland Ceist Bake Off. Submit entries Monday morning before 9am.
Tues 15 th Nov	1st Years	Design & make a healthy, well balanced & interesting lunch.
Wed 16 th Nov	2 nd Years	Design a poster to raise awareness about Obesity in young people.

6. Cross curricular links

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

Relationships and Sexuality Education, Seamus Whitty, Kerry Lifeskills, Southwest Counselling, Humourfit (Bullying & Alcohol), Dr. Maureen Griffin (Cyber bullying), Fergus Heffernan, Dr. Julie O'Connor, Team building (Michael Daly and Mary O'Brien) LCVLP Lizzie Lyons, Lizzie's Little Kitchen

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

LCA: Jim O'Brien of O'Brien's Cheese gave a talk to LCA students on cheese making.

Student Council: Wellbeing Week

PE : Louise Galvin – Sky Sports Academy

Science: Nutrition; Human Physiology; Micro-biology

Business Studies: Consumer Studies; Budgeting; Finance

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

Religion: Meditation, Lifeworks, Food choice, Social & Health

S.P.H.E.: Meditation, Food choice, Health Hazards, health and hygiene and

C.S.P.E.: Environmental awareness

Biology: Human Physiology, Micro-biology

Chemistry: Chemical structure of nutrients, Fermentation, Respiration

History: Irish diet, Historical development of Housing styles, Food industry, Industrial Revolution, 20th Century Social History.

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

Maths: Recipe costing calculations

7. Competitions entered

Bord Bia Schools competition

Ceist All Ireland Bake Off sponsored by Odlums.

8. Links with the local community

LCA 1 visited Listowel Castle as part of HCT course.

Sheila Kelly gave a cookery demonstration on “Healthy Eating” to 5th Years and Transition Year students as part of Listowel Food Fair which was very interesting and beneficial to our students.

TY students entered and won 1st & 2nd prize in Bord Bia Senior category of schools competition .

LCVP Guest Speaker : Lizzie Lyons of Lizzie’s Little Kitchen gave an excellent talk on running a small business to 5th Year students.

9. Visits outside the School

LCA 1 visited Listowel Castle.

Sheila Kelly gave a cookery demonstration on “Healthy Eating” to 5th Years and Transition Year students as part of Listowel Food Fair which was very interesting and beneficial to our students.

10. Staff CPD within the subject Departments

29/08/2016 Seamus Whitty, Kerry Lifeskills.

29/08/2016 Una O’Neill, Visiting Teacher for the Deaf

29/09/2016 Child Protection & Welfare of Children in Schools

11/11/2016 Sheila Kelly, Bord Bia Demonstration

11/11/2016 Derval O’Rourke Fit Foodie motivational talk

20/01/2017 Dr. Fergus Heffernan

31/03/2017 Dyslexia ICEP on line course

11. PDST plans for 2017 – 2018

Will attend PDST Home Economics in service if provided for in 2017-2018 school year.

12. New resources purchased in 2016-2017

Portable audio amplifier system which has been very beneficial to both students and staff in Kitchen 1.

4 Electronic weighing scales

13. ICEP courses taken

Dyslexia ICEP on line course

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

Refer to Literacy Action Plan attached.

15. Numeracy initiatives within the Subject Department

Refer to Numeracy Action Plan attached.

16. Any questionnaire given to students during the year to evaluate subject/class teaching/activities.

We evaluated the Think about Alcohol preventative education programme with 3rd Years and 5th Years.

17. A few comments on the uptake of the subject at Leaving Cert and Junior Cycle where appropriate (option subjects)

The uptake of Home Economics has improved at both Junior and Senior Cycle.

Junior Cycle:

2nd Year: 37 students

3rd Year: 19 students

Senior Cycle:

5th Year: 16 students

6th Year: 11 students

18. A few comments on the uptake of higher and ordinary level in the current 3rd and 6th Year groups and the in incoming 3rd and 6th Years groups.

Our students are encouraged to reach their potential and take higher level paper where possible.

Junior Cycle:

84% of the current Junior Cycle class will take the Higher Level paper. This is a very good uptake of higher level.

16% of the current Junior Cycle class will take the Ordinary Level paper.

Senior Cycle:

82% of the current Senior Cycle class will take the Higher Level paper. This is a very good uptake of higher level.

18% of the current Senior Cycle class will take the Ordinary Level paper.

PRESENTATION SECONDARY SCHOOL LISTOWEL

School Plan

Action Plan for Home Economics Department 2016/2017

PLANNED ACTION	BY WHOM	TARGET DATE	EVALUATION
Address IT issues: <ul style="list-style-type: none">• e-align data projector in kitchen 1• address issues with lap top in Kitchen as it does not play CD/DVD's• speakers required for kitchen 2.	Martin Hayes/ Johnny Ryan Noel White	September 2016	Completed & has improved. To be addressed by new IT consultant. Still required.
Participation in school Theme weeks- Home Economics Week	TY/First Years/Second Years/Fifth Years under direction of Mary O'Connor Lisa Whelan	First term	TY students entered and won 1 st & 2 nd prize in Bord Bia Senior category of schools competition . Sheila Kelly gave a cookery demonstration on "Healthy Eating" to 5 th Years and Transition Year students as part of Listowel Food Fair which was very interesting and beneficial to our students. We had 2 winners of the Junior Bake Off & one winner of the Senior Bake Off. Students were encouraged to eat 5-7 portions of fruit per day as The School Food Company sponsored free fruit for a day.

			The First Year Healthy Lunch competition and poor participation. We need to change this next year.
Organisation of posters for Home Economics Week	2 nd Year students under guidance of Home Economics teachers	First term	There were a greater number of entries this year as we ran the competition on “Obesity” in our 2 nd Year Home economics classes.
Continue to develop programmes of work to include learning intentions.	Mary O’Connor 2 nd /5 th Yr Lisa Whelan 3 rd /6 th Yr	On going 2016-2017	Continue to develop.
Incorporate a greater variety of co-operative learning strategies: <ul style="list-style-type: none"> • lacemat • igsaw • hink pair share 	Mary O’Connor Lisa Whelan	On going 2016-2017	Think pair share is working really well.
Students will be further empowered in practical food studies lessons to work in a more self directed and independent manner.	Mary O’Connor Lisa Whelan	2 nd /3 rd Term 2017	This worked well in TY _ Mince Magic assignment -Ethnic Food project -Cake decorating It worked well in LCA as well.
Organisation of out of school activity: Visit a local food producer Visit local tourist site Visit a hotel(LCA)	Mary O’Connor Lisa Whelan	First term	Lizzie Lyons of Lizzie’s Little Kitchen gave an excellent talk on running a small business to 5 th Years. LCA 1 visited Listowel Castle.

<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>	<p>Bank of Ireland gave an interesting talk to TY's.</p> <p>Sheila Kelly, Bord Bia gave a talk on Healthy Eating. TY's were encouraged to attend Derval O'Rourke's talk as part of Listowel Food Fair which was excellent.</p>
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PRESENTATION SECONDARY SCHOOL LISTOWEL

School Plan

Action Plan for Home Economics Department 2017/2018

PLANNED ACTION	BY WHOM	TARGET DATE	EVALUATION
Use mind maps to revise topics	Mary O'Connor Lisa Whelan	On going	
<p>Address IT issues:</p> <ul style="list-style-type: none"> • address issues with lap top in Kitchen as it does not play CD/DVD's • data projector screen keeps timing out to blank/blue screen. • speakers required for kitchen 2. 	<p>New IT company</p> <p>Noel Whyte</p> <p>Electrician</p>	September 2017	
Participation in school Theme weeks- Home Economics Week	TY/First Years/Second Years/Fifth Years under direction of Mary O'Connor	First term	

	Lisa Whelan		
Organisation of posters for Home Economics Week	2 nd Year students under guidance of Home Economics teachers	First term	
Continue to develop programmes of work to include learning intentions.	Mary O'Connor 2 nd /5 th Yr Lisa Whelan 3 rd /6 th Yr	On going 2017-2018	
Incorporate a greater variety of co-operative learning strategies: <ul style="list-style-type: none"> • lacemat • how me boards • igsaw 	P S J Mary O'Connor Lisa Whelan	On going 2017-2018	
Students will be further empowered in practical food studies lessons to work in a more self directed and independent manner.	Mary O'Connor Lisa Whelan	2 nd /3 rd Term 2017-2018	
Organisation of out of school activity: Visit a local food producer Visit local tourist site Visit a hotel(LCA)	Mary O'Connor Lisa Whelan	First term	
Organisation of speakers to visit school: <ul style="list-style-type: none"> • inance • ealth awareness 	F H Mary O'Connor Lisa Whelan	First term	

PRESENTATION SECONDARY SCHOOL LISTOWEL

School Plan

Action Plan for Literacy 2016/2017

PLANNED ACTION	BY WHOM	TARGET DATE	EVALUATION
To continue to improve and share our literacy teaching resources	Lisa Whelan / Mary O'Connor	Ongoing	We continue to build a shared resource folder which has been very helpful.
To use Assessment for Learning with first ,second and third years	Lisa Whelan / Mary O'Connor	Ongoing	AFL has been very useful for teaching and learning in the classroom.
Continue to use crosswords / word searches / quizlet as part of literacy initiative	Lisa Whelan / Mary O'Connor	Ongoing	Fun way of checking literacy and vocabulary in the classroom.
Continue to develop wordbank worksheets	Lisa Whelan / Mary O'Connor	Ongoing	Students find wordbank in their copy beneficial for revision.
To use "DEAR" in class – drop everything and read	Lisa Whelan / Mary O'Connor	Ongoing	Some students find this useful during a study class.
To consult with the English and Business departments to develop a common format for a letter of complaint	Lisa Whelan / Mary O'Connor	Ongoing	We will do this next term.
Students will print flashcards for wordbank topics	Students in co-operation with Lisa Whelan/Mary O'Connor	Ongoing	We will do this next term.

PRESENTATION SECONDARY SCHOOL LISTOWEL

School Plan

Action Plan for Numeracy 2016/2017

PLANNED ACTION	BY WHOM	TARGET DATE	EVALUATION
Continue to use percentage conversion “cover page” as part of our numeracy initiative	Mary O’Connor / Lisa Whelan	2016 / 2017	Promotes numeracy in the classroom. Students get practice at changing fractions to percentages during the year.
Update & continue to use pricing learning centre for practical cookery	Mary O’Connor / Lisa Whelan	2016 / 2017	Useful for all students particularly for practical exam assignments.
Develop pastry ratio chart & display.	Lisa Whelan	First term	To purchase.
Develop roux sauce ratio chart & display.	Mary O’Connor	First term	To purchase.
Laminate margarine measuring chart & display.	Mary O’Connor	First term	On display in Kitchens.
Laminate spoon measurements charts & display.	Lisa Whelan	First term	On display in Kitchens.

Name the members of the Department: Mary O'Connor & Lisa Whelan

1. Report on Subject Department Action Plan for 2016-2017
See attached: Action Plan 2016-2017
2. Details on Subject Department Action Plan 2017-2018
See attached: Action Plan 2017 – 2018
3. Activities organised for students outside of the classroom in 2016-2017

Louise Galvin of Sky Sports Academy worked with 1st Years and LCA's. LCA's did a follow up activity day with 5th class from Presentation Primary School, Listowel.

Dr. Maureen Griffin gave a workshop on Cyber bullying to 1st and 2nd Years during Wellbeing Week.

Southwest counselling did Healthy Sexuality workshops with 2nd Years, Transition Years and 6th Years.

Dr. Fergus Heffernan gave a talk to Transition Years, 5th Years, 6th Years and to parents in the evening as part of Mental Health Week.

5A religion class promoted the benefits of mindfulness meditation with 1st and 2nd Years.

There was meditation offered at lunch time in the prayer room. They did meditation with 6th class in Presentation Primary School, Listowel also.

The School Food Company kindly sponsored fresh fruit for the students for morning break for a day.

There was a Mental Health Awareness week in December. Dr. Julie O'Connor gave a Health & Wellbeing talk to 6th Years.

Brenda Morgan delivered a study skills seminar to interested students.

Humourfit performed plays on the themes of Alcohol and Bullying for 1st and 2nd Years. **'The Mighty Bully Brady' is a 90 minute play where the bully and victim are seen through the eyes of one actor.**

1st, 3rd and 5th Years had Team building with Michael Daly and Mary O'Brien.

2nd Years did orienteering as team building exercise.

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

As part of Health Promotion week students participated in The Sive Walk and The Bog Walk.

Team building activities took place also to encourage co-operation and team work in the form of "House Groups". The "House Groups" were a mix across the year groups. This also happened for Sports Day.

Transition Years and 5th Years climbed Carrauntoohill.

Sports Day took place on the 24th May continuing the House Group theme to encourage co-operation and team building amongst students. Activities included the following: Student v Teacher basketball match, Sive walk, Bog walk, sack race, three legged race, tug of war, treasure hunt.

Sheila Kelly gave a cookery demonstration on “Healthy Eating” to 5th Years and Transition Year students as part of Listowel Food Fair which was very interesting and beneficial to our students.

TY’s were encouraged to attend Derval O’Rourke’s talk as part of Listowel Food Fair which was excellent.

4. Theme Weeks 2016-2017 list the activities for the week

Wellbeing Week: Students participated in meditative colouring, zumba, gratitude exercise, Seamus Whitty workshops, Bog walk/Sive walk, Dr. Maureen Griffin Cyber bullying workshop.

Mental Health Week

Dr. Fergus Heffernan talk

“Walk in my shoes day”

5. Cross curricular links

Cross curricular planning occurs between SPHE and the following subjects:

Science: Nutrition; Human reproduction

Business Studies: Consumer Studies; Budgeting

Geography: Global Interdependence, Environmental Awareness, Culture & Identity, Green Schools

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

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

C.S.P.E.: Environmental awareness

Biology: Human Physiology

Maths: Statistics

6. Links with the local community

Refer to Activities organised for students outside of the classroom 2016-2017.

7. Staff CPD within the subject Departments

29/08/2016	Seamus Whitty, Kerry Lifeskills.
29/08/2016	Una O'Neill, Visiting Teacher for the Deaf
02/09/2016	Think About Alcohol preventative education workshop
29/09/2016	Child Protection & Welfare of Children in Schools
11/11/2016	Sheila Kelly, Bord Bia Demonstration
11/11/2016	Derval O'Rourke Fit Foodie motivational talk
20/01/2017	Dr. Fergus Heffernan
09/02/2017	Sr. Anne Hurley, How to organise a meditation programme in your school and exploring resources.
01/03/2017	Southwest Counselling, Healthy Sexuality.
31/03/2017	Dyslexia ICEP on line course

8. PDST plans for 2017 – 2018

Will attend PDST Wellbeing in service if possible for in 2017-2018 school year.

9. Planning for New Junior Cycle Specifications:

Planning for Wellbeing at Junior Cycle will take place in August/September 2017 if possible.

10. ICEP courses taken

Dyslexia ICEP on line course

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

Refer to Literacy Action Plan attached.

12. Numeracy initiatives within the Subject Department

Refer to Numeracy Action Plan attached.

13. Any questionnaire given to students during the year to evaluate subject/class teaching/activities.

We evaluated the Think about Alcohol preventative education programme with 3rd Years and 5th Years.

An evaluation was carried out with 2nd Years on the Healthy Sexuality workshop delivered by Southwest Counselling.

PRESENTATION SECONDARY SCHOOL LISTOWEL

School Plan

Action Plan for SPHE - 2016/2017

PLANNED ACTION	BY WHOM	TARGET DATE	EVALUATION
To review programme of work for Junior Cycle SPHE	Lisa Whelan/ Mary O'Connor	Ongoing	It was reviewed and updated this year.
To use Assessment for Learning- develop learning intentions for First, Second and Third year SPHE classes	Lisa Whelan/ Mary O'Connor	Ongoing	This is helpful to students to focus attention on topic.
Incorporate a greater variety of co-operative learning strategies	Lisa Whelan/ Mary O'Connor	Ongoing	Placemat, role play, group work and walking debates worked well this year.
Organise an out of school activity related to SPHE	Lisa Whelan/ Mary O'Connor	Ongoing	Consider for next year.
Invite "Jigsaw" in as a guest speaker for Second years and Fifth years	Lisa Whelan/ Mary O'Connor	Ongoing	Jigsaw had a stand in the Social area as part of Wellbeing Week.
Evaluate SPHE programme with	Lisa Whelan/	Ongoing	We evaluated the Think about Alcohol preventative

students	Mary O'Connor		<p>education programme with 3rd & 5th Years.</p> <p>An evaluation was carried out with 2nd Years on Healthy Sexuality workshop delivered by Southwest Counselling.</p>
<p>To deliver Friends for Life programme to First Years.</p> <p>To deliver session 5-8 of Friends for Life programme to Second Years.</p>	Lisa Whelan/ Mary O'Connor	Term1	This programme is very beneficial but is taking alot of time to deliver.

PRESENTATION SECONDARY SCHOOL LISTOWEL

School Plan

Action Plan for SPHE - 2017/2018

PLANNED ACTION	BY WHOM	TARGET DATE	EVALUATION
To review programme of work for Junior Cycle SPHE in line with Wellbeing guidelines.	Lisa Whelan/ Mary O'Connor	August/September 2017	
To use Assessment for Learning- develop learning intentions for First and Second year SPHE classes.	Lisa Whelan/ Mary O'Connor	Ongoing	
Incorporate a greater variety of co- operative learning strategies	Lisa Whelan/ Mary O'Connor	Ongoing	
Invite a guest speaker for Second years.	Lisa Whelan/ Mary O'Connor	Ongoing	
Evaluate SPHE programme with students	Lisa Whelan/ Mary O'Connor	Ongoing	

To deliver Friends for Life programme to First Years. Deliver session 5-8 of Friends for Life programme to Second Years.	Lisa Whelan/ Mary O'Connor	Term1	
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PRESENTATION SECONDARY SCHOOL LISTOWEL
School Plan

Action Plan for Literacy –SPHE -2016/2017

PLANNED ACTION	BY WHOM	TARGET DATE	EVALUATION
To continue to improve and share our literacy teaching resources	Lisa Whelan/ Mary O'Connor	Ongoing	This went well.
To use Assessment for Learning-learning intentions with First ,Second and Third Years	Lisa Whelan/ Mary O'Connor	Ongoing	This is helpful to students to focus attention on the topic.
To develop SPHE wordbank	Lisa Whelan/ Mary O'Connor	Ongoing	Needs to be developed further
Students will make or print posters relevant to SPHE topics	Students in co-operation with Lisa Whelan/ Mary O'Connor	Ongoing	Did the following: Class rules Positive quotes Friendship Tree

PRESENTATION SECONDARY SCHOOL LISTOWEL

School Plan

Action Plan for Numeracy- SPHE - 2016/2017

PLANNED ACTION	BY WHOM	TARGET DATE	EVALUATION
To print off statistics /percentages related to SPHE topics	Lisa Whelan/ Mary O'Connor	Ongoing	To be developed further.
To write a study plan for after school activities to include homework with first years	Lisa Whelan/ Mary O'Connor	Ongoing	Very useful to encourage students to study and settle into routine.
To carry out an activity audit with second years	Lisa Whelan/ Mary O'Connor	Ongoing	Very interesting to highlight lack of activity among some students.
Write a revision timetable with third years to help them prepare for exams	Lisa Whelan/ Mary O'Connor	Ongoing	Very beneficial to help our 3 rd Years to organise revision for exams.

Maths Department

Annual Report 2016-2017

Members of Maths Department:

- Norma Dowling
- Bridget O' Connor
- Una Scully
- Elaine Hickey

Report of Subject Department Action Plan for 2016-2017

We successfully implemented the following:

- Mind Maps with 1st years as part of the Learning School Project and to aid students with revision of topics
- We led a school wide initiative on teaching the drawing of graphs using a common approach. All teachers were given a laminated poster to hang in their rooms based on this. The poster is titled, 'Is there S.A.L.T on your graph?'.
- AFL – learning intentions displayed at the beginning of each lesson
- Keywords on individual topics given to first and second year students.
- Print rich environments in every Maths classroom
- Cover sheet available for each class test which includes assessment for learning e.g. *2 stars and a wish*
- Cover sheet available for class tests which involves students predicting their own grade as well as calculating their actual percentage and grade.

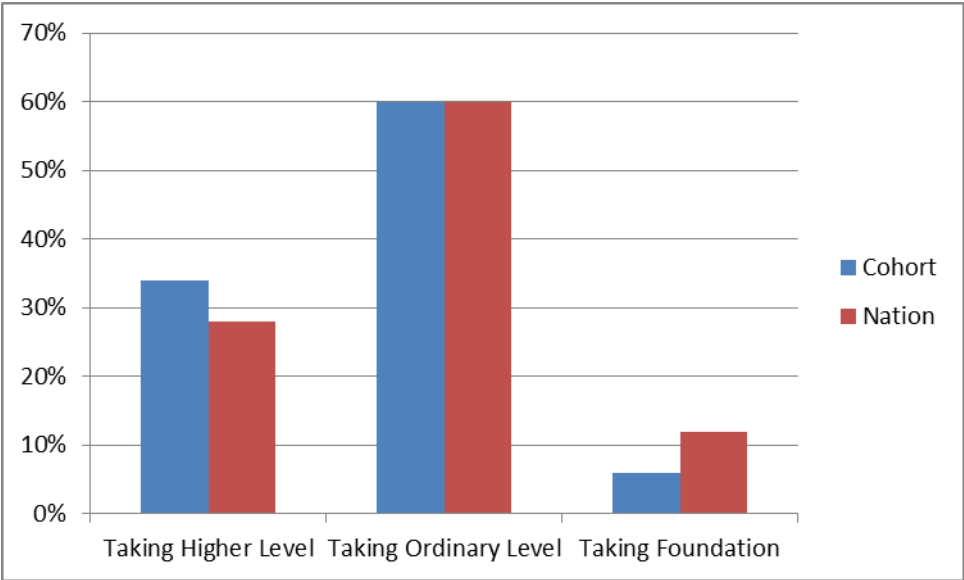
Details of Subject Department Action Plan 2017-2018

For the coming academic year we will implement the following:

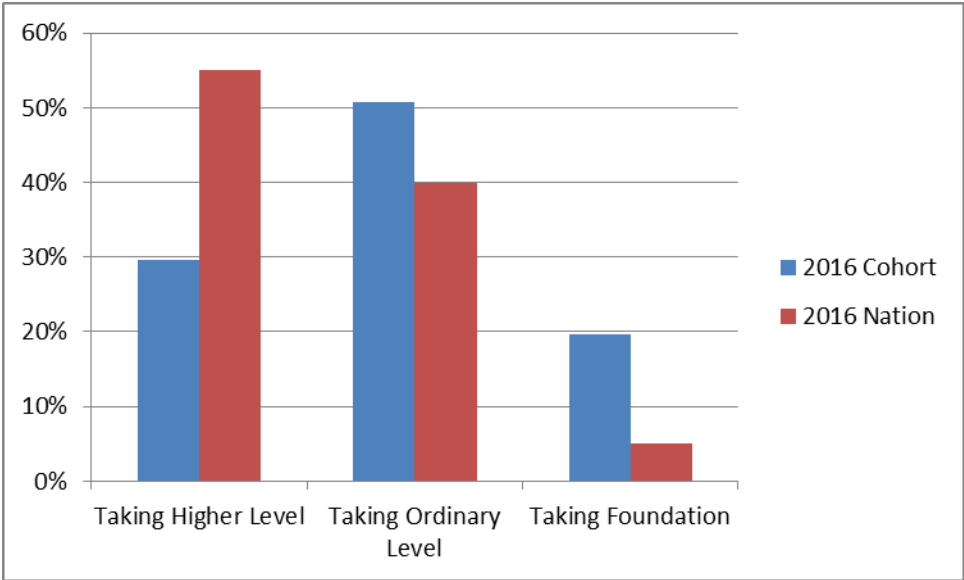
- Mind Maps – with 2nd year students and an introduction of Mind Maps to incoming 1st Years. This is a continuation of the LSP 2016-2017.
- Continue implementing the common approach to the teaching of graph drawing (Is there S.A.L.T. on your graph?).
- AFL – continues to outline learning intentions at the beginning of lessons.
- Continue to teach problem solving skills.
- Common teaching methodologies and common tests.
- We will strive to increase the uptake of the higher level paper.

State Exams Results

- Student uptake of Leaving Cert Higher Level was 34% which was above the National Average of 28%.
- At Junior Certificate no student failed at any level. Student uptake of Junior Cert Higher Level was less than National Average so we strive to improve this figure in our school.
- Leaving Certificate Statistics for 2016:



- Junior Certificate Statistics for 2016:



Theme Weeks, Competitions Entered and Activities

Maths Week was held in November, with daily puzzles, a maths trail, maths mazes and local primary school involvement. It was a great success. We were delighted with the number of students 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 Irish Junior Maths Competition.

Cross Curricular Links

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

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

The advantages of cross-curricular planning is that it provides a meaningful way in which students can use knowledge learned in one context as a knowledge base in other contexts. Many of the important concepts, strategies, and skills taught in the Maths subjects are portable. They transfer readily to other content areas.

In cross-curricular teaching it is highlighted to the students the topics that are covered in a particular subject are also covered and relevant in another subject.

Teaching methodologies are shared between teachers in departments and between departments for teaching a range of different topics. When similar topics are being covered by teachers there is a discussion between those particular teachers as to what teaching methodologies and strategies they employ and which are best suited to a class.

Staff CPD

There were no CPD opportunities in maths this year 2016-2017.

All department staff will attend any in-service development provided by Education Centres or the Project Maths Development Team in the coming academic year, 2017-2018

Links with PDST

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

New resources purchased

No new resources were purchased. Educate.ie provided the school with 70 Maths textbook – Maths in Action, free of charge, for the school year 2016-2017.

Literacy and Numeracy Initiatives in the Department

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

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

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

Use of ICT

The use of teacher laptops has continued to enhance ICT methodologies.

Laptops allow teachers to prepare their lessons at home or in school, with the benefit of printing from the classroom.

Eportal is beneficial 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.

AOB

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

Members of the Department:

Marguerite McSweeney, Teresa Culhane, Elaine Hickey

1. Report on Subject Department Action Plan for 2016-2017:

- We continued to use **AFL** strategies put in place last year with our first years and second years.
- Clear Learning Intentions and Success Criteria improved the learning environment for all students.
- **New Junior Cert Business Studies Syllabus** was introduced to 1st years, despite teachers not being able to attend In-service due to on-going industrial relations issues.
- **It has been finally decided to introduce a new book for second year students for the new syllabus; ‘Get Started’ by Matt Hynes (Folens)**
- **First year students will use ‘Network’ (Educate.ie) which was gifted to the school in 2016. The students will pay for the workbook and keyword book.**

2. Details on Subject Department Action Plan 2017-2018

Our Action plan will focus on the following key areas:

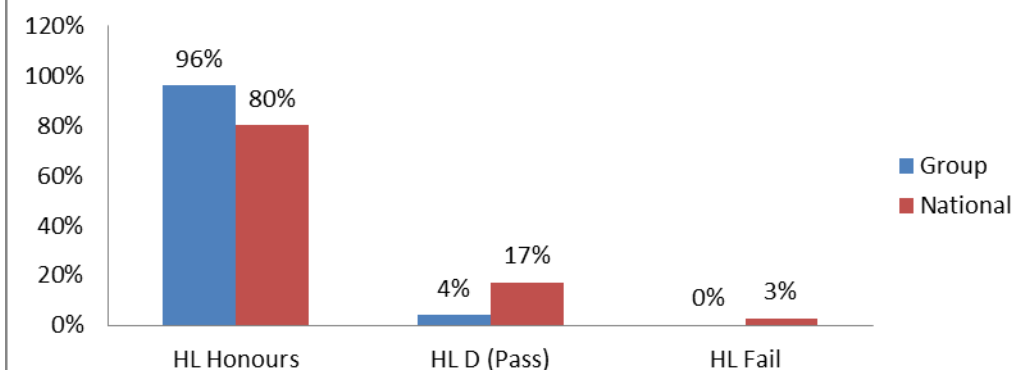
- Mind Maps – with 2nd year students and an introduction of Mind Maps to incoming 1st Years. This is a continuation of the LSP 2016-2017.
- AFL – continue to outline learning intentions at the beginning of lessons.
- Common teaching methodologies and common tests where appropriate.
- We will avail of in-service for the new syllabus when possible.

3. State Exam results

**Overview 2016 PDST graphs indicating LC and JC Results.
Junior Cert Business Studies:**

	Cohort	Nation	
Taking Higher Level	96%	78%	18%
Taking Ordinary Level	4%	22%	-18%
HL A	12%	7%	4%
HL B	42%	28%	14%
HL C	38%	27%	11%
HL Honours	92%	62%	30%
HL D (Pass)	4%	13%	-9%
HL Fail	0%	0%	0%

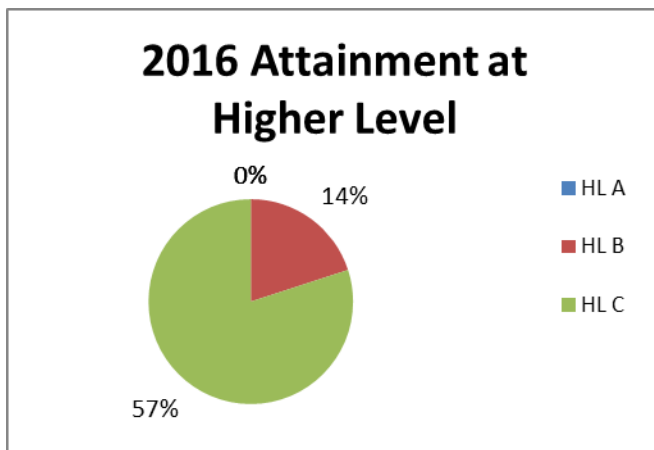
Students taking Higher Level



- These results show that our students had a higher participation at higher level than nationally.
- Our students achieved better results at each honours grade than the national statistics.

Leaving Cert Business:

Taking Higher Level	71%	72%	-1%
Taking Ordinary Level	29%	28%	1%
HL A	0%	8%	-8%
HL B	14%	21%	-7%
HL C	57%	22%	35%
HL Honours	71%	50%	21%
HL D (Pass)	0%	16%	-16%
HL Fail	0%	6%	-6%
OL A	14%	3%	11%
OL B	0%	9%	-9%
OL C	14%	9%	5%
OL Honours	29%	21%	8%



- Students attained less Grade A/B at higher level than the national average.
- However students performed well considering they had only one double and one single class period per week.

Leaving Cert Accounting:

Ms Culhane was happy with the students performance.

4. Activities organised for students outside of the classroom in 2016-2017

- First years visited AIB bank to experience the operation of their Laboratory in March
- Transition Year students took part in the Bank of Ireland Enterprise Expo on Friday and Saturday November 26/27, 2016
- TY students also took part in the Learn-to-earn Programme provided by Bank of Ireland over a 6 week period, at the end of which they all received a certificate of achievement

5. Theme Weeks 2016-2017 list the activities for the week

The business department did not lead a theme week as through our Transition Year and LCVP activities there was a visible business presence throughout the year-

- School Bank,
- MiniCompany in ~LCVP
- TY Enterprise projects

6. Cross curricular links

- Accounting – linked to Maths, Business
- Business – linked to Maths, Accounting, LCVP and Home Economics
- Transition Year Business – linked to Maths, English and Communications, Enterprise, Art and Information Technology and DCG.
- Junior Certificate Business Studies – linked to Home Economics, Maths, English, Art and Information Technology.

7. Competitions entered

TY students took part in the Student Enterprise Awards competition.

8. Links with the local community

- There is a strong link with our local branch of Bank of Ireland. The TY students set up a school bank which ran over an eight week period allowing students to set up and run their bank accounts from school each Wednesday.
- Students were then invited to visit the bank and engage in a very interesting Finance field trip.
- First year teachers also linked with AIB staff and brought students to visit there.
- Local Businesses are always very accommodating to our students in accepting them on work placements.

9. Student Teachers

There were no student teachers in this subject area for this academic year.

10. Guest Speakers

- Tom O Leary from Student Enterprise Awards visited TY students on a number of occasions.
- Shane Enright and Denise Mullane visited from Bank of Ireland.

11. Visits outside the School

- 5th year and LCA students attended an Enterprise and well-being event hosted by Bank of Ireland in St. Johns theatre where they had speakers from the local community including Sports people, nutrition experts, entrepreneurs, Information technology advisors and a member of an Garda Siochana
- 1st years visited AIB bank

12. Staff CPD within the subject Departments CPD plans for 2017-2018

- Due to restrictions put in place by ASTI we did not attend inservice for the new junior cycle business studies course, but intend to do so in the coming year.
- Teresa Culhane completed the following CPD in the school year 2016/2017
 1. Links Modules inservice for Co-ordinators in Limerick Education Centre on 14 October 2016 with Maura Fehily
 2. Introduction to Teacher Wellbeing Workshops - 18 and 27 October 2016 - Tralee Education Centre
 3. Links Modules - Case Study 2017 - Tralee Education Centre - May 2017- Maura Fehily

13. Links with PDST

WE regularly use the PDST website for information on all programmes.
The many useful resources are included in our lessons
This site is useful for keeping us up to date on available CPD

14. Planning for New Junior Cycle Specification if applicable

A new first year text will be chosen and included in the book scheme.
Teachers will attend in service when available (subject to ASTI agreement)
Yearly schemes will be drawn up to reflect the new specifications.

15. No new resources purchased in 2016-2017

16. ICEP courses taken

Teresa Culhane completed a course on Well being

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

- We continually promote literacy through the following:
- We encourage students to read the business supplements in newspapers.
- Reading the text book is essential for learning/revision.
- Use of Word Walls, Graphic organisers, KWL sheets, Word searches, Crosswords, Quizzes, Worksheets etc promote literacy also.

18. Numeracy initiatives within the Subject Department

The Business suite of subjects require students to learn and continuously practice their numeracy skills.

Students are taught to use a calculator properly and are given much opportunity to do so.

Learning of formulae is encouraged by use of posters.

Use of cover page for tests also encourages use of numeracy skills.

19. Questionnaires given to students

First year Business Studies students were surveyed to evaluate subject/class teaching/activities etc and the following are the results:

Evaluation of First Year Business Studies - May 2017

Did you find first year Business Studies interesting?

- ☐ Yes
- ☐ No

Did you think that you will use what you learned in first year Business Studies in the future outside of school?

- ☐ Yes
- ☐ No

Which topic covered on the first year course do you think was most interesting for you?

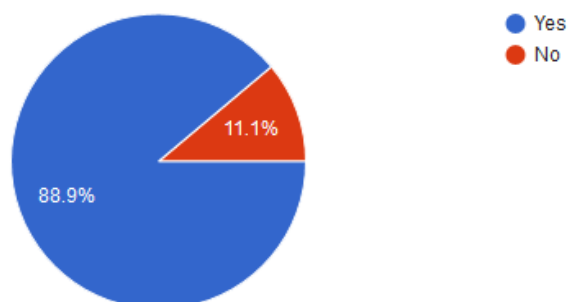
- ☐ Income
- ☐ Understanding Pay
- ☐ Expenditure
- ☐ Preparing Budgets
- ☐ Recording Actual Income and Expenditure
- ☐ Financial Services Providers
- ☐ Saving
- ☐ Borrowing

SUBMIT

RESPONSES

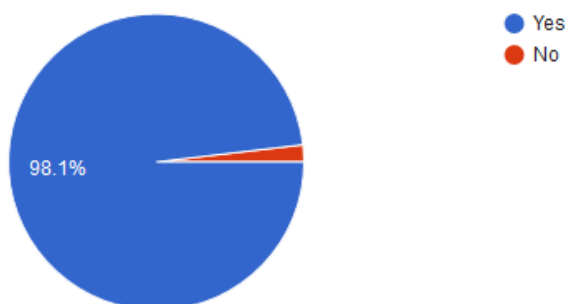
Did you find first year Business Studies interesting?

54 responses



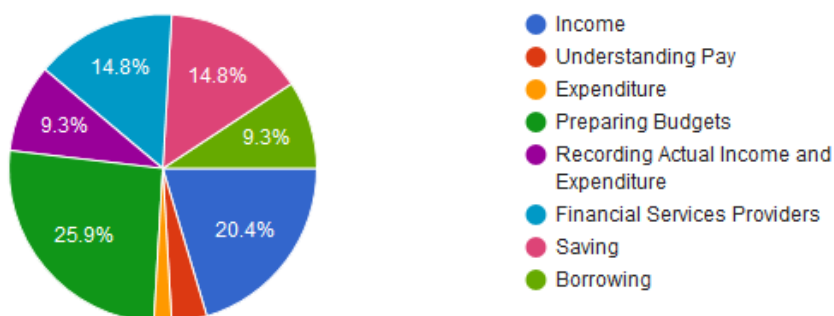
Did you think that you will use what you learned in first year Business Studies in the future outside of school?

54 responses



Which topic covered on the first year course do you think was most interesting for you?

54 responses



20. Uptake of the subject at Leaving Cert and Junior Cycle

There are currently two classes of 2nd year business with 48 students having opted for this subject.
There are 32 students sitting junior cert business studies this year.
There are 14 students studying 5th year Business and 2 students studying 5th year accounting.
There are 9 students taking Leaving cert Business and 8 students taking Accounting this year.

21. Uptake of higher and ordinary level in the current 3rd and 6th Year groups and the in incoming 3rd and 6th Years groups.

Current 3rd year Business Studies:

Of the 32 students in this class 27 are taking the higher level paper while 5 are taking the ordinary level paper.

Current 6th year Business:

Of the 9 students in this class all have opted for the higher level paper.

Current 6th year Accounting:

Of the 8 students in this class 6 have opted for the higher level paper and 2 for ordinary level.

Incoming 3rd year Business studies:

Of the 48 students currently in 2nd year 44 are taking higher level while 4 have opted for ordinary level.

Incoming 6th year Business:

Of the 14 students in this group 13 are taking higher level while 1 student has opted for ordinary level.

Incoming 6th year Accounting:

There will only be 1 student in this class and she will take the higher level paper.

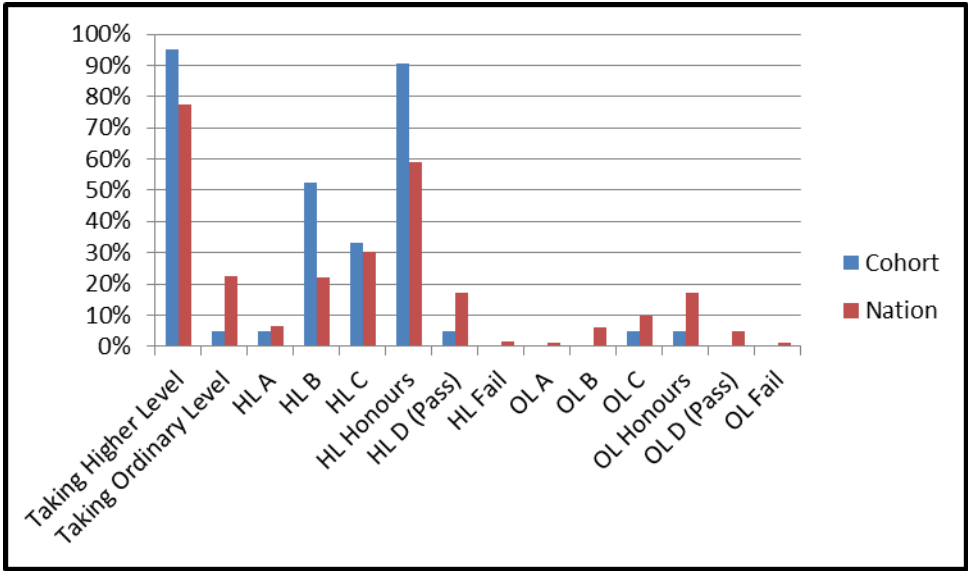
Section Four

Leaving Cert

Geography

Leaving Certificate

Overall, we in the geography department were delighted with the 2016 LC results. 90% of our students were awarded an honour in the higher level compared to 59% nationally whilst 100% of students received an Ordinary Level honour. We were also delighted to have all students bar one opt for the Higher Level paper.



Irish

	2015		2014	
	Cohort	Nation	Cohort	Nation
Taking Higher Level	63%	42%	47%	40%
Taking Ordinary Level	38%	51%	53%	52%
Taking Foundation	0%	8%	0%	8%
HL A	9%	7%	10%	6%
HL B	16%	16%	20%	16%
HL C	33%	15%	14%	14%
HL Honours	58%	37%	43%	36%
HL D (Pass)	5%	5%	4%	4%
HL Fail	0%	0%	0%	0%
OL A	8%	1%	0%	1%
OL B	16%	15%	27%	16%
OL C	11%	22%	24%	22%
OL Honours	34%	37%	51%	39%
OL D (Pass)	3%	11%	0%	11%
OL Fail	0%	2%	2%	2%
FL A	0%	1%	0%	1%
FL B	0%	2%	0%	3%
FL C	0%	3%	0%	3%
FL Honours	0%	6%	0%	7%
FL D (Pass)	0%	2%	0%	1%
FL Fail	0%	0%	0%	0%

Chemistry

Overview for 2015

*Among School
Cohort/Nation*

Within each level

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

English

	2015	2014
Taking Higher Level	86%	85%
Taking Ordinary Level	14%	15%
HL A	5%	3%
HL B	27%	27%
HL C	41%	37%
HL Honours	73%	68%
HL D (Pass)	13%	18%
HL Fail	0%	0%
OL A	3%	0%
OL B	6%	6%
OL C	5%	6%
OL Honours	14%	13%
OL D (Pass)	0%	0%
OL Fail	0%	2%

Home Ec

	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	90%	74%	16%			
Taking Ordinary Level	10%	26%	-16%			
HL A	14%	6%	8%	15%	9%	7%
HL B	55%	26%	29%	62%	35%	26%
HL C	21%	27%	-6%	23%	36%	-13%
HL Honours	90%	59%	31%	100%	80%	20%
HL D (Pass)	0%	13%	-13%	0%	18%	-18%
HL Fail	0%	1%	-1%	0%	2%	-2%
OL A	0%	1%	-1%	0%	2%	-2%
OL B	7%	7%	0%	67%	26%	41%
OL C	3%	11%	-8%	33%	42%	-9%
OL Honours	10%	18%	-8%	100%	70%	30%
OL D (Pass)	0%	6%	-6%	0%	23%	-23%
OL Fail	0%	2%	-2%	0%	7%	-7%

Accounting

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

Biology

	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	57%	76%	-18%			
Taking Ordinary Level	43%	24%	18%			
HL A	6%	11%	-5%	10%	15%	-5%
HL B	6%	23%	-17%	10%	30%	-20%
HL C	17%	22%	-5%	29%	29%	0%
HL Honours	29%	56%	-28%	50%	74%	-24%
HL D (Pass)	12%	15%	-4%	21%	21%	0%
HL Fail	17%	4%	13%	29%	5%	24%
OL A	5%	0%	4%	11%	1%	10%
OL B	4%	5%	-1%	8%	19%	-10%
OL C	12%	10%	2%	28%	42%	-14%
OL Honours	20%	15%	5%	47%	62%	-15%
OL D (Pass)	10%	7%	2%	22%	30%	-8%
OL Fail	13%	2%	11%	31%	8%	23%

Taking Higher Level	95%	76%	19%			
Taking Ordinary Level	5%	24%	-19%			
HL A	25%	11%	14%	26%	15%	11%
HL B	40%	23%	17%	42%	30%	12%
HL C	25%	22%	3%	26%	29%	-3%
HL Honours	90%	56%	34%	95%	74%	20%
HL D (Pass)	5%	15%	-10%	5%	21%	-15%
HL Fail	0%	4%	-4%	0%	5%	-5%
OL A	0%	0%	0%	0%	1%	-1%
OL B	5%	5%	0%	100%	19%	81%
OL C	0%	10%	-10%	0%	42%	-42%
OL Honours	5%	15%	-10%	100%	62%	38%
OL D (Pass)	0%	7%	-7%	0%	30%	-30%
OL Fail	0%	2%	-2%	0%	8%	-8%

Business

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

German

Taking Higher Level	80%	71%	9%			
Taking Ordinary Level	20%	29%	-9%			
HL A	0%	10%	-10%	0%	15%	-15%
HL B	10%	19%	-9%	13%	27%	-14%
HL C	70%	24%	46%	88%	33%	54%
HL Honours	80%	53%	27%	100%	75%	25%
HL D (Pass)	0%	16%	-16%	0%	23%	-23%
HL Fail	0%	2%	-2%	0%	3%	-3%
OL A	0%	1%	-1%	0%	3%	-3%
OL B	20%	9%	11%	100%	32%	68%
OL C	0%	11%	-11%	0%	38%	-38%
OL Honours	20%	21%	-1%	100%	72%	28%
OL D (Pass)	0%	6%	-6%	0%	21%	-21%
OL Fail	0%	2%	-2%	0%	7%	-7%

Maths

Overview for 2015

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

Music

Overview for 2015

	Among School Cohort/Nation			Within each level		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	70%	93%	-23%			
Taking Ordinary Level	30%	7%	23%			
HL A	0%	13%	-13%	0%	14%	-14%
HL B	60%	50%	10%	86%	54%	32%
HL C	10%	25%	-15%	14%	27%	-13%
HL Honours	70%	88%	-18%	100%	95%	5%
HL D (Pass)	0%	5%	-5%	0%	5%	-5%
HL Fail	0%	1%	-1%	0%	1%	-1%
OL A	10%	0%	10%	33%	4%	29%
OL B	20%	3%	17%	67%	43%	24%
OL C	0%	3%	-3%	0%	35%	-35%
OL Honours	30%	6%	24%	100%	82%	18%
OL D (Pass)	0%	1%	-1%	0%	15%	-15%
OL Fail	0%	0%	0%	0%	3%	-3%

Physics

Overview for 2015

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

History

Overview for 2016

	<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	20%	9%	11%	20%	13%	7%
HL B	60%	23%	37%	60%	33%	27%
HL C	20%	23%	-3%	20%	33%	-13%
HL Honours	100%	55%	45%	100%	78%	22%
HL D (Pass)	0%	13%	-13%	0%	18%	-18%
HL Fail	0%	3%	-3%	0%	4%	-4%
OL A	0%	4%	-4%	0%	13%	-13%
OL B	0%	9%	-9%	0%	31%	-31%
OL C	0%	10%	-10%	0%	33%	-33%
OL Honours	0%	23%	-23%	0%	77%	-77%
OL D (Pass)	0%	6%	-6%	0%	19%	-19%
OL Fail	0%	1%	-1%	0%	4%	-4%

DCG

School Overview

*Within each
level /Nation*

	2016		2015		2014		2013		2012	
	Group	Nationally	Group	Nationally	Group	Nationally	Group	Nationally	Group	Nationally
HL A	25%	15%	7%	14%	5%	14%	7%	15%	5%	14%
HL B	58%	36%	20%	34%	30%	33%	20%	33%	30%	34%
HL C	17%	33%	27%	33%	35%	32%	27%	32%	35%	36%
HL Honours	100%	83%	53%	81%	70%	79%	53%	80%	70%	84%
HL D (Pass)	0%	15%	22%	16%	20%	17%	22%	17%	20%	14%
HL Fail	0%	2%	24%	3%	10%	3%	24%	3%	10%	2%
OL A	0%	11%	11%	10%	8%	6%	6%	9%	6%	9%
OL B	0%	33%	8%	31%	25%	34%	28%	30%	28%	32%
OL C	0%	29%	28%	33%	33%	35%	39%	33%	39%	32%
OL Honours	0%	73%	47%	74%	67%	75%	72%	72%	72%	72%
OL D (Pass)	0%	18%	22%	18%	22%	17%	17%	19%	17%	18%
OL Fail	0%	9%	31%	8%	11%	7%	11%	9%	11%	9%

French

School Overview

Students studying this subject in the school/Nation

	2016		2015		2014		2013		2012	
	Cohort	Nation	Cohort	Nation	Cohort	Nation	Cohort	Nation	Cohort	Nation
Taking Higher Level	86%	59%	56%	57%	53%	57%	56%	56%	53%	53%
Taking Ordinary Level	14%	41%	44%	43%	47%	43%	44%	44%	47%	47%
HL A	6%	8%	4%	8%	3%	7%	4%	7%	3%	7%
HL B	11%	17%	11%	15%	16%	16%	11%	16%	16%	15%
HL C	29%	19%	15%	19%	18%	20%	15%	18%	18%	18%
HL Honours	46%	44%	30%	41%	37%	42%	30%	41%	37%	40%
HL D (Pass)	31%	14%	12%	14%	11%	13%	12%	13%	11%	11%
HL Fail	9%	2%	14%	2%	5%	1%	14%	1%	5%	2%
OL A	0%	0%	5%	1%	4%	0%	2%	1%	3%	1%
OL B	0%	8%	4%	10%	12%	7%	12%	10%	13%	12%
OL C	14%	17%	12%	16%	16%	18%	17%	18%	18%	19%
OL Honours	14%	25%	21%	27%	32%	26%	32%	29%	34%	31%
OL D (Pass)	0%	12%	10%	12%	11%	14%	7%	12%	8%	13%
OL Fail	0%	3%	14%	4%	5%	4%	5%	4%	5%	3%

Art

Overview for 2016

	Among School Cohort/Nation			Within each level		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	100%	80%	20%			
Taking Ordinary Level	0%	20%	-20%			
HL A	0%	4%	-4%	0%	5%	-5%
HL B	22%	27%	-5%	22%	34%	-12%
HL C	67%	33%	33%	67%	42%	25%
HL Honours	89%	65%	24%	89%	81%	8%
HL D (Pass)	11%	15%	-4%	11%	18%	-7%
HL Fail	0%	1%	-1%	0%	1%	-1%
OL A	0%	0%	0%	0%	2%	-2%
OL B	0%	4%	-4%	0%	21%	-21%
OL C	0%	10%	-10%	0%	48%	-48%
OL Honours	0%	14%	-14%	0%	71%	-71%
OL D (Pass)	0%	5%	-5%	0%	24%	-24%
OL Fail	0%	1%	-1%	0%	5%	-5%

Agriculture Science

Overview for 2016

	Among School Cohort/Nation			Within each level		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	100%	79%	21%			
Taking Ordinary Level	0%	21%	-21%			
HL A	0%	8%	-8%	0%	10%	-10%
HL B	60%	22%	38%	60%	28%	32%
HL C	0%	25%	-25%	0%	31%	-31%
HL Honours	60%	55%	5%	60%	69%	-9%
HL D (Pass)	40%	19%	21%	40%	24%	16%
HL Fail	0%	5%	-5%	0%	7%	-7%
OL A	0%	0%	0%	0%	0%	0%
OL B	0%	2%	-2%	0%	8%	-8%
OL C	0%	7%	-7%	0%	33%	-33%
OL Honours	0%	8%	-8%	0%	41%	-41%
OL D (Pass)	0%	8%	-8%	0%	41%	-41%
OL Fail	0%	4%	-4%	0%	18%	-18%

Leaving Cert Applied

Overview for 2016

	School	Nation	Difference
Distinction	50%	19%	31%
Merit	0%	50%	-50%
Pass	50%	14%	36%
Record of Achievement	0%	17%	-17%

LCVP

Overview for 2016

	School	Nation	Difference
Distinction	0%	13%	-13%
Merit	64%	51%	13%
Pass	36%	29%	7%
Unsuccessful	0%	7%	-7%

State Exams Analysis Leaving Cert and Junior Cycle 2015

Junior Cycle

English

Overview for 2016

	Among School Cohort/Nation			Within each level		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	93%	75%	18%			
Taking Ordinary Level	7%	23%	-16%			
Taking Foundation	0%	2%	-2%			
HL A	4%	7%	-3%	5%	10%	-5%
HL B	28%	21%	8%	30%	27%	3%
HL C	26%	30%	-4%	28%	40%	-12%
HL Honours	59%	58%	1%	63%	76%	-14%
HL D (Pass)	35%	16%	19%	37%	21%	16%
HL Fail	0%	0%	0%	0%	2%	-2%
OL A	0%	1%	-1%	0%	6%	-6%
OL B	4%	7%	-2%	67%	29%	38%
OL C	2%	9%	-7%	33%	42%	-8%
OL Honours	7%	17%	-11%	100%	77%	23%
OL D (Pass)	0%	5%	-5%	0%	21%	-21%
OL Fail	0%	1%	-1%	0%	3%	-3%
FL A	0%	0%	0%	#####	11%	#DIV/0!
FL B	0%	0%	0%	#####	27%	#DIV/0!
FL C	0%	1%	-1%	#####	35%	#DIV/0!
FL Honours	0%	1%	-1%	#####	73%	#DIV/0!
FL D (Pass)	0%	0%	0%	#####	20%	#DIV/0!
FL Fail	0%	0%	0%	#####	7%	#DIV/0!

Business

Overview for 2016

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	96%	78%	18%			
Taking Ordinary Level	4%	22%	-18%			
HL A	12%	7%	4%	12%	9%	3%
HL B	42%	28%	14%	44%	36%	8%
HL C	38%	27%	11%	40%	35%	5%
HL Honours	92%	62%	30%	96%	80%	16%
HL D (Pass)	4%	13%	-9%	4%	17%	-13%
HL Fail	0%	0%	0%	0%	3%	-3%
OL A	0%	2%	-2%	0%	8%	-8%
OL B	4%	9%	-5%	100%	41%	60%
OL C	0%	7%	-7%	0%	31%	-31%
OL Honours	4%	17%	-14%	100%	79%	21%
OL D (Pass)	0%	3%	-3%	0%	14%	-14%
OL Fail	0%	1%	-1%	0%	7%	-7%

CSPE

Overview for 2016

	School	Nation	Difference
A	27%	21%	5%
B	60%	42%	18%
C	13%	26%	-13%
Honours	100%	89%	11%
D (Pass)	0%	9%	-9%
Fail	0%	2%	-2%

French

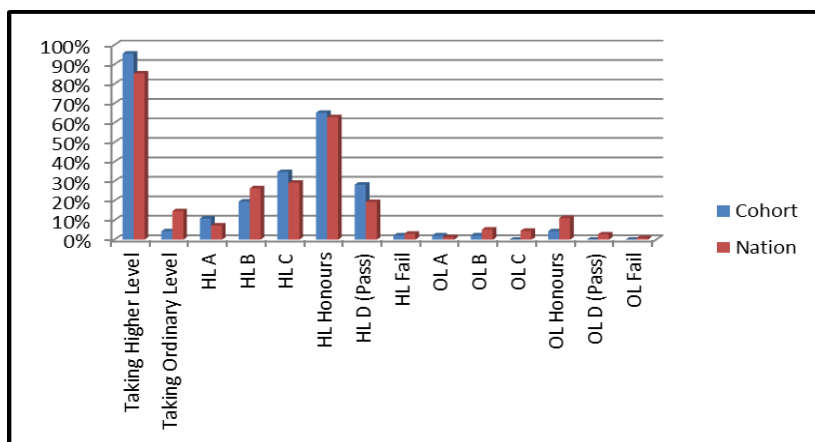
Overview for 2016

	<i>Among School Cohort/Nation</i>			<i>Within each level</i>		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	61%	77%	-16%			
Taking Ordinary Level	39%	23%	16%			
HL A	4%	8%	-4%	6%	10%	-5%
HL B	18%	22%	-4%	29%	28%	1%
HL C	29%	25%	3%	47%	33%	14%
HL Honours	50%	55%	-5%	82%	72%	11%
HL D (Pass)	11%	18%	-7%	18%	23%	-5%
HL Fail	0%	0%	0%	0%	5%	-5%
OL A	4%	1%	3%	9%	3%	6%
OL B	18%	6%	12%	45%	24%	21%
OL C	7%	9%	-1%	18%	37%	-18%
OL Honours	29%	15%	14%	73%	64%	9%
OL D (Pass)	11%	7%	4%	27%	28%	-1%
OL Fail	0%	2%	-2%	0%	7%	-7%

Geography

Junior Certificate

Overall, we are delighted in the geography department with the Junior Certificate results. 94% of our students opted for the Higher Level paper which is significantly higher than the national average. 65% of our students were awarded an Honour with 11% gaining an A grade. Only 4% of students sat the Ordinary Level paper and both were awarded an A or B.



Science

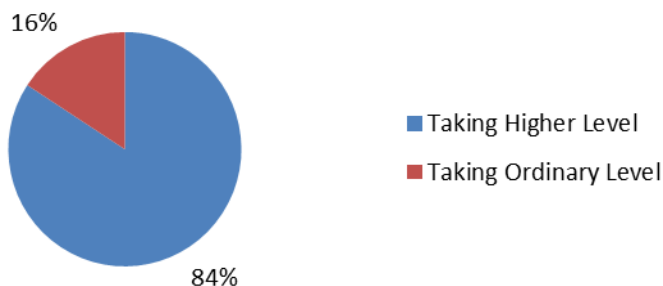
Overview for 2016

*Among School
Cohort/Nation*

Within each level

	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	84%	79%	5%			
Taking Ordinary Level	16%	21%	-5%			
HL A	16%	8%	8%	19%	10%	9%
HL B	21%	24%	-3%	25%	30%	-5%
HL C	26%	27%	-1%	31%	35%	-3%
HL Honours	63%	59%	4%	75%	75%	0%
HL D (Pass)	21%	18%	3%	25%	23%	2%
HL Fail	0%	0%	0%	0%	3%	-3%
OL A	0%	0%	0%	0%	2%	-2%
OL B	13%	7%	6%	83%	36%	48%
OL C	3%	9%	-7%	17%	45%	-29%
OL Honours	16%	17%	-1%	100%	82%	18%
OL D (Pass)	0%	3%	-3%	0%	14%	-14%
OL Fail	0%	1%	-1%	0%	3%	-3%

2016 Take up in your school



Religion

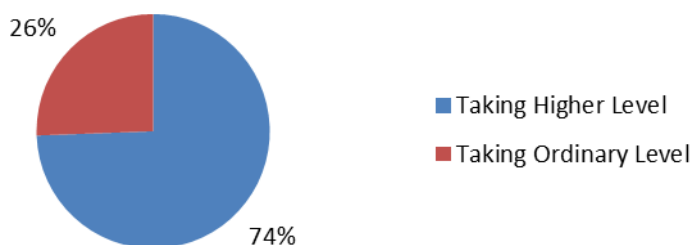
Overview for 2016

*Among School
Cohort/Nation*

Within each level

	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	74%	84%	-9%			
Taking Ordinary Level	26%	16%	9%			
HL A	21%	11%	9%	28%	14%	14%
HL B	35%	33%	2%	47%	39%	8%
HL C	16%	29%	-13%	22%	35%	-13%
HL Honours	72%	74%	-1%	97%	88%	9%
HL D (Pass)	2%	9%	-7%	3%	11%	-8%
HL Fail	0%	0%	0%	0%	1%	-1%
OL A	7%	2%	5%	27%	11%	16%
OL B	7%	5%	2%	27%	33%	-6%
OL C	7%	6%	1%	27%	34%	-7%
OL Honours	21%	13%	8%	82%	78%	4%
OL D (Pass)	5%	3%	2%	18%	16%	2%
OL Fail	0%	1%	-1%	0%	6%	-6%

2016 Take up in your school



Music

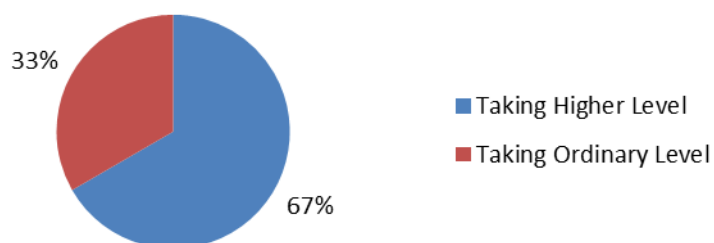
Overview for 2016

*Among School
Cohort/Nation*

Within each level

	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	67%	84%	-17%			
Taking Ordinary Level	33%	16%	17%			
HL A	8%	12%	-4%	13%	15%	-2%
HL B	50%	35%	15%	75%	42%	33%
HL C	8%	25%	-17%	13%	30%	-17%
HL Honours	67%	73%	-6%	100%	87%	14%
HL D (Pass)	0%	10%	-10%	0%	12%	-12%
HL Fail	0%	0%	0%	0%	2%	-2%
OL A	0%	0%	0%	0%	2%	-2%
OL B	8%	4%	4%	25%	27%	-2%
OL C	17%	6%	10%	50%	40%	10%
OL Honours	25%	11%	14%	75%	69%	6%
OL D (Pass)	8%	4%	5%	25%	22%	3%
OL Fail	0%	1%	-1%	0%	8%	-8%

2016 Take up in your school



Irish

Overview for 2016

*Among School
Cohort/Nation*

Within each level

	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	60%	57%	4%			
Taking Ordinary Level	40%	41%	-1%			
Taking Foundation	0%	2%	-2%			
HL A	2%	7%	-4%	4%	12%	-8%
HL B	26%	20%	5%	42%	36%	6%
HL C	33%	21%	12%	54%	37%	17%
HL Honours	60%	48%	13%	100%	84%	16%
HL D (Pass)	0%	8%	-8%	0%	15%	-15%
HL Fail	0%	0%	0%	0%	1%	-1%
OL A	0%	1%	-1%	0%	3%	-3%
OL B	12%	12%	-1%	29%	30%	0%
OL C	23%	18%	5%	59%	44%	15%
OL Honours	35%	31%	4%	88%	76%	12%
OL D (Pass)	5%	8%	-4%	12%	20%	-8%
OL Fail	0%	1%	-1%	0%	4%	-4%
FL A	0%	0%	0%	#####	8%	#DIV/0!
FL B	0%	1%	-1%	#####	32%	#DIV/0!
FL C	0%	1%	-1%	#####	38%	#DIV/0!
FL Honours	0%	2%	-2%	#####	79%	#DIV/0!
FL D (Pass)	0%	0%	0%	#####	19%	#DIV/0!
FL Fail	0%	0%	0%	#####	2%	#DIV/0!

2016 Take up in your school

0%

Home Economics

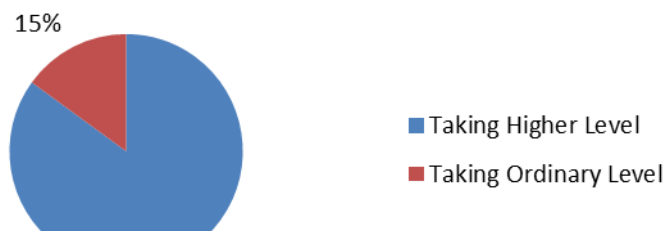
Overview for 2016

*Among School
Cohort/Nation*

Within each level

	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	85%	84%	1%			
Taking Ordinary Level	15%	16%	-1%			
HL A	5%	11%	-6%	6%	13%	-8%
HL B	50%	40%	10%	59%	48%	11%
HL C	25%	26%	-1%	29%	31%	-2%
HL Honours	80%	77%	3%	94%	93%	2%
HL D (Pass)	5%	6%	-1%	6%	7%	-1%
HL Fail	0%	0%	0%	0%	1%	-1%
OL A	0%	0%	0%	0%	2%	-2%
OL B	5%	6%	-1%	33%	37%	-4%
OL C	10%	7%	3%	67%	44%	22%
OL Honours	15%	14%	1%	100%	83%	17%
OL D (Pass)	0%	2%	-2%	0%	11%	-11%
OL Fail	0%	1%	-1%	0%	5%	-5%

2016 Take up in your school



Art

School Overview

Among School Cohort

2016

Taking Higher Level	100%
Taking Ordinary Level	0%
HL A	0%
HL B	0%
HL C	42%

School Overview

HL Honours	42%
HL D (Pass)	53%
HL Fail	5%
OL A	0%
OL B	0%
OL C	0%
OL Honours	0%
OL D (Pass)	0%
OL Fail	0%

Students studying this subject in the school/Nation

	2016		2015		2014		2013		2012	
	Cohort	Nation	Cohort	Nation	Cohort	Nation	Cohort	Nation	Cohort	Nation
Taking Higher Level	100%	75%	#DIV/0!	75%	#DIV/0!	74%	#DIV/0!	73%	#DIV/0!	72%
Taking Ordinary Level	0%	25%	#DIV/0!	25%	#DIV/0!	26%	#DIV/0!	27%	#DIV/0!	28%
HL A	0%	17%	#DIV/0!	16%	#DIV/0!	17%	#DIV/0!	18%	#DIV/0!	16%
HL B	0%	25%	#DIV/0!	22%	#DIV/0!	22%	#DIV/0!	23%	#DIV/0!	23%
HL C	42%	25%	#DIV/0!	27%	#DIV/0!	24%	#DIV/0!	26%	#DIV/0!	25%
HL Honours	42%	66%	#DIV/0!	65%	#DIV/0!	63%	#DIV/0!	67%	#DIV/0!	64%
HL D (Pass)	53%	8%	#DIV/0!	11%	#DIV/0!	10%	#DIV/0!	11%	#DIV/0!	7%
HL Fail	5%	1%	#DIV/0!	1%	#DIV/0!	1%	#DIV/0!	1%	#DIV/0!	1%
OL A	0%	3%	#DIV/0!	3%	#DIV/0!	3%	#DIV/0!	4%	#DIV/0!	4%
OL B	0%	8%	#DIV/0!	7%	#DIV/0!	8%	#DIV/0!	8%	#DIV/0!	9%
OL C	0%	8%	#DIV/0!	9%	#DIV/0!	9%	#DIV/0!	8%	#DIV/0!	10%
OL Honours	0%	19%	#DIV/0!	18%	#DIV/0!	20%	#DIV/0!	21%	#DIV/0!	22%
OL D (Pass)	0%	4%	#DIV/0!	4%	#DIV/0!	4%	#DIV/0!	4%	#DIV/0!	4%
OL Fail	0%	2%	#DIV/0!	2%	#DIV/0!	2%	#DIV/0!	2%	#DIV/0!	2%

German

School Overview

Students studying this subject in the school/Nation

	2016		2015		2014		2013		2012	
	Cohort	Nation	Cohort	Nation	Cohort	Nation	Cohort	Nation	Cohort	Nation
Taking Higher Level	64%	77%		79%		77%	#DIV/0!	75%	#DIV/0!	74%
Taking Ordinary Level	36%	23%		21%		23%	#DIV/0!	25%	#DIV/0!	26%
HL A	0%	9%		9%		10%	#DIV/0!	9%	#DIV/0!	9%
HL B	21%	25%		24%	#DIV/0!	24%	#DIV/0!	22%	#DIV/0!	23%
HL C	14%	25%		24%	#DIV/0!	25%	#DIV/0!	23%	#DIV/0!	23%
HL Honours	36%	58%		58%	#DIV/0!	58%	#DIV/0!	55%	#DIV/0!	55%
HL D (Pass)	14%	15%		13%	#DIV/0!	13%	#DIV/0!	13%	#DIV/0!	15%
HL Fail	14%	4%		4%	#DIV/0!	3%	#DIV/0!	2%	#DIV/0!	2%
OL A	0%	1%		1%	#DIV/0!	1%	#DIV/0!	1%	#DIV/0!	2%
OL B	7%	8%		7%	#DIV/0!	8%	#DIV/0!	9%	#DIV/0!	9%
OL C	21%	8%		8%	#DIV/0!	8%	#DIV/0!	8%	#DIV/0!	9%
OL Honours	29%	17%		16%	#DIV/0!	17%	#DIV/0!	19%	#DIV/0!	20%
OL D (Pass)	7%	4%		4%	#DIV/0!	4%	#DIV/0!	4%	#DIV/0!	4%
OL Fail	0%	2%		1%	#DIV/0!	2%	#DIV/0!	2%	#DIV/0!	2%

History

Overview for 2016

	Among School Cohort/Nation			Within each level		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	66%	74%	-8%			
Taking Ordinary Level	34%	26%	8%			
HL A	9%	12%	-3%	14%	16%	-2%
HL B	30%	18%	11%	45%	25%	20%
HL C	11%	20%	-9%	17%	28%	-10%
HL Honours	50%	50%	0%	76%	68%	7%
HL D (Pass)	14%	16%	-2%	21%	22%	-1%
HL Fail	2%	0%	2%	3%	10%	-6%
OL A	2%	3%	-1%	7%	12%	-6%
OL B	20%	8%	12%	60%	30%	30%
OL C	9%	8%	1%	27%	31%	-4%
OL Honours	32%	19%	13%	93%	73%	20%
OL D (Pass)	2%	6%	-4%	7%	22%	-16%
OL Fail	0%	1%	-1%	0%	4%	-4%

Maths

School Overview

Among School Cohort

	2016	2015	2014	2013	2012
Taking Higher Level	30%	49%	48%	38%	48%
Taking Ordinary Level	51%	40%	43%	31%	43%
Taking Foundation	20%	11%	8%	31%	10%
HL A	4%	3%	2%	3%	2%
HL B	13%	10%	14%	8%	14%
HL C	10%	13%	17%	10%	17%
HL Honours	27%	26%	34%	21%	33%
HL D (Pass)	3%	11%	10%	9%	10%
HL Fail	0%	12%	5%	9%	5%
OL A	6%	4%	4%	2%	2%
OL B	4%	3%	11%	9%	12%
OL C	14%	11%	14%	12%	17%
OL Honours	24%	19%	29%	22%	31%
OL D (Pass)	11%	9%	10%	5%	7%
OL Fail	15%	12%	4%	4%	4%
FL A	3%	2%	4%	3%	5%
FL B	3%	0%	1%	3%	2%

FL C	6%	7%	4%	9%	1%
FL Honours	11%	9%	8%	15%	8%
FL D (Pass)	4%	0%	0%	7%	1%
FL Fail	4%	2%	0%	9%	0%

School Overview

*Students studying this subject in the
school/Nation*

	2016		2015		2014		2013		2012	
	Cohort	Nation	Cohort	Nation	Cohort	Nation	Cohort	Nation	Cohort	Nation
Taking Higher Level	30%	55%	49%	55%	48%	54%	38%	52%	48%	48%
Taking Ordinary Level	51%	40%	40%	39%	43%	40%	31%	42%	43%	45%
Taking Foundation	20%	5%	11%	6%	8%	6%	31%	7%	10%	7%
HL A	4%	6%	3%	6%	2%	6%	3%	6%	2%	7%
HL B	13%	17%	10%	17%	14%	17%	8%	15%	14%	16%
HL C	10%	18%	13%	18%	17%	18%	10%	17%	17%	16%
HL Honours	27%	42%	26%	41%	34%	40%	21%	37%	33%	39%
HL D (Pass)	3%	11%	11%	9%	10%	10%	9%	9%	10%	10%
HL Fail	0%	2%	12%	2%	5%	2%	9%	2%	5%	1%
OL A	6%	3%	4%	3%	4%	3%	2%	4%	2%	6%
OL B	4%	12%	3%	11%	11%	13%	9%	15%	12%	15%
OL C	14%	13%	11%	13%	14%	14%	12%	13%	17%	13%
OL Honours	24%	29%	19%	27%	29%	30%	22%	32%	31%	34%
OL D (Pass)	11%	9%	9%	9%	10%	8%	5%	7%	7%	8%
OL Fail	15%	2%	12%	2%	4%	2%	4%	2%	4%	3%
FL A	3%	0%	2%	1%	4%	1%	3%	1%	5%	1%
FL B	3%	2%	0%	2%	1%	2%	3%	2%	2%	2%

FL C	6%	2%	7%	0%	4%	2%	9%	2%	1%	2%
FL Honours	11%	4%	9%	3%	8%	5%	15%	6%	8%	6%
FL D (Pass)	4%	1%	0%	1%	0%	1%	7%	1%	1%	1%
FL Fail	4%	0%	2%	0%	0%	0%	9%	0%	0%	0%

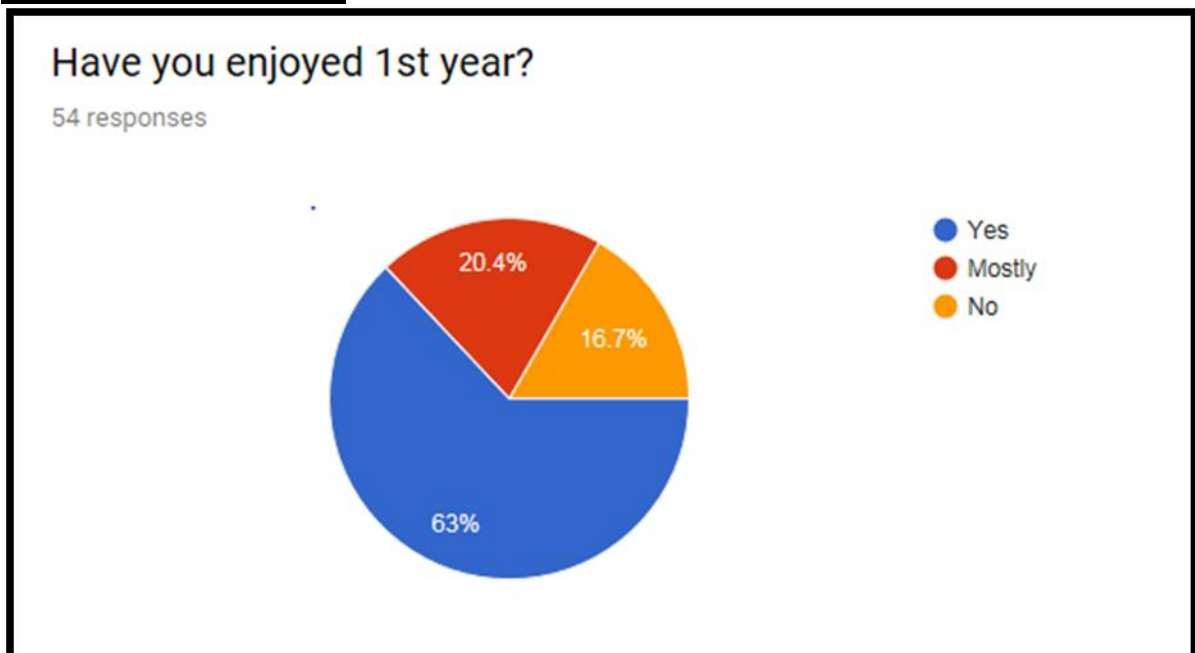
Technical Graphics

Overview for 2016

	Among School Cohort/Nation			Within each level		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	86%	73%	14%			
Taking Ordinary Level	14%	27%	-14%			
HL A	18%	11%	7%	21%	15%	6%
HL B	23%	23%	0%	26%	32%	-5%
HL C	32%	22%	10%	37%	30%	6%
HL Honours	73%	56%	17%	84%	77%	7%
HL D (Pass)	5%	13%	-9%	5%	18%	-13%
HL Fail	9%	0%	9%	11%	5%	6%
OL A	0%	3%	-3%	0%	12%	-12%
OL B	0%	10%	-10%	0%	36%	-36%
OL C	14%	7%	6%	100%	27%	74%
OL Honours	14%	20%	-7%	100%	74%	26%
OL D (Pass)	0%	5%	-5%	0%	19%	-19%
OL Fail	0%	2%	-2%	0%	7%	-7%

Review of First Year May 2017

1st year survey result:



What have you enjoyed mostly about being a first year?

new friends
meeting new friends and all of the different subjects
meeting new friends
new friends
lookers and moving around to different classes
new friends
friends
different teachers and moving from class to class
more freedom , lots of new friends and a variety in subjects
new friends
we have more freedom in our school
having my friends with me
The friends you make
the friends
we are not sitting down all day and at break go outside when we want
making new friends
changing classes
friends
making new friends
it's fun
New subjects and meeting new people
We experience a load of new things
my friends
There are lots of activities for us
good results in my favorite subjects
Making new friends
I enjoyed experiencing all the different subjects
canteen, new friends and more choice
making new friends
teachers are nice
School activities
the teachers were nice and at the start of the year they understood if you were late. i liked being able to walk to different classes and the lunchtime activities
lockers new friends canteen
having a canteen
making new friends
meeting new friends
getting to go outside at lunch
getting to go outside at lunch
getting to walk around the school at lunch time and having a canteen
Making New Friends
making new friends
Making new friends and Learning new subjects
more freedom
the way you have a different teacher for every class
nothing
making new friends

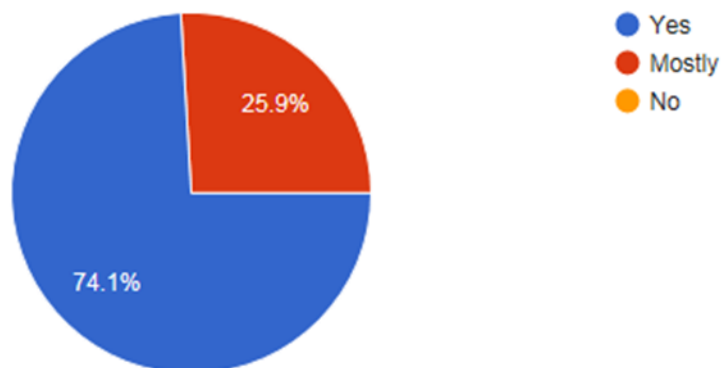
going out at lunch time
new classrooms , lockers , more responsibility
making new friends
friends
more freedom and learning new things
new friends
the teachers and my friends

What did you find difficult about being a first year?
lots of test
trying to study all of the subjects
trying to keep up with all the subject's
new subjects
revising for all the subjects
leaving your friends from primary and subjects
all the new subjects
studying, staying organised
balancing the studies
nothing
studying and tests
exams and the load of schoolwork/homework
getting a lot of homework each night
getting a lot of homework
Irish
all the tests
studying
study
irish
house exams
exams
it was stressful coming up to exams
So many subjects
test
we are new in the school
homework
There are much more subjects
the homework
tests and keeping up with homework and study
all the different subjects
lots of subjects
keeping up with 18 subjects
i found that getting into a study routine for exams was difficult
making friends finding classes getting books on time
having so many subjects
moving around from class to class
having to learn different subjects and finding classrooms and teachers at the start of the year

the teachers
the teachers
some of the teachers don't explain the work or the homework properly
that we had a lot more subjects to primary school and we had a lot more learning to do aswell.
getting more homework than primary school
Being the youngest year group and a lot more subjects
lots of subjects
the teachers don't explain stuff properly and then when you didn't know what to do they would just be nasty and it's not our fault that they didn't explain it properly.....
all the subjects and moving classes
the teachers don't explain things properly and give out when you don't do it properly.
all the tests and homework
new languages
older students
all the tests and homework
exams
tests and homework

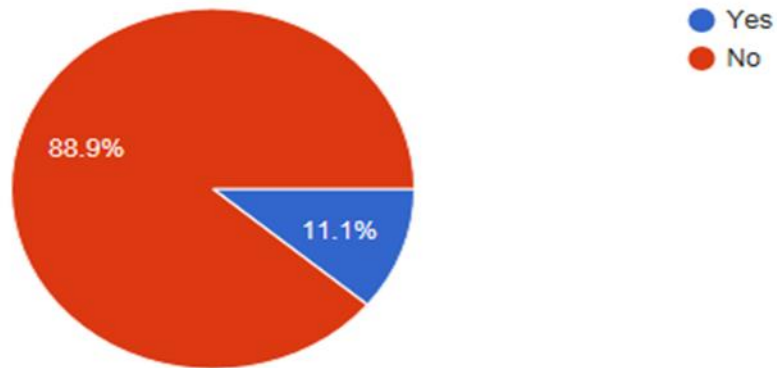
Did you find it easy to make friends?

54 responses



Did you experience any bullying this year in school?

54 responses



If you did experience bullying, what kind of bullying did you experience?

1 x people talking about me and leaving me out

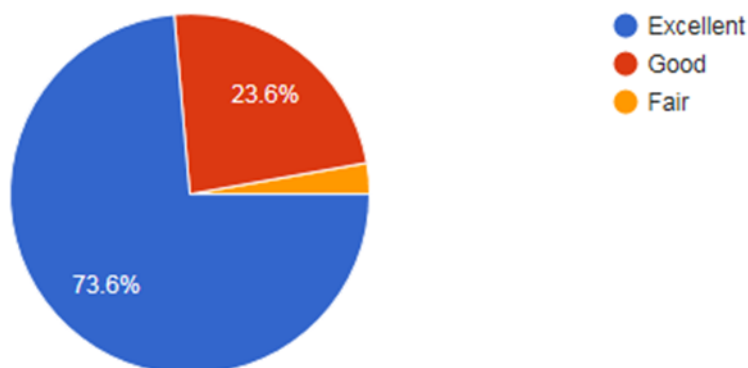
1 x dirty looks and people talking about me and my friend behind our backs.

1 x "verbal

Dr Maureen Griffin Survey Internet Safety Workshop for First and Second Years

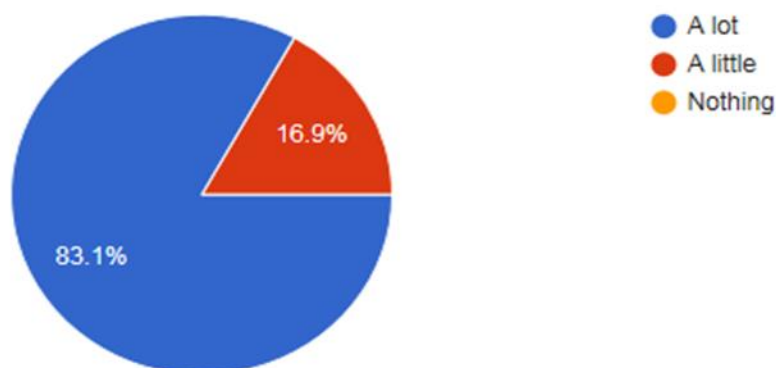
How would you rate the presentation?

72 responses



Did you learn

71 responses



What were the most important things you learnt?

cyber bullying

How to be safe on social media

If you think you deleted something it's never gone

be careful online

Be careful of who you are friends with on social media and be careful of who can see your posts

that even if our messages are gone they will still have them

cyber bullying and screenshots

To be careful when you are online

Be careful with what you post

about how people can access your account

about your personal information online
screenshots
about adding people you don't know
"not to accept friend request from strangers
whatever you post, it will always be out there
The Most Important Thing I learned is that most of the things that people screenshot don't come up
internet safety
to be careful on the interweb
to be careful on the interweb
About location settings
about how you need to be careful on what you do and see online.
that anything you post and then delete will always be there
Even Snaps can be seen after sending them
i learnt about that you can get back all messages you have sent the you deleted
robbers can find your house by the pictures you put up
Everything is saved even if you delete it.
That everything you post can be found again
Even though you may have your instagram page on private , if you have more that 100 followers they can copy all your pictures in 5 to 15mins.
To watch what u post online
anything you send online is never completely deleted
that everything you send to people can always be traced back and people can hack your account
That instagram and snapchat include in their terms and conditions a note allowing them to take screenshots of your profile page and post it online for advertising purposes.
only 30% of snaps that have been screenshotted are reported to you
about the privacy settings on facebook. And to set them to only me to view my posts and select a few friends
The settings to make your social media accounts safer.
To be careful about what you send and that you are responsible for your own actions.
To be careful about what you send and that you are responsible for your own actions.
The settings to make your social media accounts safer.
about bullying in the school and about the different subjects
to be very careful on the internet
how to keep your profile privet
That are followers should be our friends
internet safety
to go through your privacy settings carefully
"how to manage your private settings
be careful in what information you send in a snap
think about what you will put up for people to see
that really when you put your privacy settings on there is still a lot of people that can still look at your account and then they could find it very easy to track you down and hurt you
stay more safe
how to do the privacy settings
About what is right and wrong to do online

That to think before you put anything on social media because it will never be deleted
how to be safe online
that anyone can copy all your information even if they are only your online friend for 5-15 mins
not to post anything illegal and to put all my accounts on private
How to make an account on social media more private and the dangers of having strangers as "friends" or "followers" online.
everything you do on your device is stored and can come back to haunt you
that you should always take a break from your devices
to put your account on private
that you have to be careful on what pictures you take and what is in the background
the privacy on social media apps
to be safe on the internet
be careful what you send photos of
not to send inappropriate photos or she might show them on the whiteboard
about how much we expose ourselves and what we don't know about it
How to change our privacy settings on social media websites and that everything you send or post is saved.
that on snapchat just because it last 10 seconds it's not gone forever
that the age of criminal liability is 12 in Ireland
about keeping your accounts private online and only accepting friend requests from people you know
about snapchat and how they say that they screenshot only 30% of the time
The age of criminal responsibility in Ireland is 12
that anything can be traced back, and to be careful what you post or say
That if your location services are on then all of your apps will use it.

Are you changing anything about how you manage your social media activities after hearing the presentation?
no
yes making my content more private
Yes I blocked a lot of people
put things on private
going through who I am friends with to see if I know them
yeah that I have to put my accounts on private and not have my location on everything
yes I changed my bio on instagram because I showed my snapchat game
To cut down on how much social media you are on
making sure I know everyone that I have on my accounts
yes my date of birth etc
I deleted snapchat name off of instagram
no
yes
yes
yes
yes
privacy setting

yes
yes
I now have my location turned off
Yeah I am being more careful online
yes putting apps on private
Nope
yes I am more careful about what I say online
being careful about what photos I decide to share
No
yes I have changed all my privacy settings to ensure my account and what I post is safe
dont add people you don't know, if you block them they still may have all your pictures saved to their phone.
yes
my privacy settings on facebook
changing my password and making sure my account is on private
I am always very careful on social media ANYWAY, but I would like to stop using social media as much.
changing my password on a regular basis
yes the privacy settings
Yes, I only let people I know follow me.
I am being more careful about what I send and how to use proper security
I am being more careful about what I send and how to use proper security
Yes, I only let people I know follow me.
yes
yes
yes I would be more aware of who I become friends with
yes I changed my passwords differently on each sites
yes
looking at my pictures more carefully before I post
don't send pictures with my school uniform
yes I'm going to only accept people who I know
yes
yes
I'm looking at my privacy settings more
yes I check to see if all my accounts are private
privacy settings
privacy settings
ya. I put all of my accounts on private
I am being more cautious of random people finding me and "friending" me
change my age on snapchat
I am going to have less followers on my apps
putting my account on private
no because I have no social media
yes checking who I follow
yes
yes I blocked all the people I don't get on with
yes I checked all my social media apps

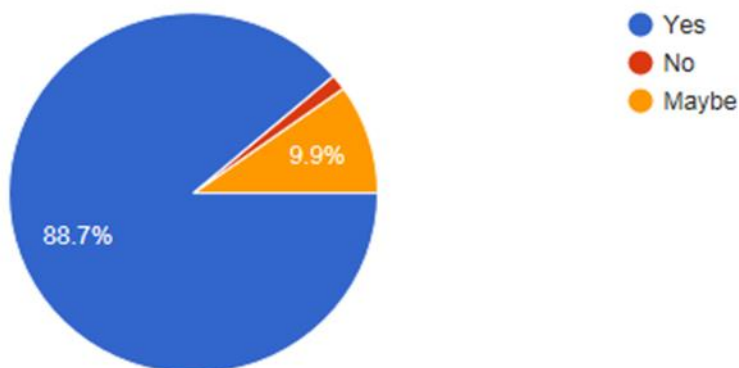
yes my followers and settings
Deleting people I know but don't really talk to and changing privacy settings.
not let people I don't know follow me
I don't spend as much time on my social media accounts
put all accounts on private
I have stopped worrying about my streaks
I am unfriending people on social media thy I don't know
I'm changing the settings to private and not accepting any friend requests from people I do not personally know
Yes, I am going to be more careful with who I let follow me on social media and what I put on my bio as everyone can see it weather they follow you or not.

Did anything surprise you about what Dr. Griffin said?
that most of the things people screenshot don't come up
yes her intelligence and the clear points she made
you might not get a job if you do bad things on the internet
when she said people aren't on private
that if you take a picture of you with your uniform on someone could find out a lot about you and where you are from
yeah about how we shouldn't spend much on the internet
even if you are private user people can still see your profile picture
That you aren't private even if you press private
that if you are involved in cyber bullying it will be on your record
that gardai can see everything recorded on your phone
That all information that you write or text stays on your phone forever
that most of the time people screenshot without you knowing
yes
that snapchat only tell you 70% of the time when some screen shots something
yes
Yes
not really
yes
yes
Not really
how the gardai can get involved even if what you did, you thought was harmful, could actually hurt everybody involved
Yes
yes I was surprised about that you can get back anything and that it only takes 5 - 15 mins to copy and paste someone's profile
snapchat only tells you thirty percent of the screenshots tell you and 70 they do not
People can save all your pictures in 15 minutes.
yes that posting a picture with your uniform in it can be serious and the gardai can get involved
snapchat doesn't show you every time someone screenshots your snap.
that it only takes 5-15 minutes to copy your account
It surprised me that people are happy having a thousand followers, none of whom they have actually met.

it only takes around 5 minutes for someone you have let follow you to copy all of the pictures etc. from your account
not really
Yes, I was surprised at how dangerous that the social media can be.
How easy it is for people to access your information if you accept them
How easy it is for people to access your information if you accept them
Yes, I was surprised at how dangerous that the social media can be.
yes
yes
yes. that anyone can find everything about you online
how people can copy your information
yes
all your snaps can be found by guards even after disappearing
that everything you send the app can see it
yes a lot of it surprised me
yes
no
When people where videoing a 2 year old that had been hit by a car
yes that on snapchat even if a picture is sent for 3 seconds it is still saved
about what is illegal to send
that anyone can hack into your account
I was surprised about how easily someone can copy all of your content in only minutes if they wanted to
yes
when she said it does not just go away it is always saved
that people you don't know can hack in to your account
yes I was surprised on how pictures can give robbers an idea of your house
that snap chat doesn't always tell you if a person took a screenshot
yes
yes when she was about to show an embarrassing picture of someone
I got worried when she said she was with the guards.
when she said that snapchat only tell 30% of the time that something is screenshotted
That snapchat doesn't tell you a lot of the time that someone's screenshotted your snap.
that snapchat only tells you 30 percent of the time when someone screenshots
that it takes between 5-15 minutes for someone to get all your information from a social media account
how she can retrieve anything put up on line
the thing bout snapchat and when she said she was gonna show us a picture of someone
that Facebook owns Instagram
that everything can be tracked or traced
That the age of criminal responsibility is 12 and if you commit a crime after that you are supposed to know better not to.

Do you enjoy being on social media?

71 responses



What do you like best about being on social media?

friends or being able to contact people
pictures videos and stories
Fun and you get to talk to your friends
making friends
staying in contact with people that I don't see often
connecting with long distance friends and family
you can talk to friends from far away and if you missed any hw
making friends
talking to your friends
you can chat to friends that you don't see very often
your able to talk to your friends all the time
contacting friends/family
being able to chat with your friends
you can talk to your friends easily
texting my friends
being able to talk to your friends
talking to your friends
Everything
Everything
Chatting with friends from primary school
the connectivity with your friends
staying in contact with friends and family
Talking to friends away and having streaks on Snapchat
you can talk to your friends
contacting friends
Memes
I can interact with friends and family
talk to your friends for free

Been able to communicate with family
being able to chat with my friends whenever I want.
making new friends
I like that I can contact my family and friends who live far away from me, as it allows them to be a bigger part of my life.
getting inspiration and talking to my friends
you get closer with friends that may live far away
I like talking to my friends and family
Being able to communicate with my friends and family
Being able to communicate with my friends and family
I like talking to my friends and family
I can talk to my friends
texting my friends
that you can keep in touch with friends that you don't see every day
Talking to your friends
chatting with people
talking to friends I see rarely
being able to talk to your friends
it's fun because you can talk to your friends
that I can talk to my friends
chatting with my friends
talking to friends and family
chatting with my friends
that you can talk to your friends even if they are far away
snapchat groups
being able to talk to my friends
I can speak to my friends and family that live abroad at any time.
You can stay in contact with friends or family.
being able to connect with friends
making new friends
talking to your friends without using credit
I don't have any social media
chatting to friends
you can keep in contact with your friends
I like putting g pictures on instagram and talking to my friends on snapchat
I like talking to my friend and going on YouTube
you can talk and know about all latest things
Being able to keep in contact with family and friends
chatting with my friends
seeing what my friends are up to
being able to talk to friends and family abroad
it's a good way to communicate and look at others photos
being able to communicate with people that you don't always see
Being able to keep up with your friends especially if they are in another country or counties in Ireland
Meeting new people and being able to look at and my friends being able to look at mine and their pages.

What do you think is the most worrying aspect of social media for you?
Bullies
bullying and what people think of your content
Hackers and weird people
Hacking
someone hacking your account or someone stalking you
Screenshots
people finding your username
knowing that people might know where you live
not knowing some of you followers
people hacking into my accounts
getting bullied and being called names
Bullies
bullying
strangers hacking you or pretending to be someone else
if a stranger finds out where I live
if strangers find out where you live
Stalking
being able to keep up with society's standards
being able to keep up with society's standards
cyber-bullying
how one mistake on it can haunt you for the rest of your life
someone hacking your account
Creepy people
bullying
people screenshot your posts
People can save all your stuff
being cyber bullied and attacked online
you can get hacked
cyber bullying
being bullied.
that you don't know who is at the other side of the screen
That, as it is anonymous, people can say whatever they want.
that burglars use social media to find their next targets
all your data is saved no matter what and anyone can see your profile and copy it
getting hacked
People you don't know stalking you
People you don't know stalking you
getting hacked
that people pretend to be someone else on apps and pretend to be a younger age
Stalkers
that you don't know who you are talking to
Being bullied
Stalkers
being hacked

somebody you don't know following/stalking you
people that you don't know that start talking to you
that people might to pretend to be someone that their really not
Creepers
Bullying
Weird people trying to add me or someone feeling sad if I delete them
that everything can be recovered any message or picture can be recovered
being hacked.
people getting into my account
that if someone copies a picture of me.
Someone hacking my account and getting my personal information.
people hacking into your account
it can b screenshotted
that people you don't know can get in to your account without even knowing
I don't have social media
being bullied or getting hacked
that people can hack into your account
people stealing the content on your profiles
Stalkers and hackers.
knowing if you should trust someone or not
The possibility of being cyber bullied
what people might post of you
seeing mean comments on posts
Cyberbullying
being hacked or bullied
people needing constant attention seek it out on the internet and become dependent on it
That anyone could've taken my pictures or photos that I am unaware of and my account
somehow being hacked into

What can the school do to inform students about being safe online?
bring people into talk
have a talk like this with all classes
more workshops
more talks about it
have more workshops like Maureen's
have a talk
"be careful that you don't take a picture of anything as they could find you easily
have more talks
give us information on being safe
have talks etc
have a talk on how to set up a social media account
bring them to the computer room and actually showing them what to do on the computers
be careful what you post. think about it for a couple of seconds
be careful what ye say
talk to them more
talk to them more

more talks like this one
bring in more speakers and put up signs
have workshops
Have talks like we did with Dr. Maureen Griffin
they can do talks and surveys
talk to us about it
Have more talks, speeches and presentations.
workshops like with Maureen
make more surveys.
make surveys like this and do it once a week and can answer questions about being safe online
Do more talks like this, as it was very informative.
they can check up on us regularly to see how we are doing and if we have any problems on social media because sometimes it's hard for a student to make the first step
show how people have been happening on social media
show them how people have been hacked and the consequences online
To make them aware of the consequences
To make them aware of the consequences
show them how people have been hacked and the consequences online
have more bullying workshops
explain social media to whoever wants to listen
do more talks like this one
Have a tech free day
dont know
tell them all the bad things that may happen
have talks but make them interesting
they tell us want and want not to do online
not to let phones in at school
have a talk
write letters to parents and talks
Have more people like Maureen come in and talk to us
do more talks
have more talks and watch videos about it because I learn something new every time.
bring people in to talk to use about it
bring more people in because Maureen griffin was very good
Run more meeting like we did with Maureen Griffin.
another talk
you can just have your friends following you
not to be on phones during school time
what's in you background
nothing really
nothing really because they don't really know a lot about the internet and think the worse.
have more meetings like Maureen griffins
Raise as much awareness as possible and bring more speakers like Dr.Griffin in.
talk to students
have more information given to students in talks like this one
have more talks about cyberbullying and internet safety

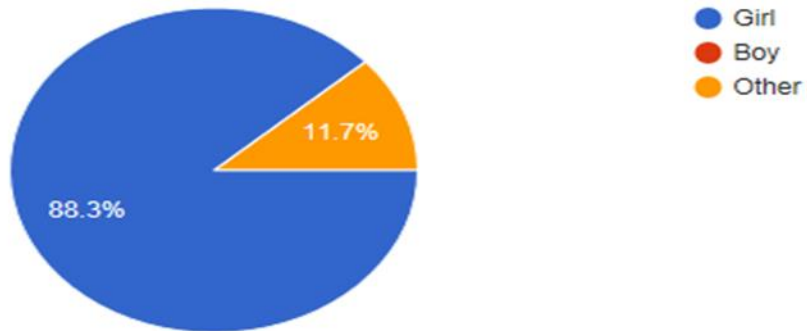
put up posters about consequences but try to stress it extremely

bring in speakers like Dr. griffin

make sure the settings are on privacy settings

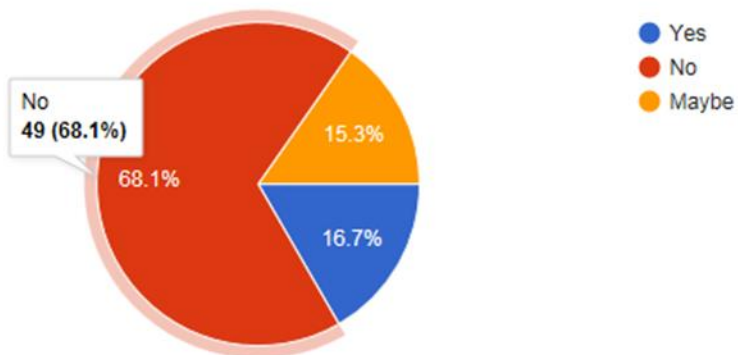
Does your screen name identify you as a boy or a girl?

60 responses



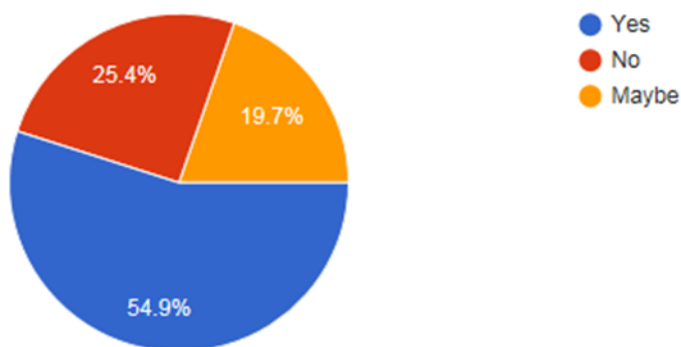
Have you ever posted any personal information of yours or anyone else without consent?

72 responses



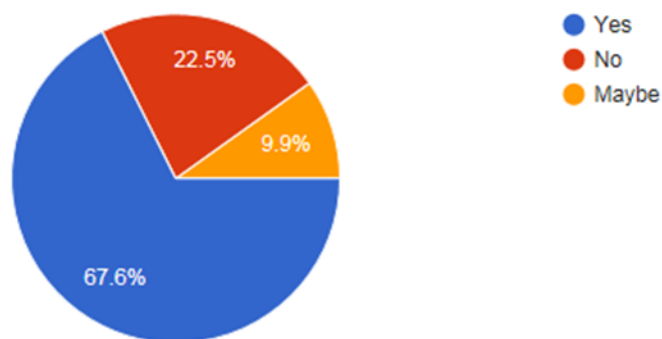
Have you ever uploaded a picture of family or friends without asking?

71 responses



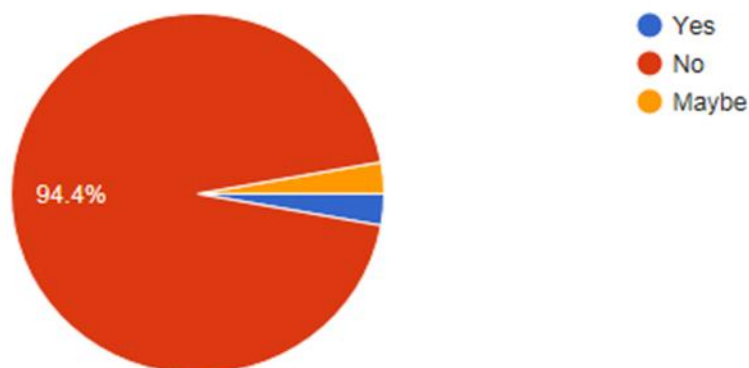
Have you ever filled out online forms, questionnaires, profile pages etc?

71 responses



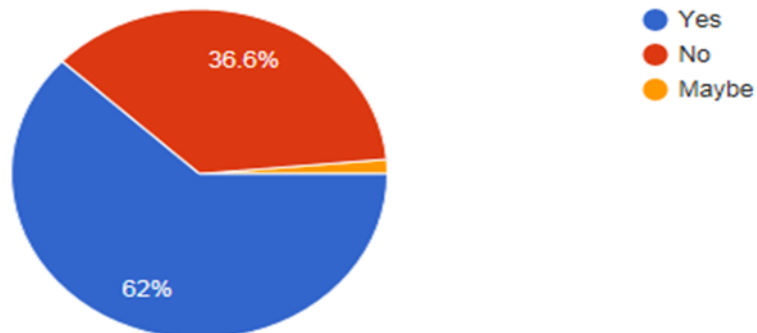
Have you ever purchased anything online without permission?

71 responses



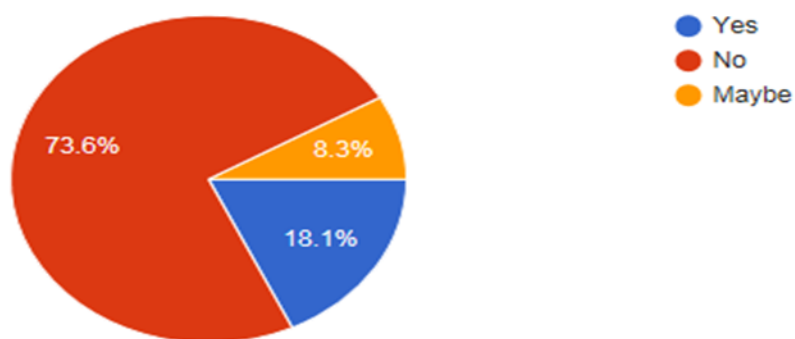
Have you ever shared your passwords with someone?

71 responses



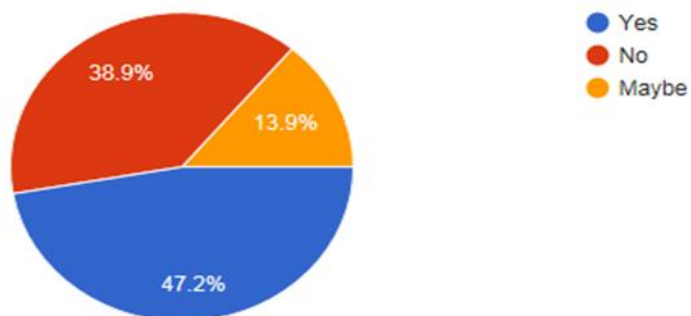
Have you opened emails from total strangers?

72 responses



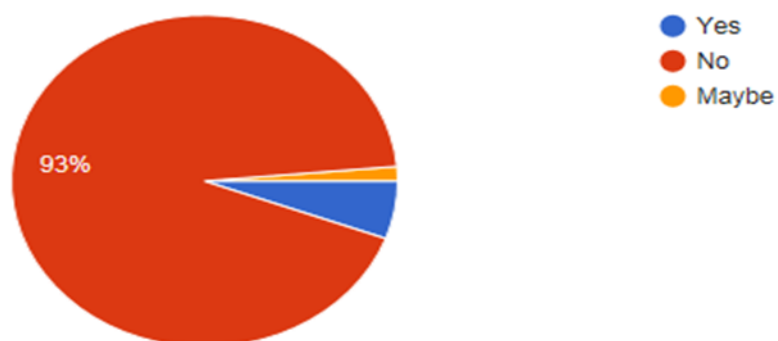
Have you ever downloaded or installed software without your parent's knowledge?

72 responses



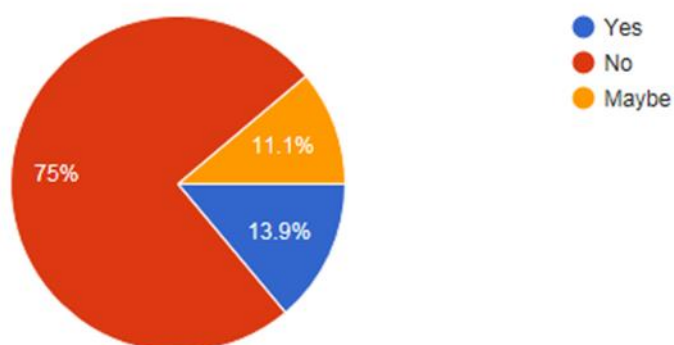
Have you ever agreed to meet someone you met online?

71 responses



Have you ever been involved in chat sessions with people using vulgar expressions or sexually explicit language?

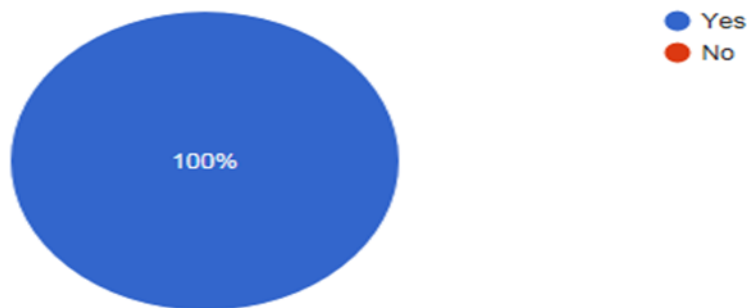
72 responses



Humour Fit: Bullying with First Years.

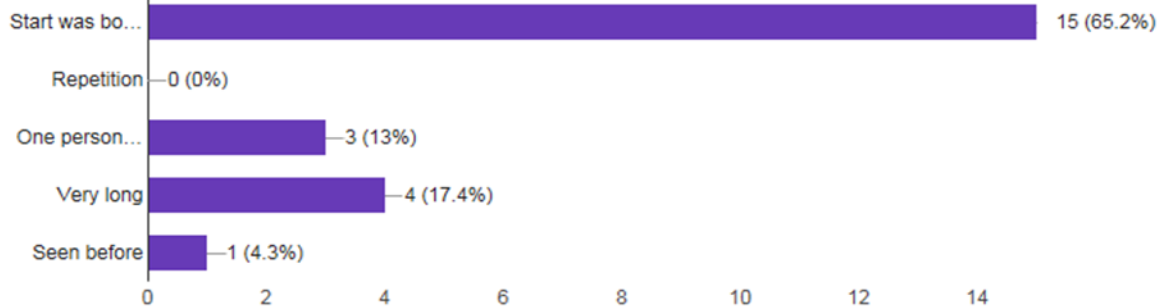
Did you enjoy the drama?

35 responses



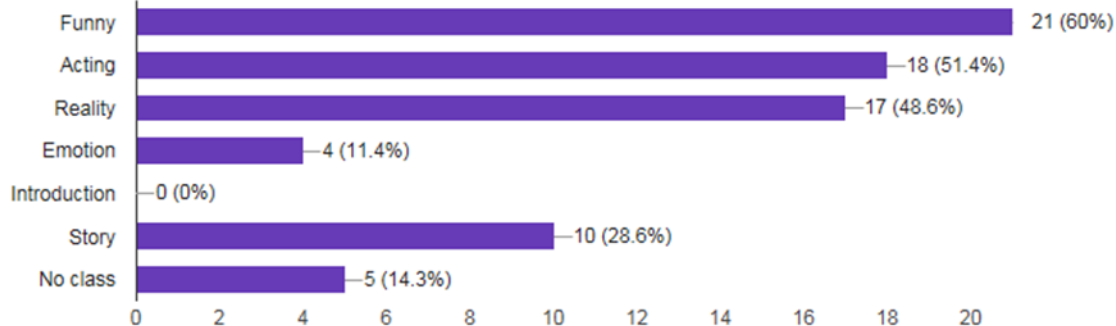
What did you not enjoy about the drama?

23 responses



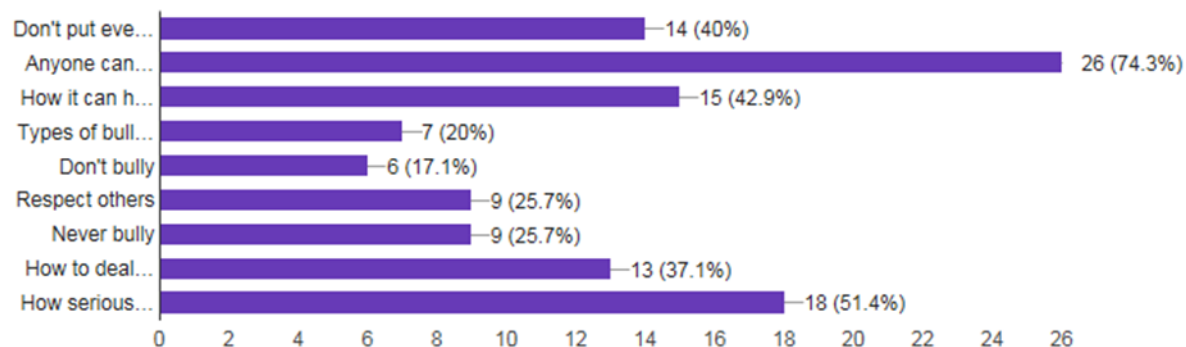
What did you enjoy about the drama?

35 responses



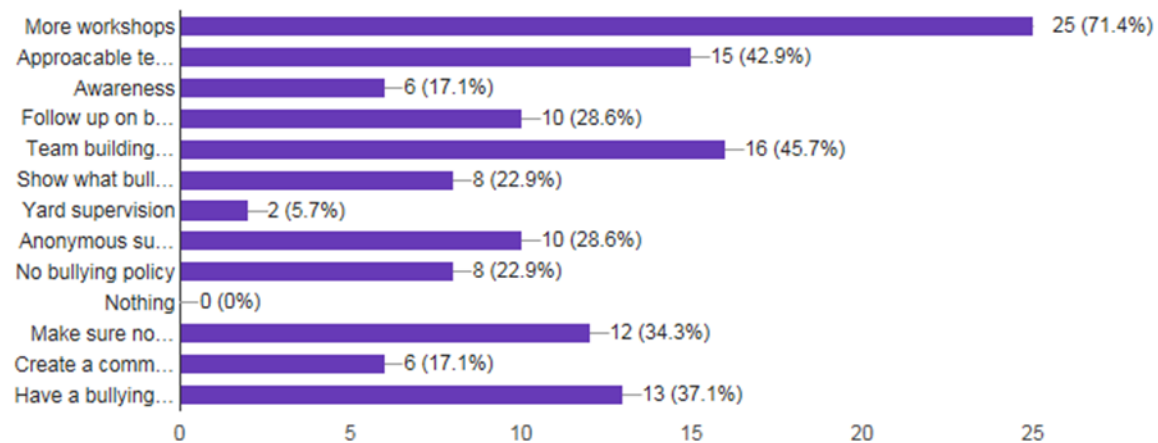
What did you learn about bullying?

35 responses



What do you think a school can do about bullying?

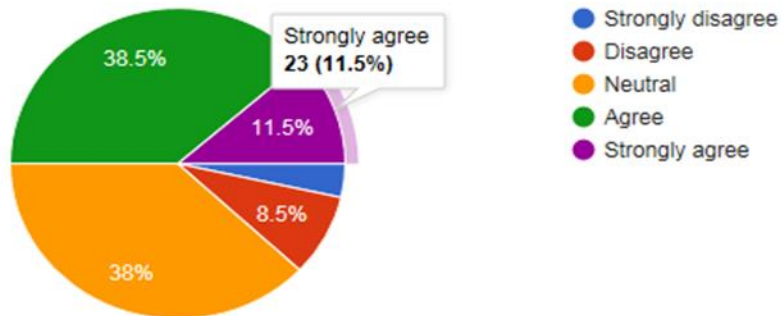
35 responses



Student Whole School Survey May 2017

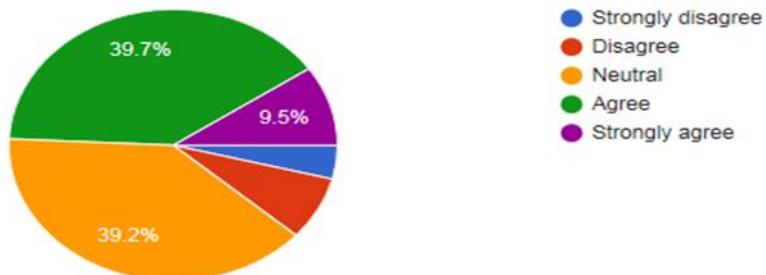
I am proud to be in this school.

200 responses



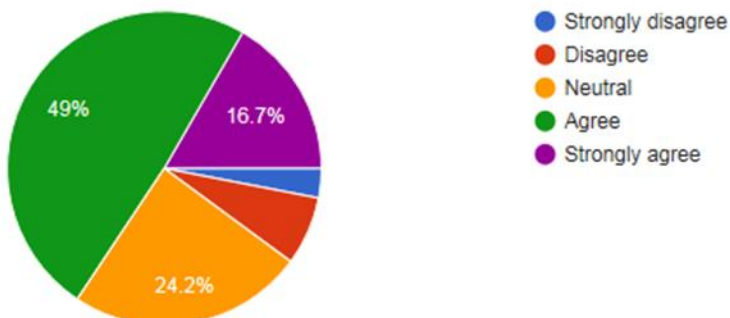
I enjoy going to my classes.

199 responses



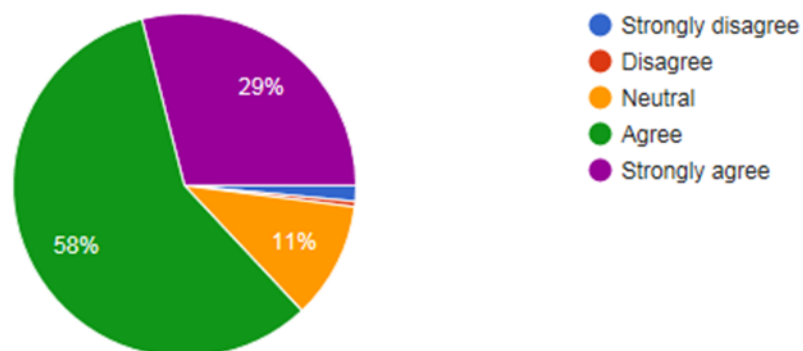
I feel safe and cared for in this school.

198 responses



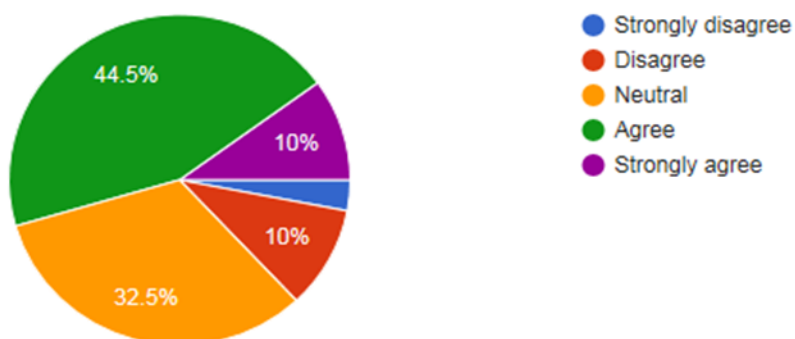
I get on well with other students in this school.

200 responses



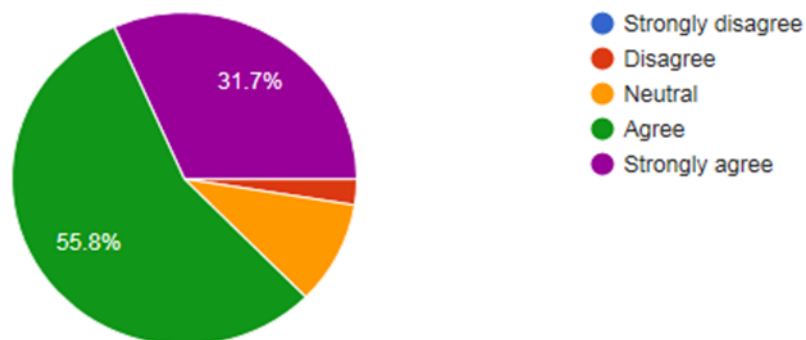
There is a good atmosphere in this school.

200 responses



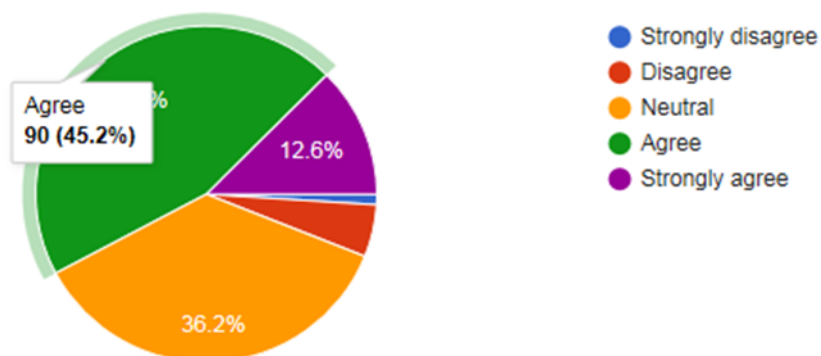
I understand the school rules.

199 responses



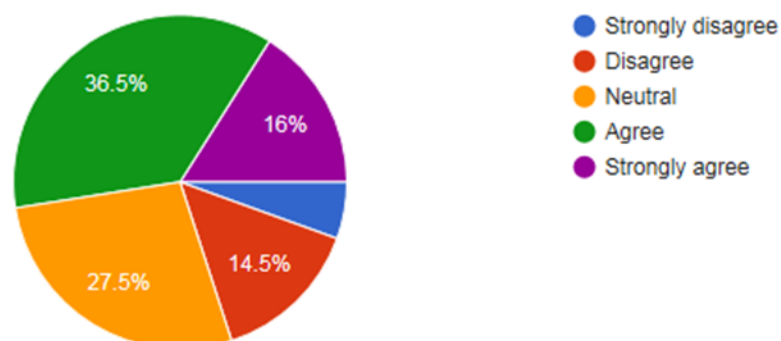
The behaviour of students is good in this school.

199 responses



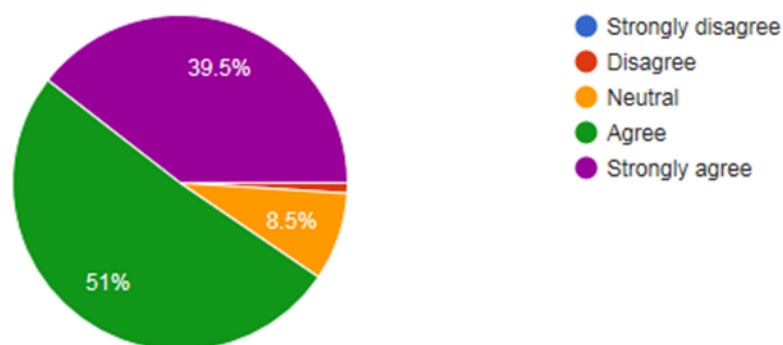
All students are treated fairly and respectfully in this school.

200 responses



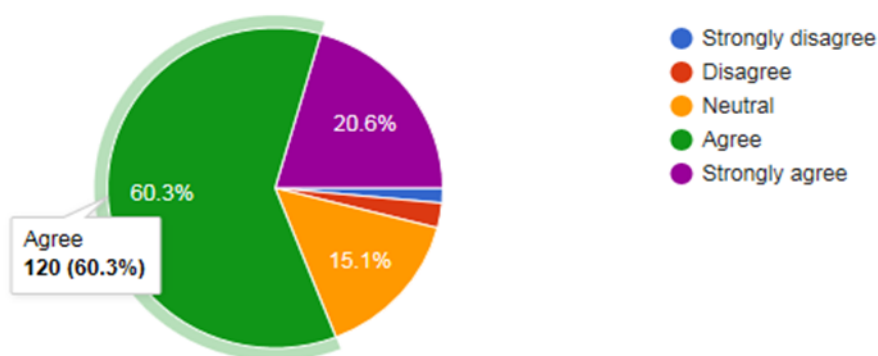
Attendance at classes is checked regularly.

200 responses



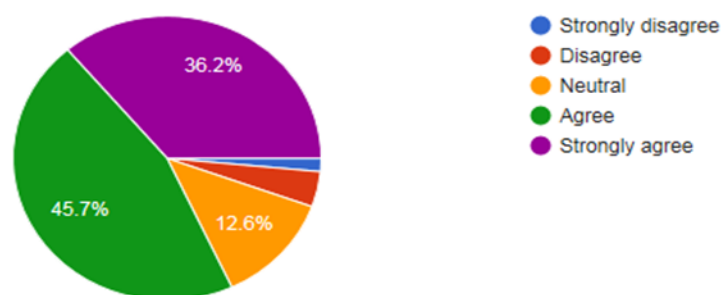
My classes begin on time.

199 responses



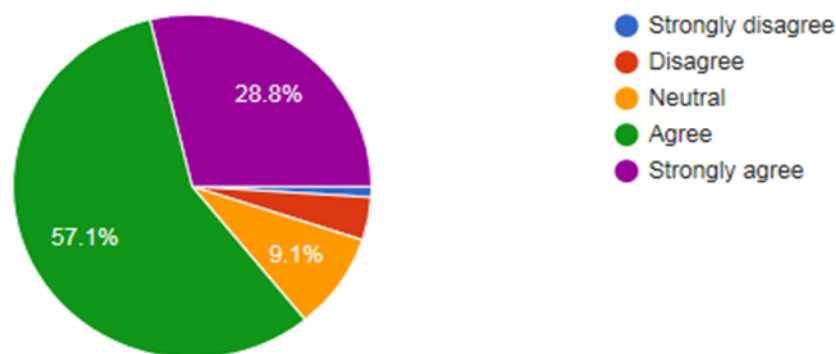
In this school there are clear rules against hurting other people by what we say or do.

199 responses



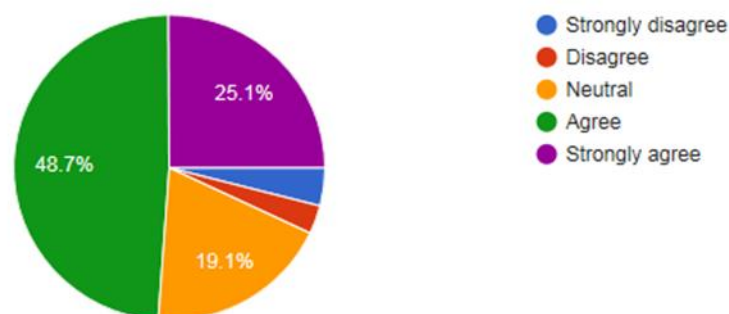
In school I have learned about different kinds of bullying.

198 responses



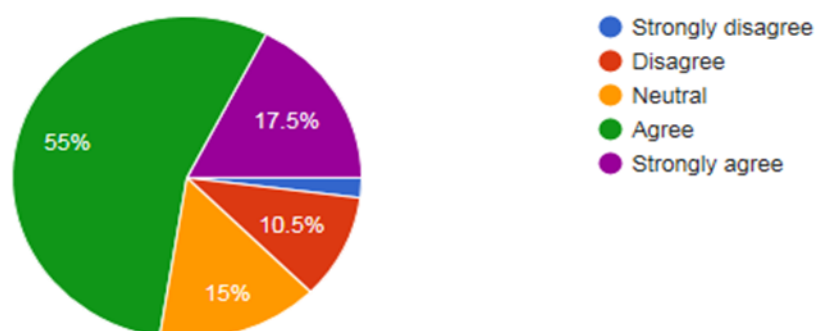
If someone is bullying me I can get help from a teacher or other adult in the school.

199 responses



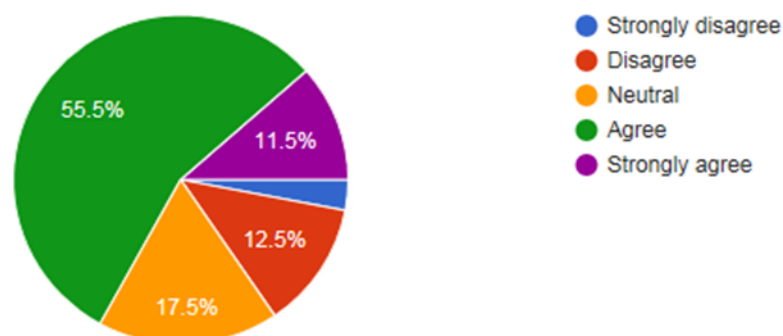
I learn about drugs and alcohol issues in some lessons.

200 responses



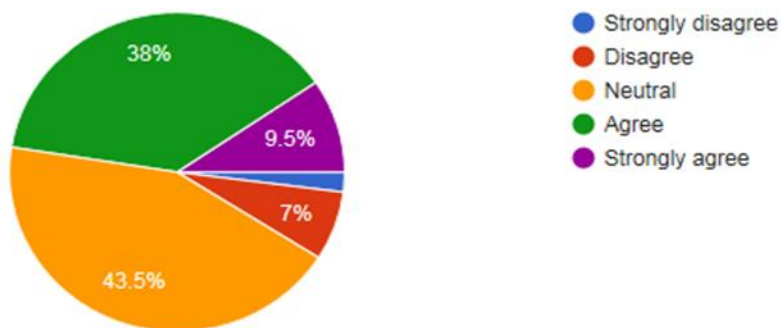
I learn about relationships and sexuality in some lessons.

200 responses



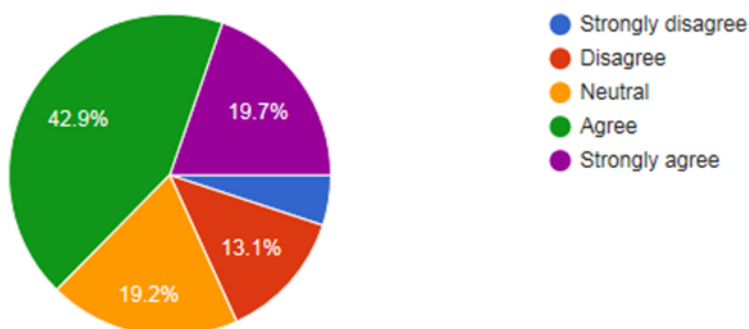
My classes are interesting.

200 responses



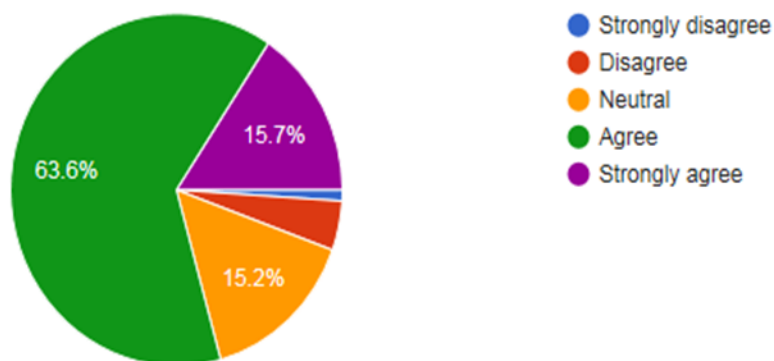
I have very few free classes a week.

198 responses



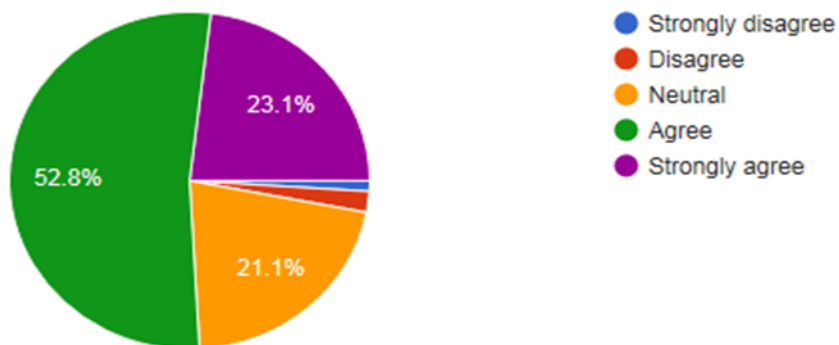
I am getting on well with my school work.

198 responses



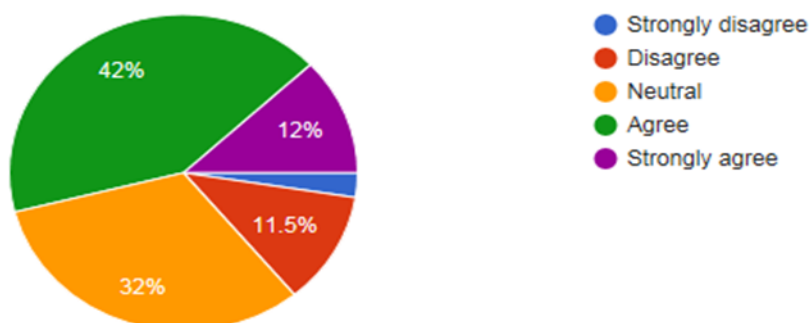
Teachers encourage me to do the best that I can.

199 responses



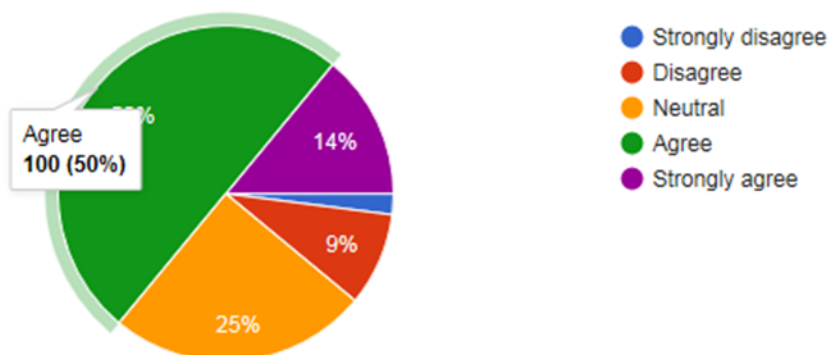
Teachers talk to me on how to improve my learning.

200 responses



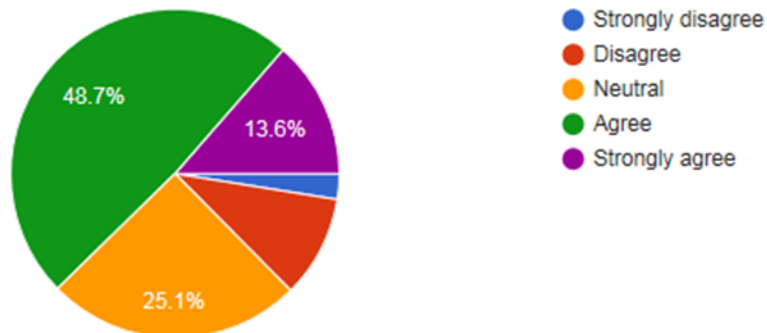
Teachers listen to me and pay attention to what I say.

200 responses



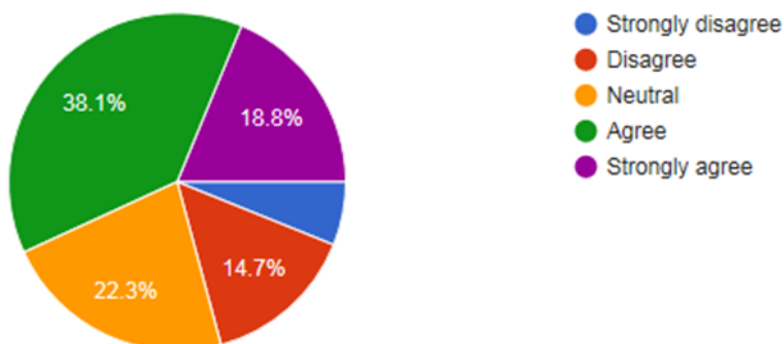
I get opportunities to work together with other students in my classes.

199 responses



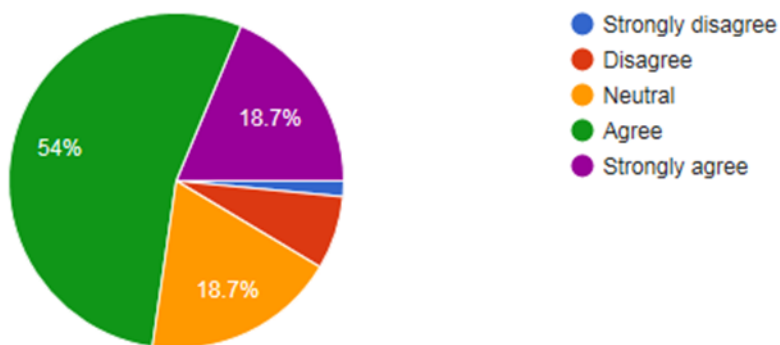
We use ICT regularly in classes.

197 responses



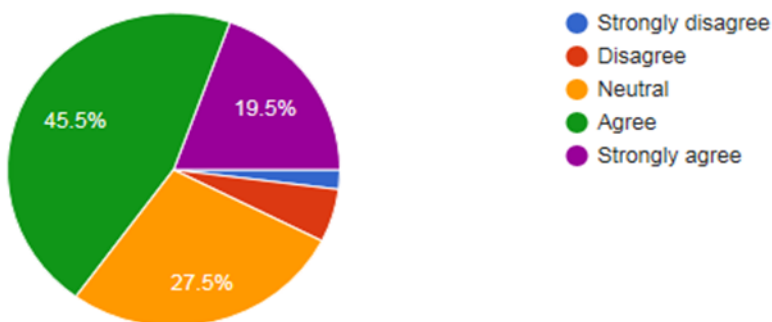
My homework is corrected regularly.

198 responses



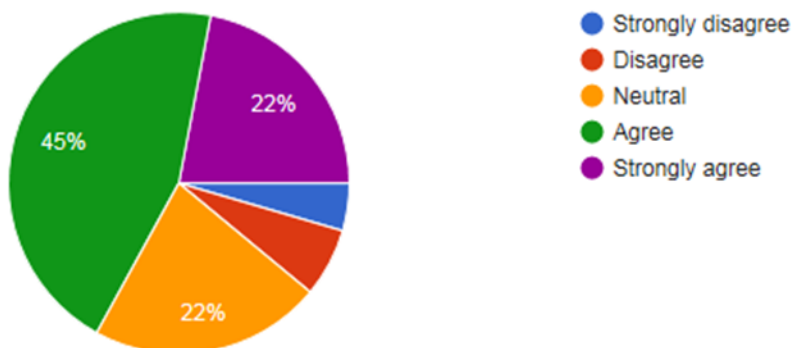
Teaching is good in this school.

200 responses



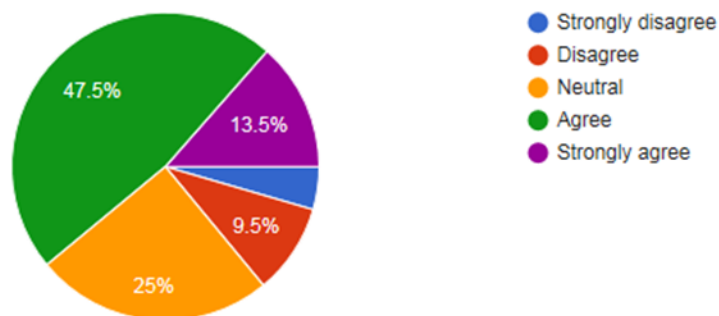
I can talk to an adult in the school if I am having problems.

200 responses



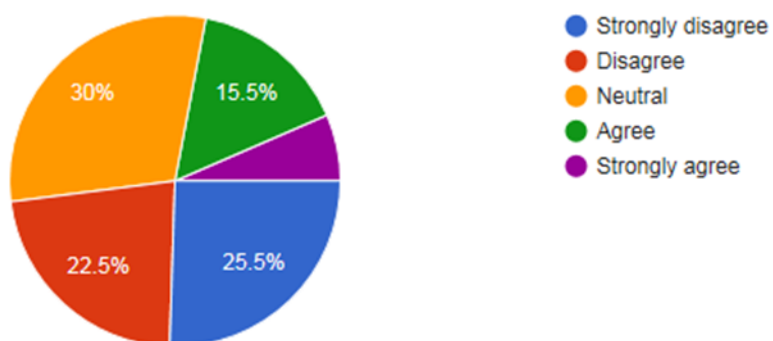
I get helpful advice and information from teachers when choosing subjects.

200 responses



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

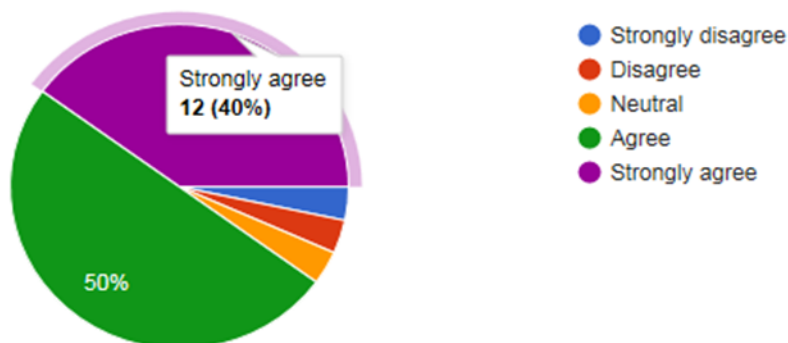
200 responses



Teacher survey May 2017

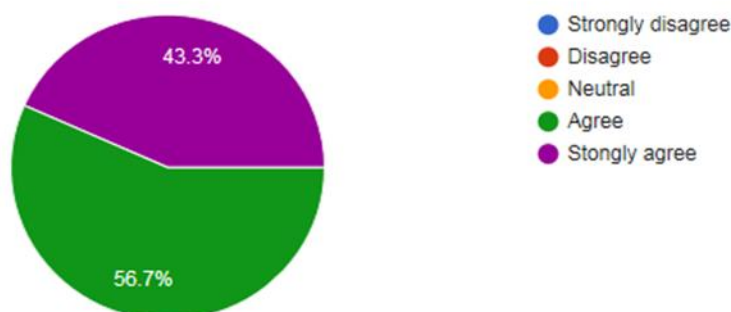
There is a good atmosphere in this school

30 responses



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

30 responses



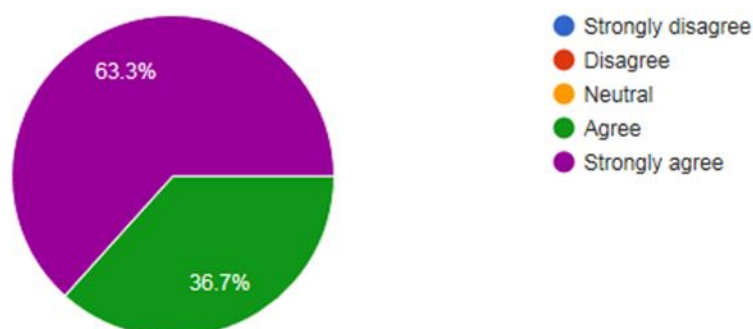
This school is welcoming of parents

30 responses



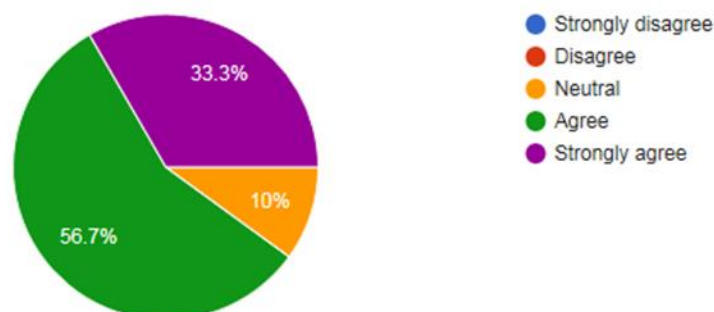
Parents in this school are given good quality information on their child's progress

30 responses



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

30 responses



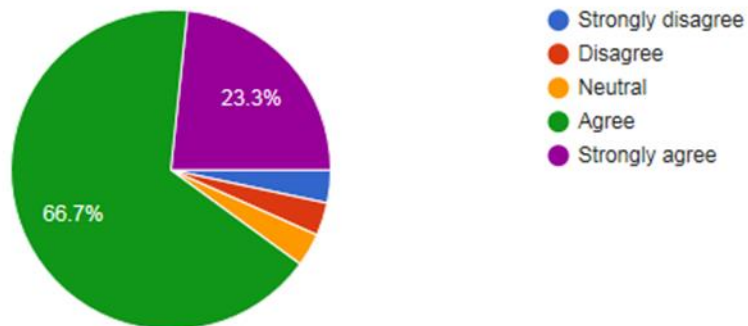
There are good student support systems in place for students in this school

30 responses



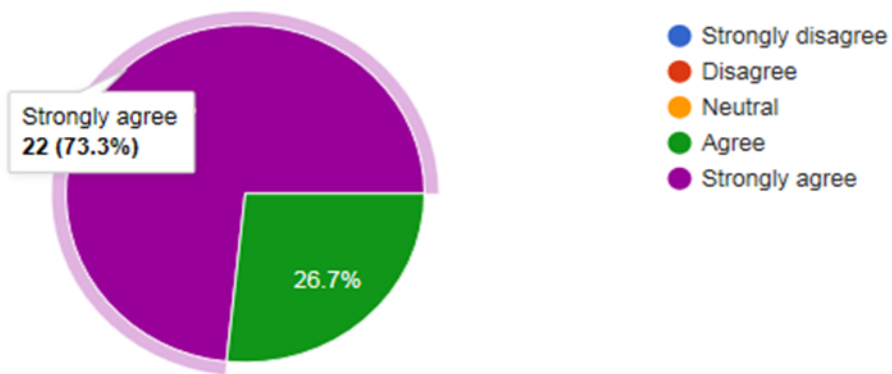
The Code of Behaviour is implemented consistently by staff in this school

30 responses



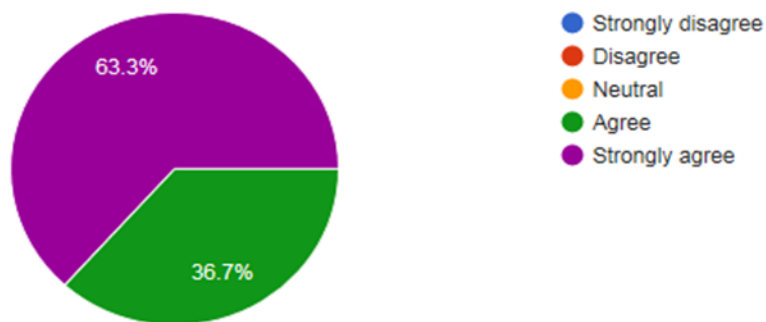
The behaviour of students is generally good in this school

30 responses



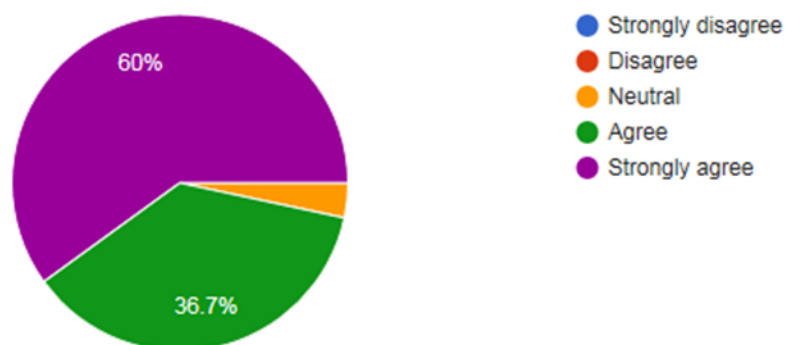
This school has formally adopted an anti-bullying policy

30 responses



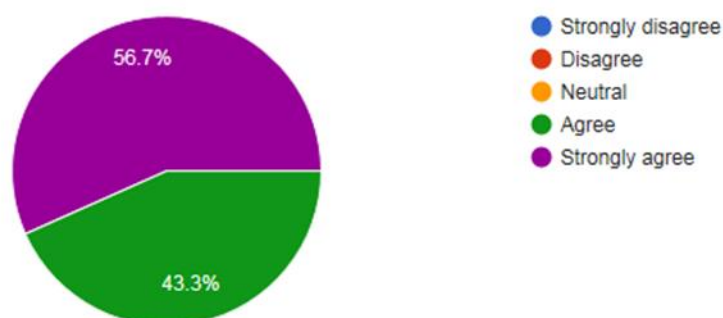
This school deals with bullying promptly and effectively

30 responses



I have a good understanding of the child protection procedures for primary and post-primary schools (Sept 2011)

30 responses



Facilities supporting students' learning are good in this school

30 responses



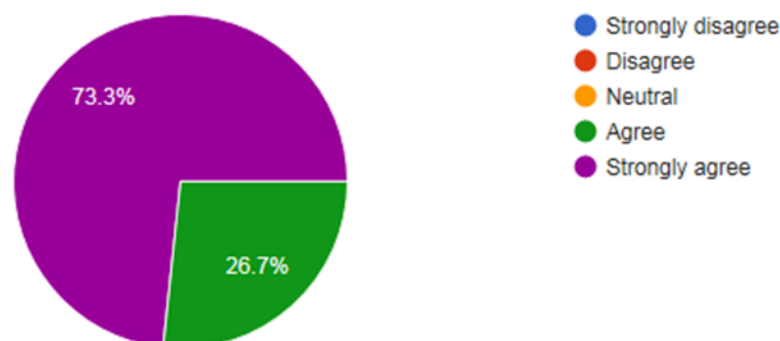
The curriculum offered by this school is sufficiently broad to meet the needs of our students

30 responses



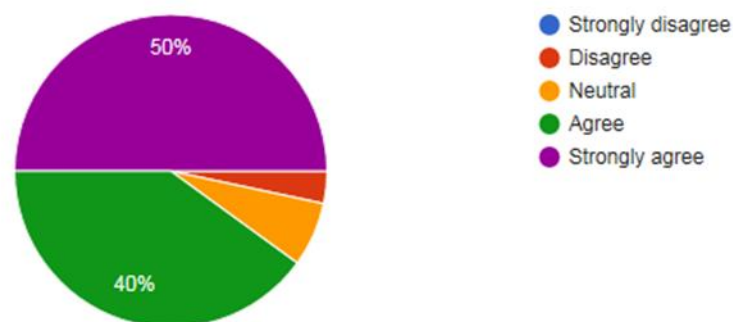
In this school, students are encouraged to maximize their potential

30 responses



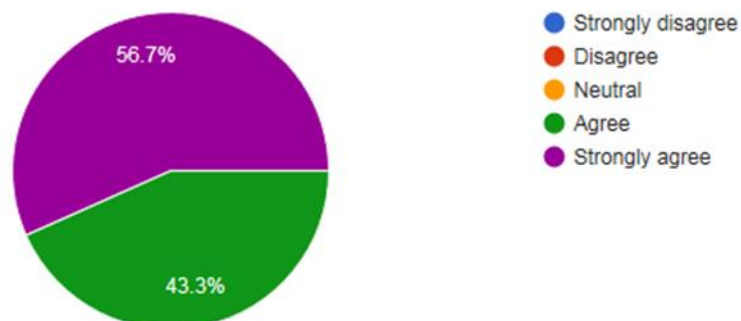
Students with special educational needs receive the addition supports that they need in school

30 responses



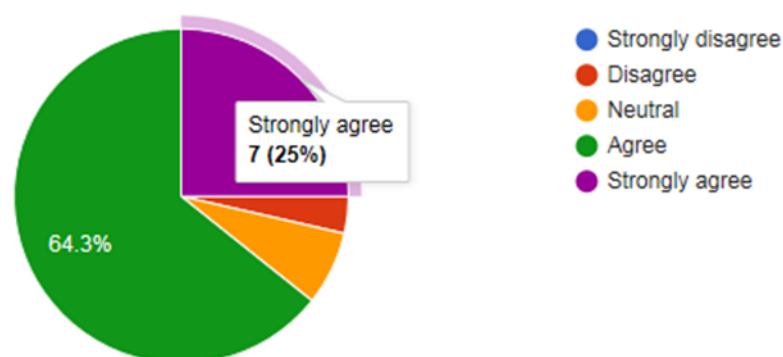
Students with special educational needs are included in classroom and school life

30 responses



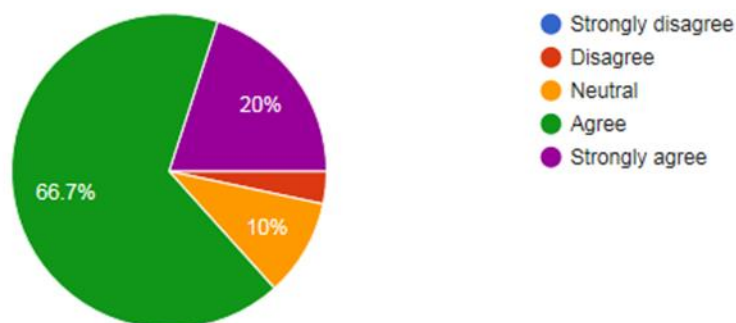
There is good communications among the staff of this school

28 responses



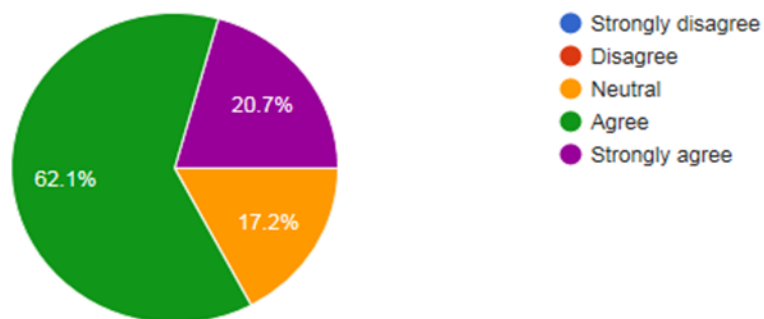
Teachers collaborate well and share good practice with each other in this school

30 responses



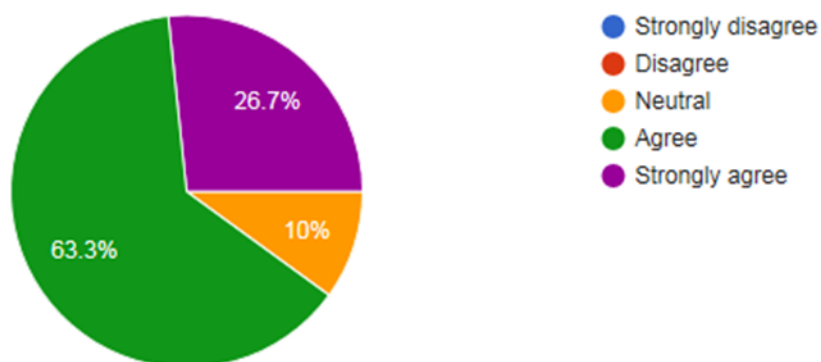
The subject department structure in this school supports teaching and learning effectively

29 responses



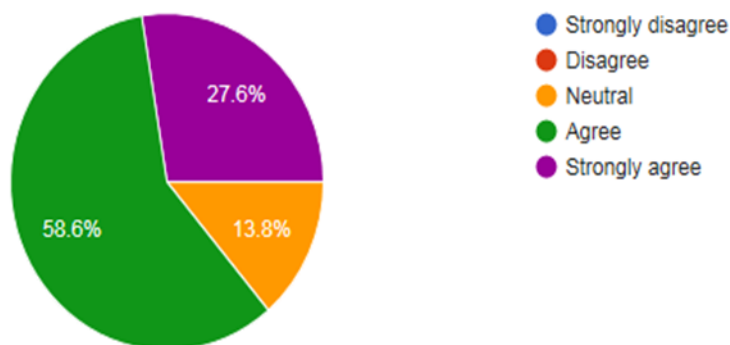
Subject plans inform teaching and learning in this school

30 responses



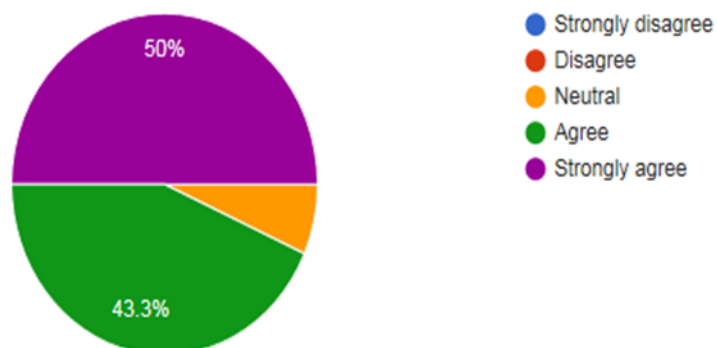
School self-evaluation is used to improve students' learning in this school

29 responses



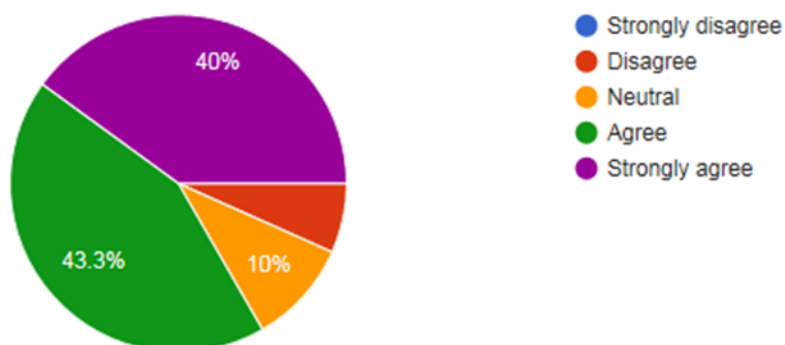
Teachers are encouraged to avail of professional development opportunities

30 responses



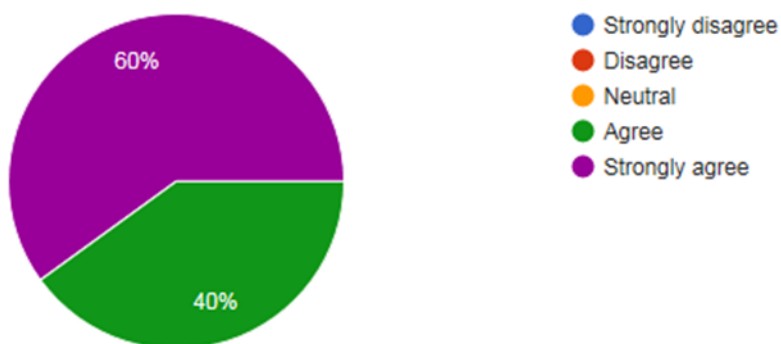
I have good access to ICT facilities

30 responses



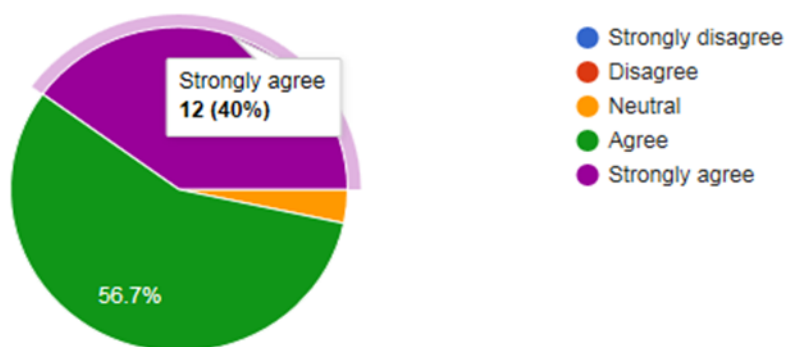
This school is well run

30 responses



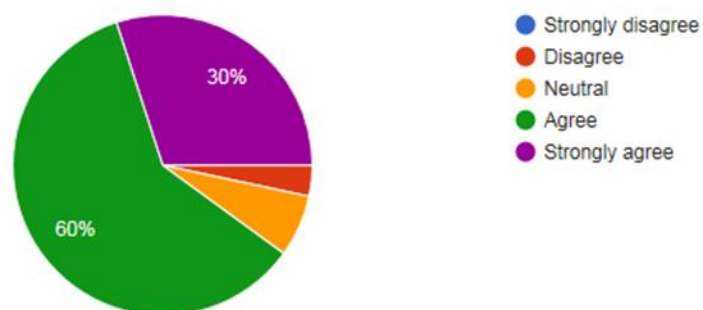
The in-school management system in this school is effective

30 responses



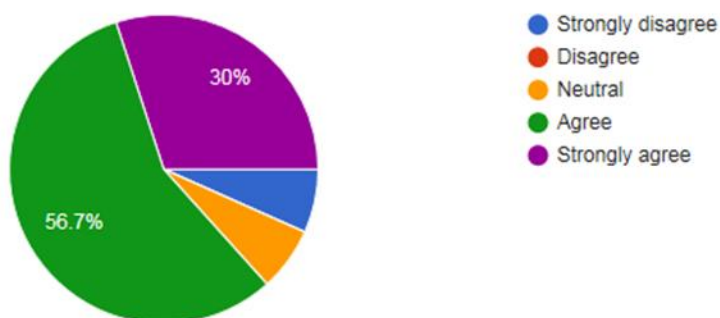
The board of management keeps teachers informed about its leadership and management role

30 responses



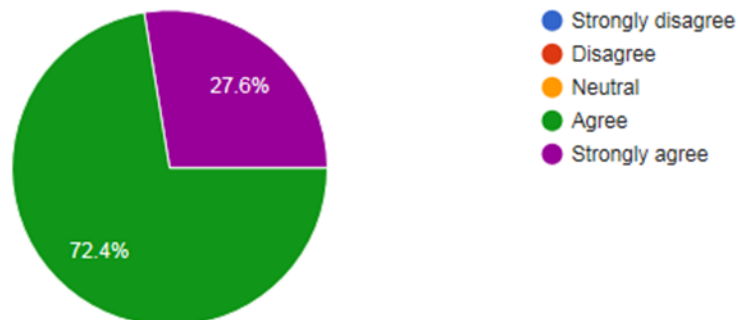
The views of teachers are valued in the decision-making processes in this school

30 responses



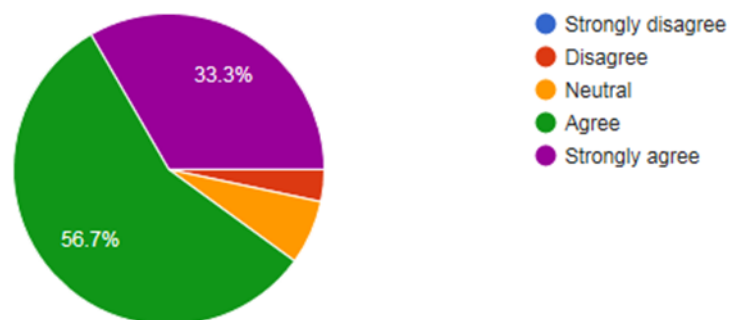
Whole-school organisational policies inform day-to-day life in this school

29 responses



New teachers are well supported when they start to work in this school

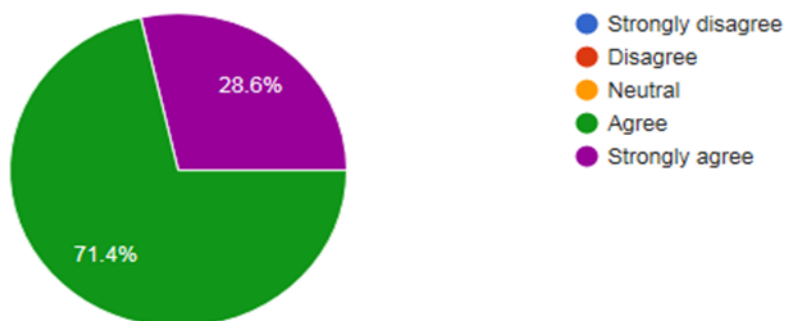
30 responses



Parent Survey May 2017

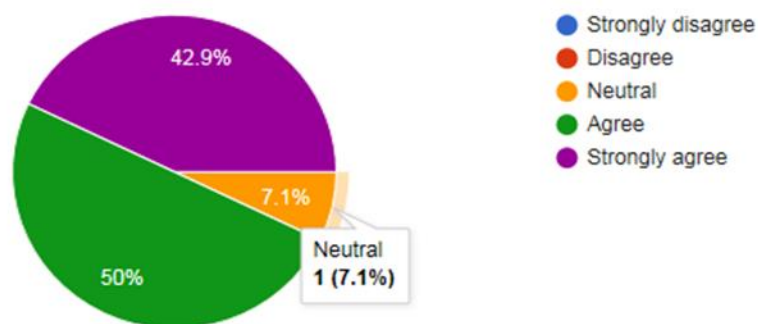
There is a good atmosphere in this school?

14 responses



I feel welcome in this school.

14 responses



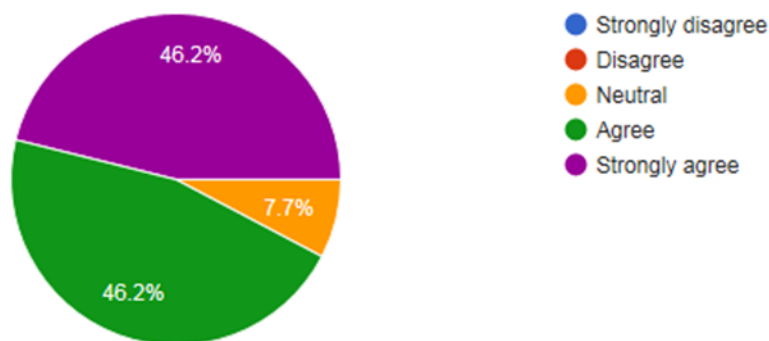
The school is well run.

13 responses



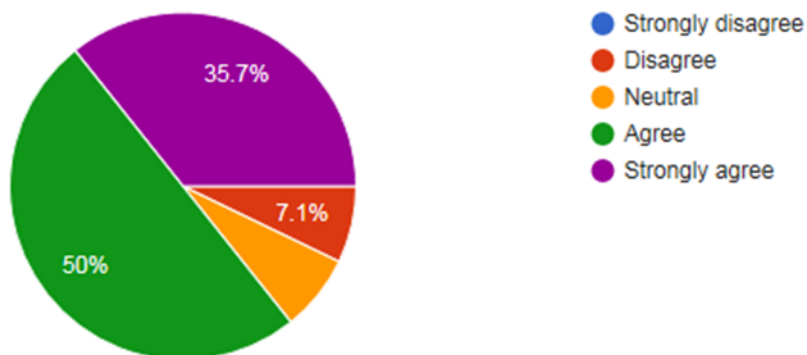
Discipline is good in the school.

13 responses



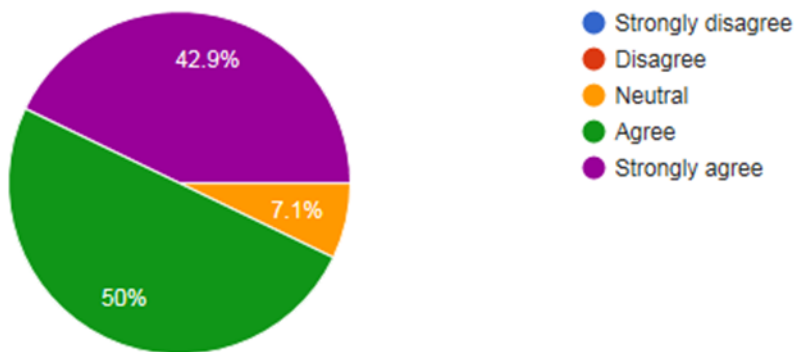
My child feels safe and well looked after in the school.

14 responses



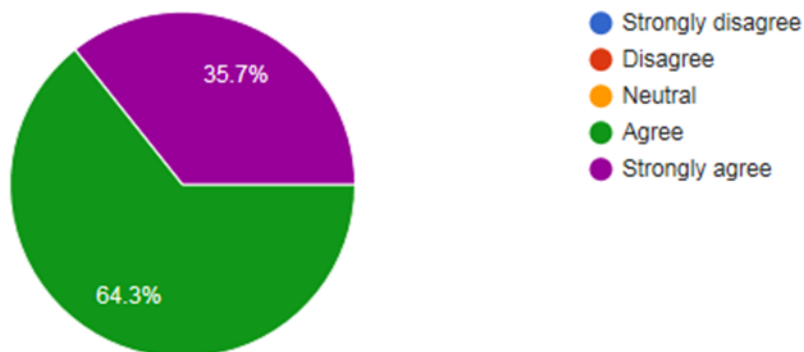
My child is treated fairly and respectfully in the school.

14 responses



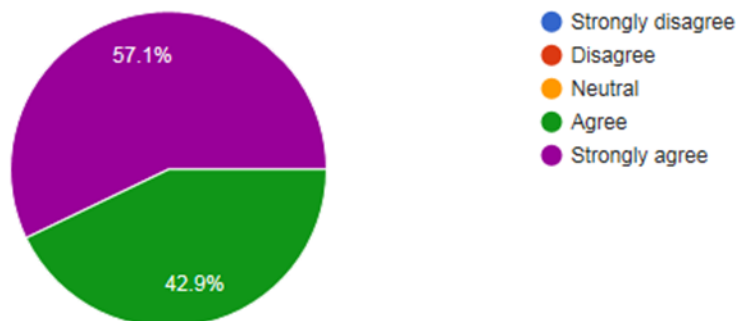
The school helps my child's social and personal development.

14 responses



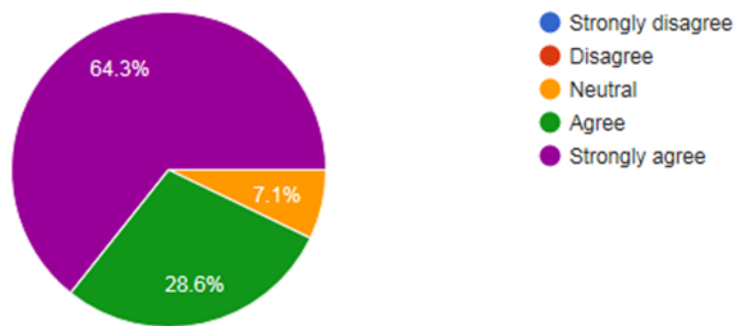
I have been informed of the schools code of behavior school rules.

14 responses



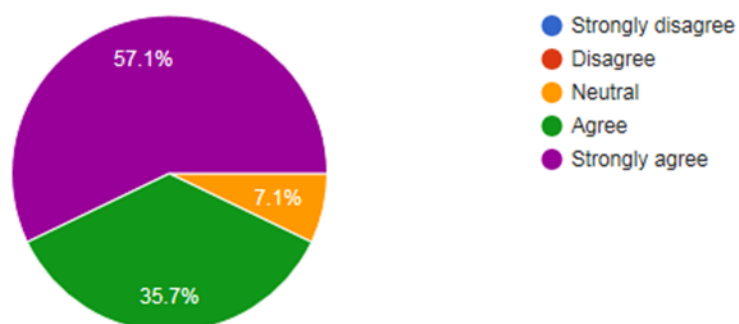
I have been informed of the schools anti-bullying policy.

14 responses



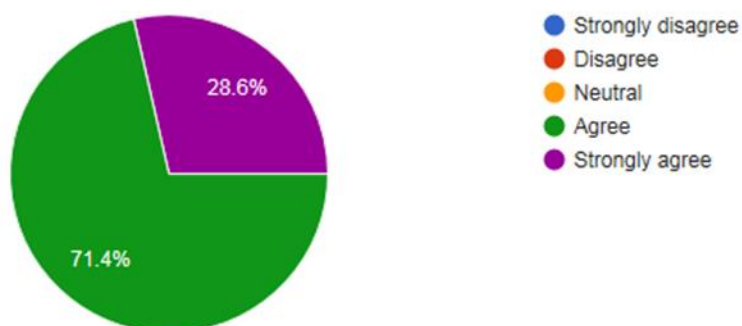
I know who to approach in the school if my child experiences bullying.

14 responses



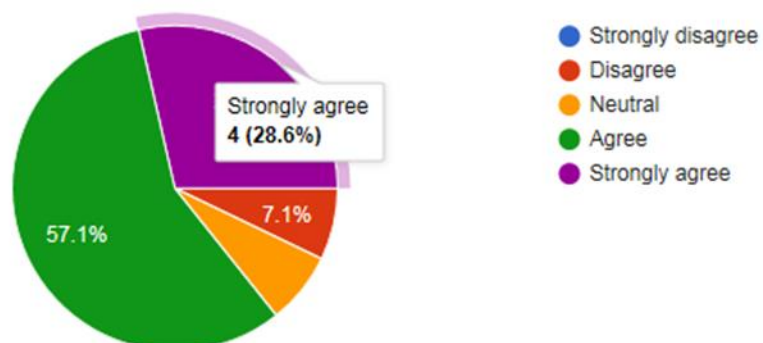
I am confident that if my child experiences bullying, the school will act promptly and effectively.

14 responses



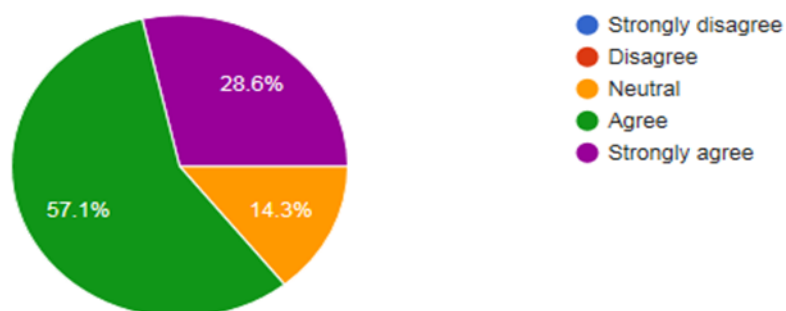
My child enjoys school.

14 responses



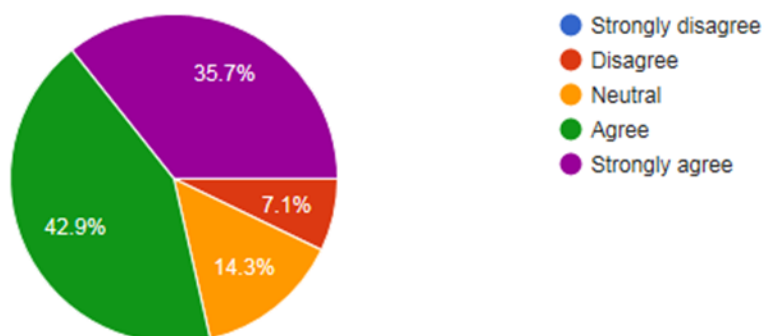
Teaching is good in the school.

14 responses



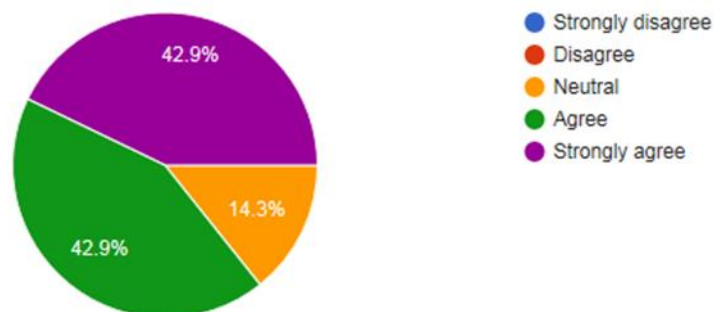
My child has been taught in school about drugs and alcohol issues.

14 responses



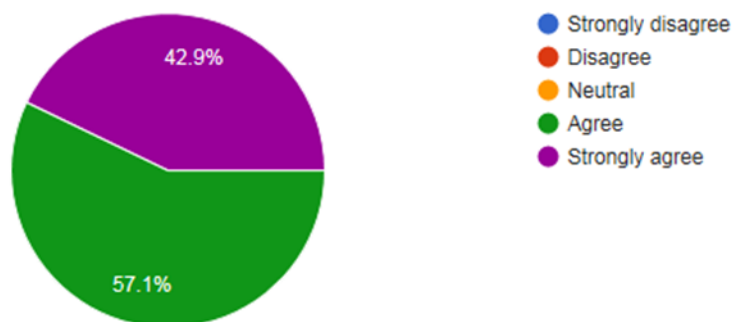
I have been informed of the details of the relationship and sexuality policy of the school.

14 responses



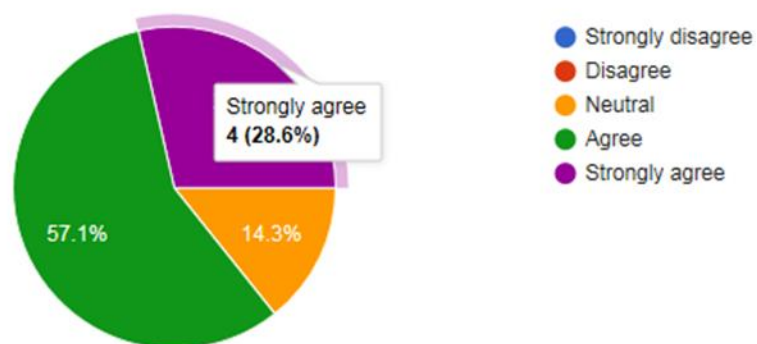
My child is doing well in school.

14 responses



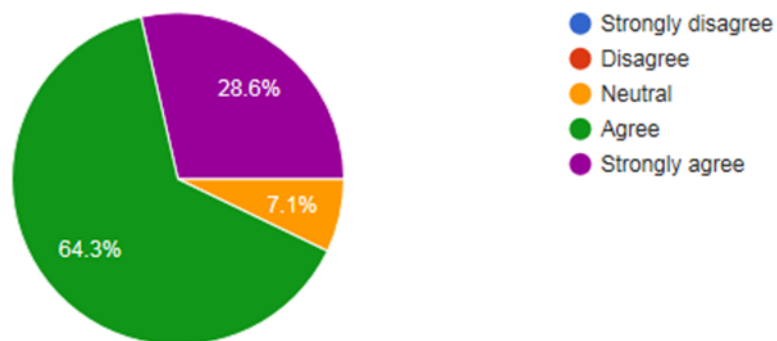
I am happy with the amount of homework my child gets.

14 responses



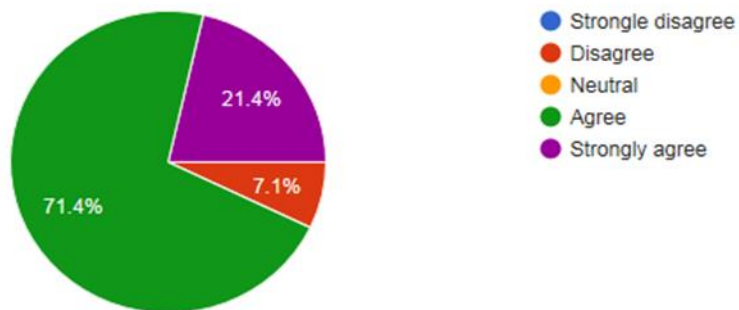
School reports give me a good picture of how my child is doing.

14 responses



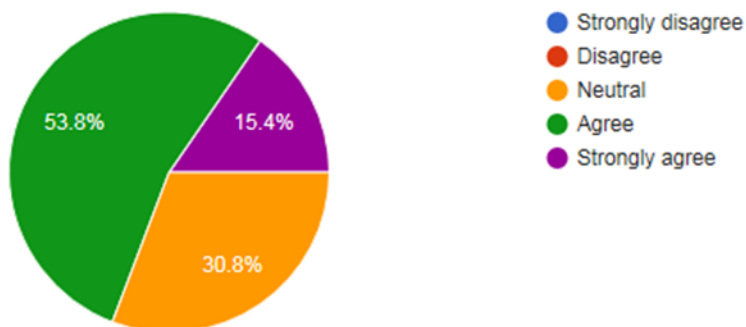
I received helpful advice from the school when my child was choosing subjects.

14 responses



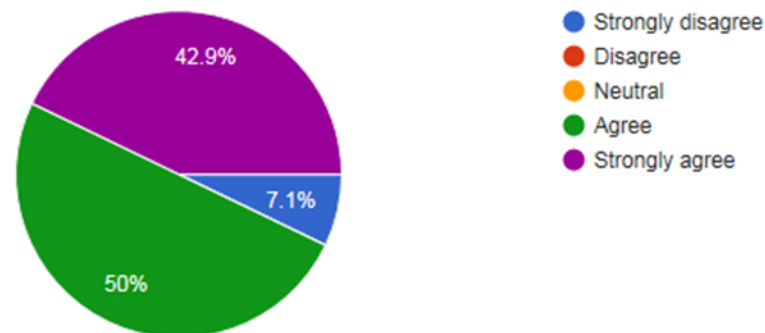
The school consults me if my child needs extra help.

13 responses



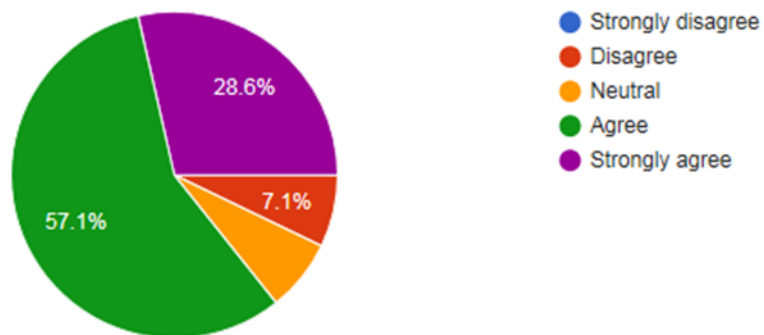
I know who to talk to in the school if there is a problem.

14 responses



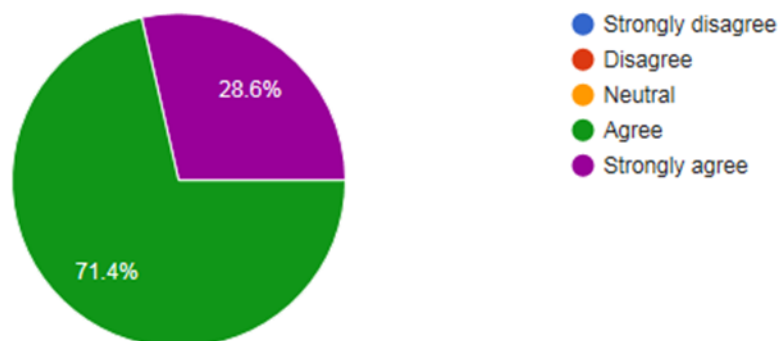
I am satisfied with the arrangements for parent teacher meetings.

14 responses



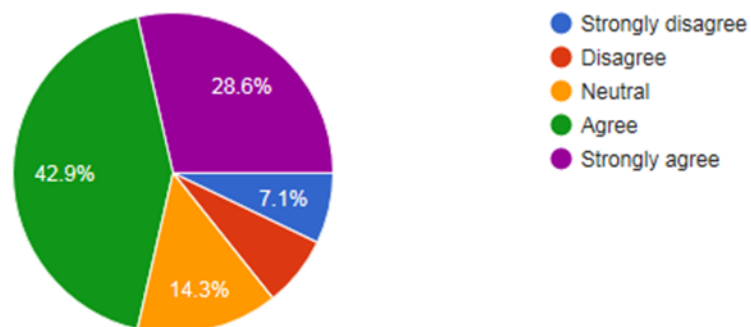
The school regularly seeks the views of parents on school matters.

14 responses



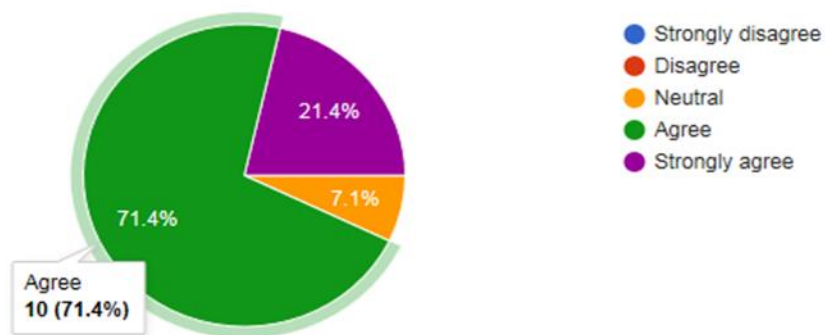
Financial contributions to help the running of the school are voluntary.

14 responses



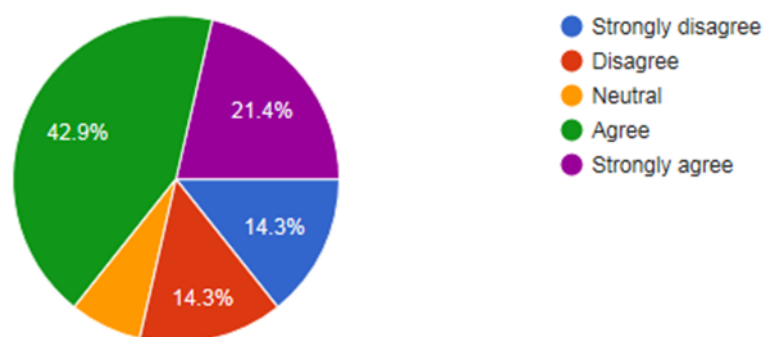
The board of management reports annually to parents on the work of the school.

14 responses



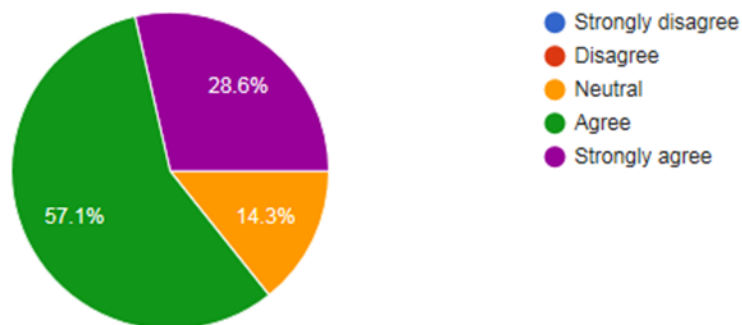
The schools parents association keeps me informed about its work.

14 responses



Overall I am happy with the school.

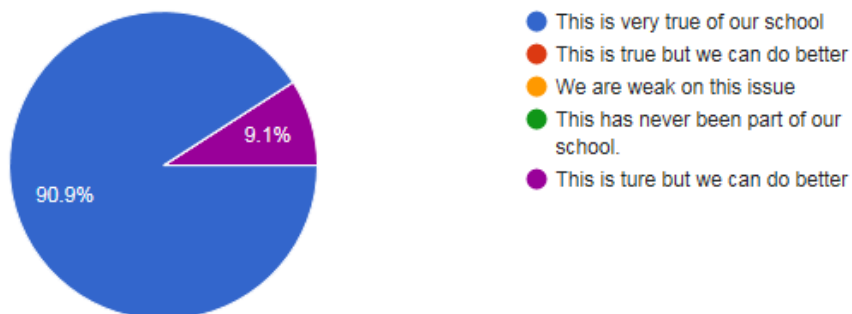
14 responses



Teacher Ethos Survey May 2017

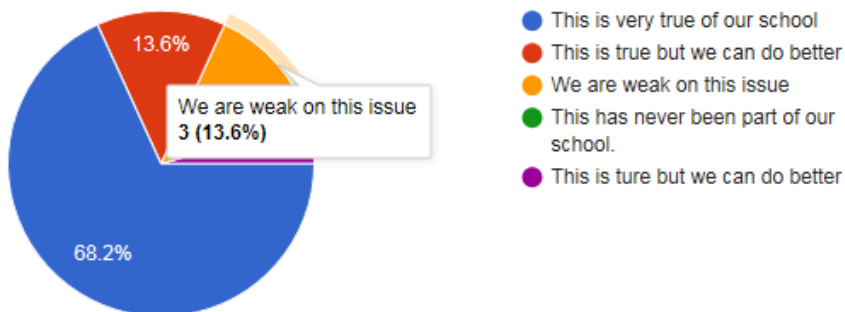
This school has a mission statement clearly rooted in the mission of Christ.

22 responses



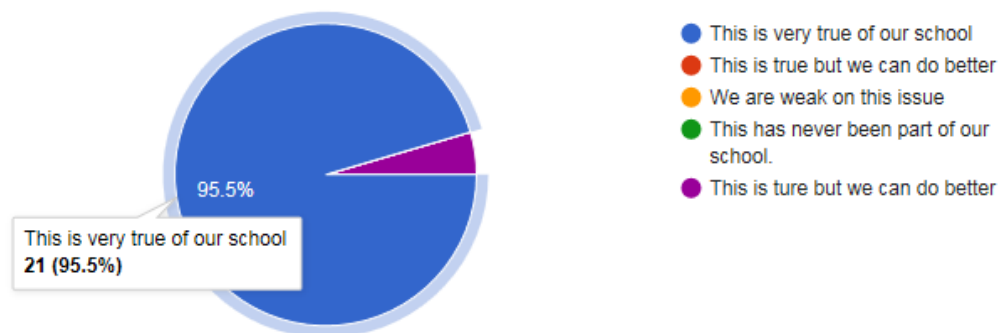
Members of staff are provided with opportunities for spiritual and personal development, including their understanding of Jesus.

22 responses



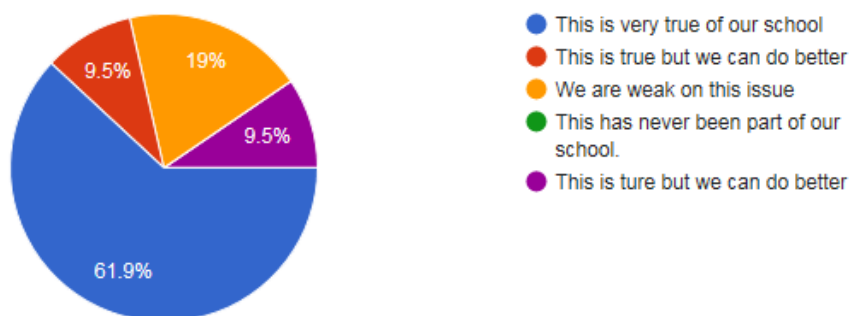
The seasons of the Christian year are highlighted by appropriate and relevant spiritual celebrations.

22 responses



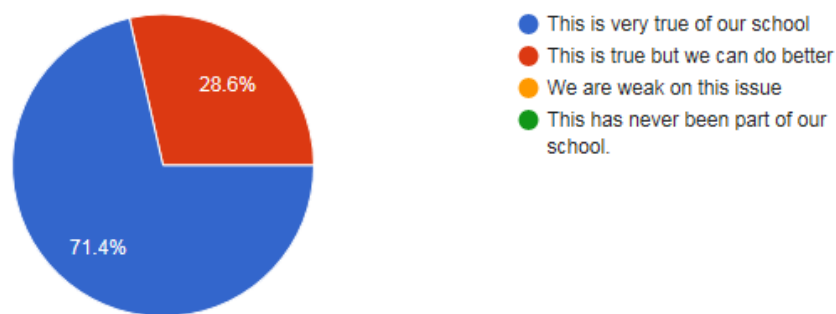
There is a school policy statement on religious education which includes faith formation, prayer, sacramental experiences and awareness of the stewardship of God's creation.

21 responses



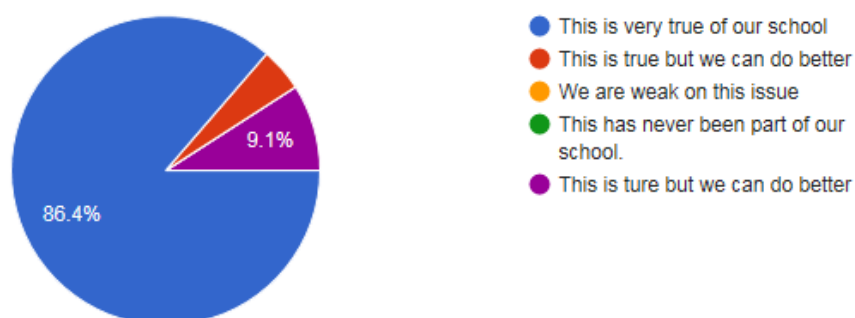
The aim of the educational enterprise is to educate people to become fully alive and free human beings, conscious of God's presence and grace through the ordinary of life.

21 responses



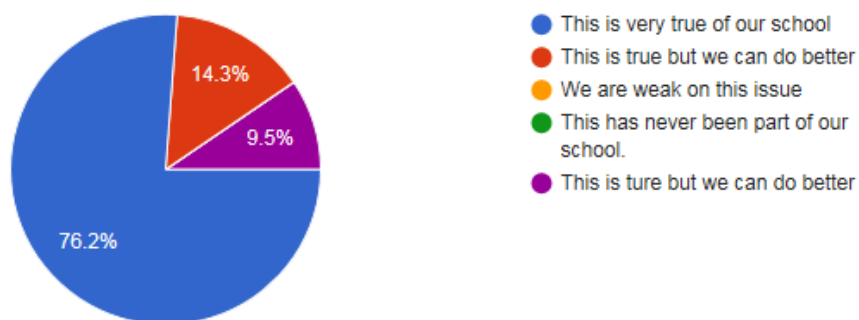
The religious education programme receives its allotted time for every year group, and the school follows the curriculum and faith formation guidelines approved by the Irish Catholics Bishops' Conference.

22 responses



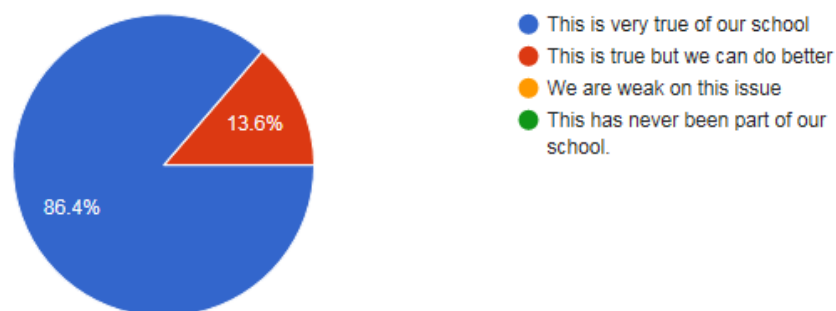
The school promotes a culture of ongoing professional and personal development.

21 responses



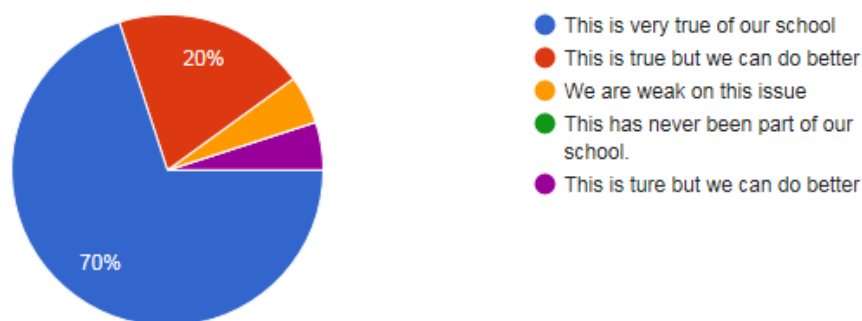
The school is open and accessible to all without discrimination. It promotes a positive attitude towards social inclusion of minority groups and stands in solidarity with those most in need.

22 responses



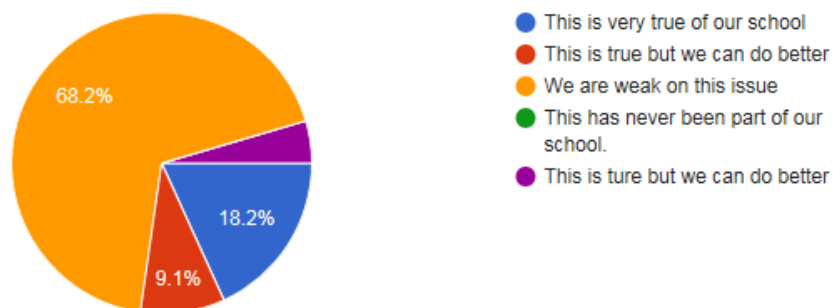
Values inspired by the Gospel are integral to decision making and conflict resolution.

20 responses



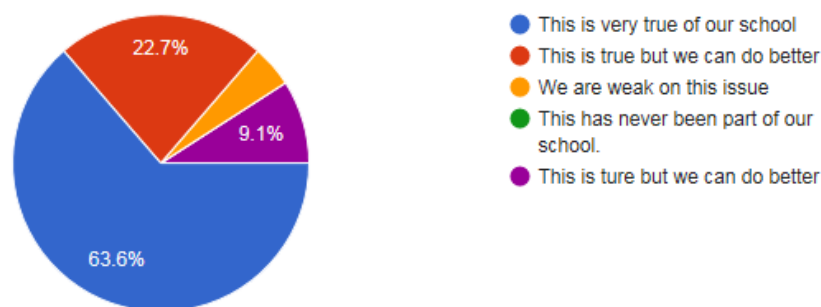
There is time devoted to prayer every day e.g. at the beginning of the school day.

22 responses



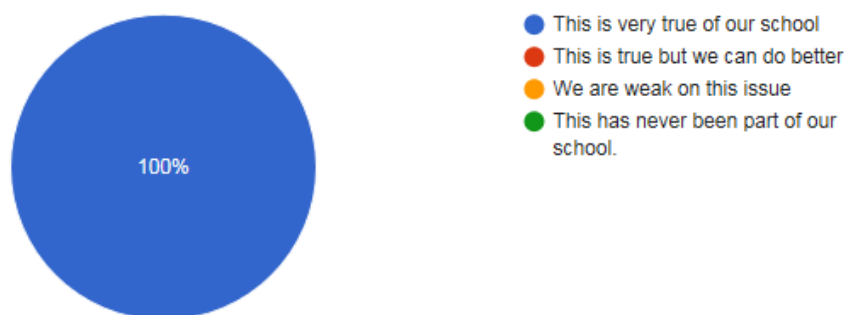
A range of extracurricular activities is provided to enhance the skills, creativity and enjoyment of all members.

22 responses



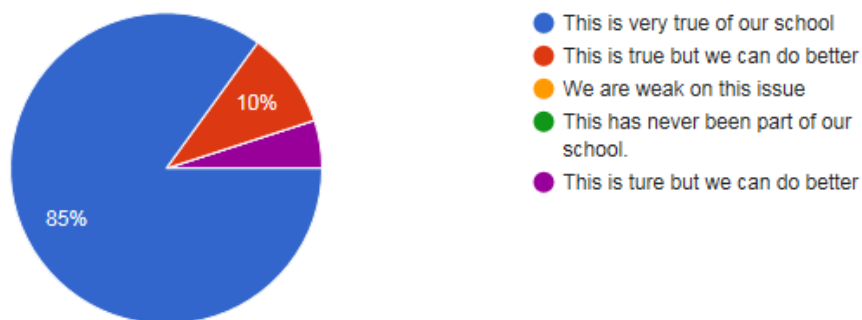
Staff meetings within the school begin and/or end with prayerful reflection.

22 responses



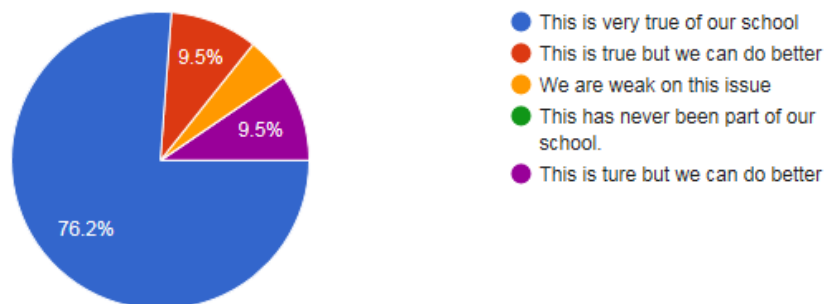
The contribution of parents to the life of the school is encouraged and welcomed.

20 responses



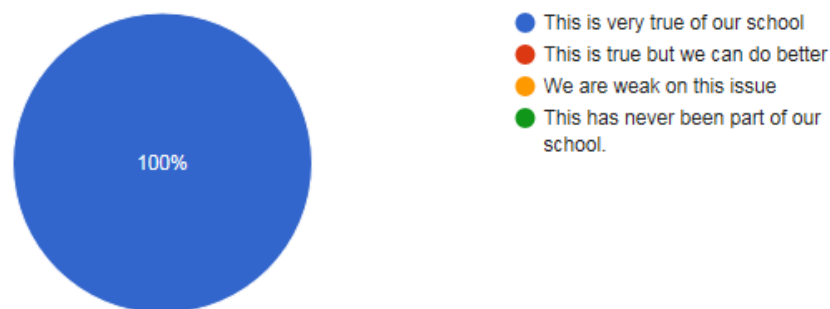
The members of staff are confident in articulating the school's Catholic ethos.

21 responses



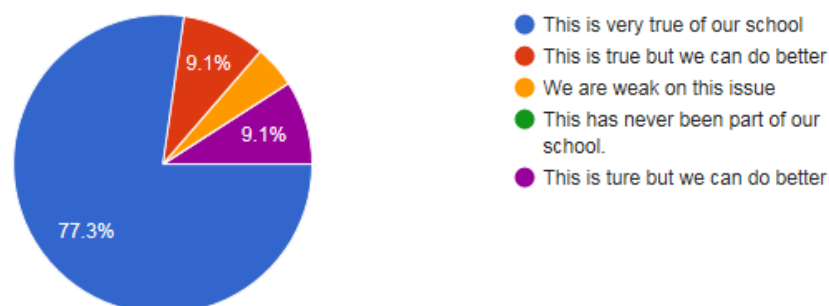
There is a place of prayer/sacred space suitably situated and maintained within the school, which is open to all.

22 responses



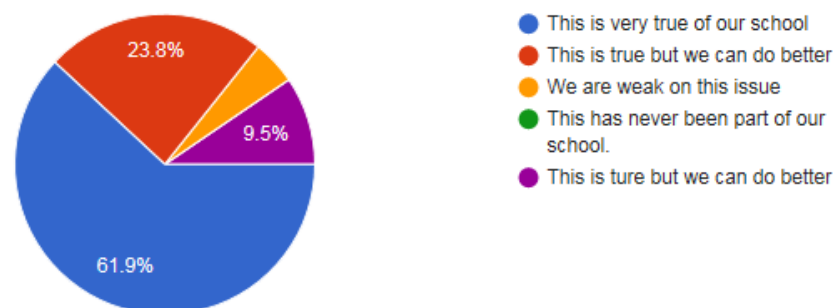
All school planning and policy development is clearly linked to and inspired by the school's mission statement.

22 responses



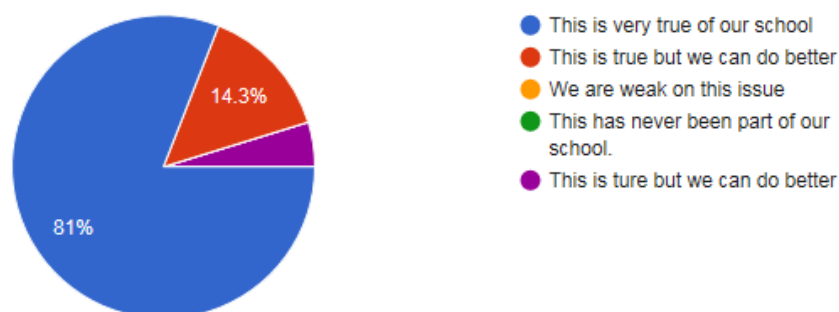
The school facilities and promotes faith in action programmes which allow students and staff to be active in identifying and alleviating forms of injustice in and beyond the school community.

21 responses



Members of the school community are invited to reflect on the uses, influences and dangers of modern means of communication e.g. internet, social media sites, twitter and mobile phones.

21 responses



What three aspects of TY did you most benefit from?
Work Experience Social Justice and The self defence module
personal safety Ireland, health talk, work experience
Work Experience, Social Justice, UCC Med Day
Work Experience, Play, Social Justice
work experience, organising events and personal safety workshop
self defence, sexual education programme, events
Cooking Dishes , Personal Safety Ireland , Work Experience
work experience, social justice, the self defence module
Home Ec Cooking, Work Experience, Social Justice
work experience, the play , personal safety Ireland
work experience , social justice and the play
"trips.
social justice
work experience"
Free time, social justice, work experience
"Work Experience
Social Justice
Gaisce"
Dublin Trip, The musical, and becoming closer with one another.
social justice, work experience, the play
Work experience social justice play
Work experience, Ty Play, Social Justice
cooking in Home economics, Having time to develop hobbies outside of school, Work experience
"work experience
the trips
"
"Social Justice
Work Experience
Self Defense"
work experience, social justice, play
work experience, YSI, social justice
being able to do loads of musicals throughout the year, different trips & the school musical; sister act.
Work experience, ty show and social justice
gaisce, work experience, ty show

What three aspects of TY did you least benefit from?
Photography Taekwondo Law
taekwondo
Taekwondo, Photography, Some subjects were pointless
Tests, Scratch, Diary
Enterprise, environmental science and taekwondo

law, photography, green schools
Drama , Taekwondo , Photography
some subjects were not useful, taekwondo, doing class tests
Drama, Taekwondo, Photography
taekwondo, swimming, photography
scratch , taekwondo , ty expo
"Taekwondo.
scratch.
diary."
Scratch, Diary, Media
"Scratch
Taekwondo"
Photography module, Taekwondo, Projects in class.
scratch, taekwondo, tests
scratch drama module taekwondo
Scratch, Religion, Co-ordination class
Scratch, Media studies, religion
the little amount of leaving cert work we did which was really bad it didn't prepare us for ANYTHING for leaving cert which was pointless. I know we do do projects and so on but the one thing I think I actually had to learn for a test this year was an Irish essay and some questions for the French oral which was good I will admit but we only did like 20 questions. The school work that we actually do. I didn't do any tech graph for junior cert in which I did have to for ty which had no benefit for me what so ever , I should have been learning at least a small amount of the leaving cert course to get me started for fifth as we weren't doing as much as school work as we did for third year which was a big change and it lead us to chill out a bit so preparing for the leaving cert course would have been good as we will all find a big change when we go into fifth year and may affect our study ability for fifth year.
"Scratch
Taekwondo
Writing the diary because there is no real point or benefit from doing it."
computers (scratch) , Media , Tests
computers, media, taekwondo
Taekwondo, photography, scratch.
scratch, media and religion
media, scratch, religion

For you personally, what would you consider to have been your greatest success of this year?
The Dublin Trip
grinds outside of school
Getting a job
Becoming more confident in myself and gaining new friends throughout the year
work experience and confidence
black valley
Work Experience
work experience
Work Experience

I have gained a lot of confidence
trying new things I wouldn't have done without all the opportunities we got this year
becoming more confident in talking in public and to strangers and just more confident in general like I never thought I would get on stage and perform and I did it.
"Getting the confidence to be able to speak in front of groups of people
and learning to take every opportunity I get"
"My greatest success in TY was being able to have enough confidence to perform in front of the school, friends and family in the TY Play as I wouldn't have considered doing it at all before this year.
Also getting a medal at Sports Day."
Becoming more mature, becoming closer with one another and being a class leader with tasks and events. I think getting the opportunity to organize and direct a musical was great experience and being able to help those in need like in social justice.
developing more confidence
work experience because I got a job making new friends
I gained more confidence
The TY musical and gained more independence
I feel my greatest success is how my confidence has grown since the start of the year. I see how my confidence has improved in Social Justice and Work Experience because I was able to speak to people more easily. Also taking part in the TY show was great because it was so out of my comfort zone but I still did it.
climbed a mountain
growing more confidence
I decided what career I wanted to do by being able to do as many musicals as I could this year. I also was happy with how close everyone got by the end of the year. I got to do so many things that I wanted to accomplish done this year which was a huge goal of mine.
confidence to do TY show
having confidence to do ty show

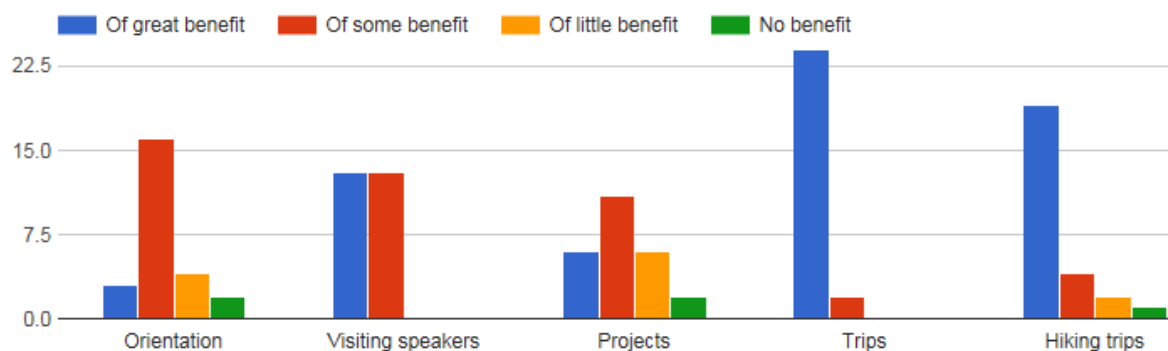
What aspect(s) of TY would you most like to change?
more work experience
to get a foreign trip
The school day as in less classes
To be able to have more trips.
Foreign trip, first aid course
less classes more learning about the outside world (trips)
Put more attention towards 5th year subjects
don't do the taekwondo
Focus more on 5th year subjects.
less school work
I would rather do typing than scratch and I would like to have something else instead of taekwondo
to be able to go on a foreign trip or more in Ireland trips. Doing typing or ECDL in computers rather than scratch.
Have more modules and involve the TYs when choosing the modules
Instead of doing Scratch in Computers do Typing as I think it would benefit us more in the

future.
I would like to change the fact we did not have a foreign trip and not having subject classes everyday there should be class just where transition years discuss what they would like to do or organize things in that class instead coming out of class all the time. I would also change the fact we did not have much homework in general and proper work. Also having no diary I find them pointless.
I found that I would have preferred to learn to type rather than doing scratch..... and I think the daily diary should be changed to only days we did things or had trips ... I don't think there should be tests because I think the portfolio is better and fits better with the idea of the year
I think we should have no scratch and no drama module there should be no summer tests because we already have a portfolio and we will be doing a lot in 5th year.
Not as many classes in the computer room
Get out of the classroom more.
The school work that we actually do. We could have been preparing for the leaving cert just a small bit. That is a huge negative for ty. The ty play took over all our classes which was bad. Teachers shouldn't allow it to overtake all the classes we have since at least easter.it was a good though I will admit but not worth the work it all took.
"The diary felt extremely repetitive every week especially if we just had classes for the week. I think the diary should not be every day but maybe weekly evaluations or just writing about days with activities.
I think there should be more than just one week of work experience. In some businesses every Tuesday could be the same so I don't think we got a full insight into a week of work.
I also think all TY students should do their theory test in TY."
Not to have February or summer tests as they were not useful and in some classes *cough media* we did not do anything of use to us in the future.
Tests
I would change the fact that we didn't get a foreign trip as I feel that it would have benefited a lot of us in the class if we went on one. Social Justice should be changed because it is good but the day is too long and they don't need us there for the whole time so if it could be changed to make it better that would be great.
have less classes and more competitions
having tests

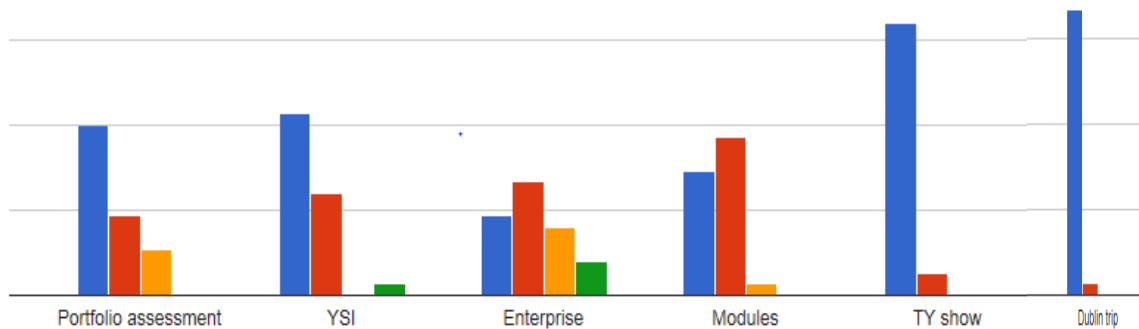
What one piece of advice would you offer to a third-year student about to go into TY?
to fight for as many trips as you can and also to keep your diary updated
make the most of it
keep up with your diary, Plan ahead and make the most of it
Enjoy your time. You will be surprised how fast it goes so take every opportunity you can and just have fun.
plan trips early in the year
do your diary night
Participate in everything
Keep on top of your work at all times.
Appreciate your work experience
start working on the play early on I the year
to try everything on trips even if you are apprehensive (abseiling etc)

Keep up with your diary and when you want to do something trips etc keep persevering and asking and you'll get it don't give up. Enjoy your time because it goes fast.
If you want to do something, fight for it
To do your Diary every day because if you leave it uncompleted for a period of time, it is difficult to remember what you did each day.
Be organized and you will only get out of TY as much as you put in. Don't get lazy, stay busy and keep update on projects. Try and mix with as much people as possible instead of staying with your own group of friends.
get involved in everything and any thing
Make sure and keep up to date with your work and diary. Try everything even if you're not comfortable with because you might enjoy them in the end. Talk to everyone in the class. Give your opinion if you need to don't just do what others think.
Keep on top of projects and diary
Find new hobbies to do outside of school. Don't be afraid to push yourself to try new things. Get to know everyone in your class. Take lots of photos!
To get on top of fifth year which you are in this year 'chilling out'. You have a lot of time this year to get on top of the following two years and you should do so. I regret doing that now as I didn't get
To keep up to date on their diary and projects.
do your diary every night and try new things
DO YOUR DIARY! and try new things
to be organized and to plan ahead and make sure to know what they want to do during the year
Make the most of the year and take part in everything!
plan her work experience early

How would you rate the following aspects of TY?



How would you rate the following aspects of TY?



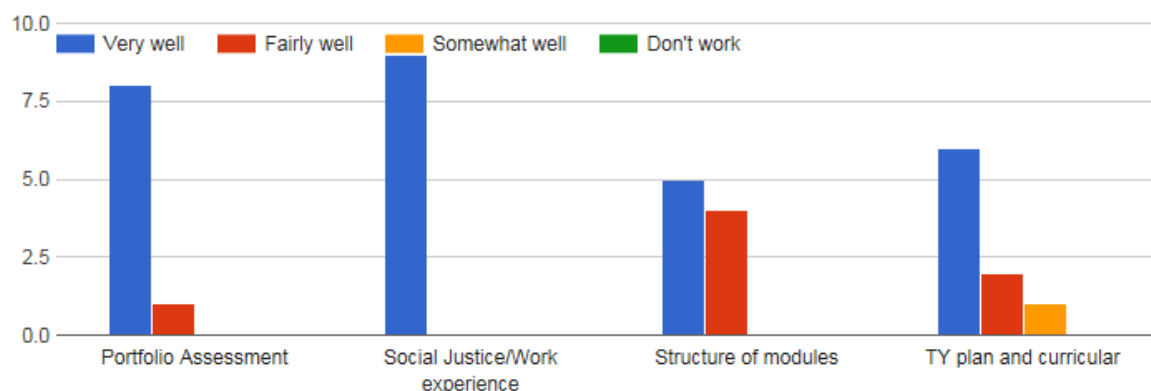
TY Teacher Evaluation

What are the main strengths of the Transition Year programme in this school?
Activities
Students have great opportunities to enter many competitions which are of interest to them and may influence their future career paths. Both work experience and social justice are an integral part of the programme and which they enjoy thoroughly. I strongly believe all students mature during the year and this is of great benefit for a successful 5th year.
Wide variety of learning experiences and activities provided for the participants.
Great variety for the students, to try out many different opportunities it presents and developing their self confidence.
The programme is a very well structured programme with a wide variety of learning experiences. Students are given the opportunity to experience learning in many different ways both inside and outside the classroom. They are given opportunities to discover their strengths, learn new skills and to develop a sense of responsibility.
Good ethos, variety of activities, staff commitment to doing their best.
Great variety of activities. Good bond between students and staff.
Get a chance to do both academic and non academic subjects
The variety of subjects, including core subjects that they cover, group work and team building opportunities through activities, outside speakers and different modules offered to them, work experience and social justice.

What aspects of TY in this school would you most like to see improved?
Class contact
Satisfied with present format.

More opportunities to engage in musical and stage productions.
To get some TY students to get involved in Sci-fest and BT Young Scientist Competitions.
I would like to see a school tour abroad as I think it would make the programme more appealing provided that parents are informed and consulted with well in advance while their daughters are still in second year or in the first term of third year. The establishment of a subcommittee of the Transition Year Committee whose function would be to fund raise funds for the programme would be very beneficial. I would like to see the compilation of the student journals being given a more formal structure where students are taught the skills of goal setting and of self reflection. It could, also, be a wonderful opportunity to raise the awareness among the students of the core values upon which our school as a catholic school is based.
More funding from Department of Education.
Introduction of foreign trip to include 5th years for numbers.
Longer time on modules
Nothing as I think this year's group worked very well , were very busy at all times and made the most of TY

How well, in your opinion, do the following areas of our TY programme work?



Presentation Secondary School, Listowel

2016-2017

EVALUATION OF TRANSITION YEAR BY PARENTS

1. What did your daughter gain from Transition Year?

Confidence 8
Maturity and confidence
Learned to think for herself and do/organise things on her own
Confidence and being able to stand up and speak for herself
Work experience invaluable, opportunity to develop in a variety of areas
End of year show, work experience and old folks visits
Personal growth
More independence and life skills

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

Extra year to mature
Better idea of what she hopes to do in college
Work experience
Got to know her classmates
Got time to take up hobbies
A Break from academic work
Time to understand subjects to keep on for LC
Team Building
Got to go to Germany for 2 months
Greater insight into future career options and subject choice

3. What were the disadvantages of participation?

Lack of classes – hoping she won't find it difficult to fall back into study again
Out of study routine

4. Any suggestions for next year?

A few extra classes
Fewer work experience – maybe more weeks in less places
A start of year bonding experience
Maybe get people from various industries to come in and talk about working in different sectors – insight to help choose career path
Written confirmation re, dates for social justice and work experience would be helpful for busy families
Liase with career guidance more especially post work experience

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

Enjoy the year
Be open minded, throw yourself into everything, especially the things you're not sure you'll like because you never know what you'll find
Make the most of a great year, it doesn't last long and the experience is invaluable.
Be open to everything
Start thinking about work experience during summer as it can be difficult for parents and students to organise same without dates beforehand. Also Garda vetting may be needed.

Think About Alcohol Preventative Education Programme on Alcohol for Secondary Schools *Third Year Evaluation*

(*) for repeated response

1. List 3 things you did not know before doing this programme

- Alcoholic- any age. ***
- A lot of teenager drink under age *** and how they start
- 10%-dependant
- The effects on the person***
- Cost **
- How long it takes for alcohol to affect the body and ability to make decisions
- Serious negative impact
- Names for drunk
- Easily pressurised into it
- Alcohol tolerance*
- U.S.A- not served if drunk
- Alcohol limit \chemical
- Alcohol affects women faster than men
- You make the decision – no one else
- Binge drinking – what is it
- “needing to be drunk to find someone attractive”
- How much alcohol is too much? How drunk is drunk
- Less than 25% of people regularly drink under 18
- A glass of wine has the same calories as bag of taytoes
- How quickly alcohol affects the body
- The percentage of 17/18 year olds who drink was actually low
- Always eat before drinking
- Impact on person/family/friends

2. What do you think about the programme?

- Highlights dangers ***
- Informs you that you have a choice **
- Reminds you of the consequences**
- What alcohol does and prepares us for life
- Makes you think about your decision
- Liked everything and makes us think
- Quiz/clips/debating/caterpillar
- To show how many people drink and stories of what happens them
- Video clips**
- More clips – enjoyable
- We get to express our own ideas and not get judged

3. Is there anything you did not like about the programme

- Slightly repetitive, includes a lot of things we already knew
- Caterpillar**/ too sad/ not best example
- Nothing*
- Not enough quizzes
- Quiz boring
- A bit long

4. How can the programme be improved?

- A few more interesting, startling facts
- How underage drinking increased
- Nothing
- Not be as negative-more on moderation
- More clips on what happens in a fight and how dangerous it really is
- More interactive and debating
- Offer more solutions on how a situation can be avoided
- More personal stories/ R.S.A ad or video, makes people think before they getting into a car and drink and drive- there should be a video
- More video clips/ more interesting information
- More quizzes and group work
- A bit shorter and get to the point

5. Do you think the programme will help to improve your decision making skills around alcohol?

- More cautious when it comes to alcohol

- Yes (x12)
- How drinking early can lead to dependence
- Postpone me from drinking
- Know more about alcohol and impact on person
- Very beneficial

Think About Alcohol Preventative Education Programme on Alcohol for Secondary Schools *Fifth Year Evaluation*

(*) for repeated response

6. List 3 things you did not know before doing this programme

- I didn't know anything important about alcohol so I learned many things
- That vodka slows your heart rate
- The number of drinks you can have per week
- The legal age to drink is lower in Germany
- The proportion sizes of drink e.g. Vodka
- Alcohol is bad
- I knew it all already ***
- Some of the effects of alcohol**
- That a pint of beer is two measures of alcohol
- It is easy to become addicted*
- The amount of young people that drink alcohol
- The seriousness of underage drinking
- The amount of alcohol in certain drinks
- I knew the most already. I had a similar programme one year ago.* A better one in a hospital
- How it affects your body and organs*
- The quantities of alcohol**
- That it doesn't matter which alcohol you are drinking
- The effects on behaviour
- The effects on our diet-standard drink values
- Units of alcohol
- About alcoholism
- Many humans are sheep
- How dangerous alcohol can be if you drink it at a young age

7. What do you think is best about the programme?

- The games we played especially the one with the sneaky stealer questions
- Group work and the walking debates were best
- Metaphorical videos and stories
- The facts and statistics
- Interacts with students*
- Makes people aware
- It wasn't all learning. We could activities as well. The quiz was fun
- It educates you about alcohol
- Some helpful information
- Games and quizzes*****
- The caterpillar was good because you can see what alcohol can do to you
- Quiz – more engaging aspect – easier to learn
- Quiz - opened my eyes
- Charlie – caterpillar*
- Nothing *

8. Is there anything you did not like about the programme?

- I didn't like when we talked about the facts for ages –I found it boring
- I liked all the programme
- It scared me into not drinking alcohol in the future
- The caterpillar and the brown bottle –childish for seniors***
- Too long*****
- No
- Charlie***
- Some parts of it I lost interest as it wasn't fun –needs more interaction in some aspects**
- No it was really interesting
- Charlies story –a bit depressing
- It was very anti –alcohol
- PowerPoints ,long facts and presentations
- It went on for too long and was repetitive

4 .How can the programme be improved?

- Relate to more real life situations rather than 'movies ' around butterflies
- Don't let it go on for so long ** and make it more interesting ,get rid of caterpillar video**
- Make it more fun*** and interactive*****

- I don't know
- Experiments and more interesting**
- Less talks ,less presentations
- More based around safe drinking rather than preventing it
- More group work*****
- They should talk about alcohol to 12-13 year olds**
- More games and quizzes- like fun ways to learn
- More videos and activities to engage young people better
- More detail about what alcohol does to you
- More games with questions and facts
- More interactive games and videos

5 Do you think the programme will help your decision making around alcohol?

- 100 %
- Definitely – I am more aware**
- Yes*****
- Maybe
- I don't drink anyway but definitely it has given me a bigger insight into alcohol
- Not really***
- No** I was aware of the effect of alcohol before the programme
- No*****
- Unfortunately not
-

Presentation Secondary School Listowel



*Increasing the variety of learning methodologies
available to first year students through the
introduction of mind mapping*



Presentation Secondary School Listowel

Emma Kelly, Úna Scully & Michael Daly

Table of Contents

Section 1: Context of the School

<i>History of the school</i>	3
<i>Mission Statement</i>	4
<i>CEIST</i>	4-5
<i>Parents Association & Staff</i>	5
<i>School Subjects</i>	6
<i>School Supports</i>	7-8

Section 2: Rationale, Methodologies & Data Collection

<i>Title</i>	9
<i>Rationale</i>	9-14
<i>Specific Indicators</i>	14-15
<i>Methodology Actions</i>	15-17
<i>Objectives</i>	17-19
<i>Resources</i>	20-21
<i>Data Collections</i>	21-45

Section 3: Reporting on the learning dimensions

<i>Impact of the project</i>	46-50
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Section 4: Conclusions and Recommendations

<i>Conclusions</i>	51-52
<i>Recommendations</i>	52
<i>References</i>	53

Section 1: Context of the school

History

The Presentation Sisters were founded in Cork by Nano Nagle in 1775 for the education of the underprivileged. The Presentation Sisters arrived in Killarney, Kerry in 1793 but it was in 1844, inspired by the vision of Nano Nagle, that they founded their first school in Listowel.

The four pioneers of Catholic education in Listowel were M. Teresa Kelly, M. Xavier Brennan, M. Francis McCarthy and M. Augustine Stack. Within a few weeks of their arrival in Listowel, a school was opened and 600 pupils were registered.

As a result of the Famine which occurred during the 1840's, the sisters spent the first years in Listowel trying to alleviate the distress suffered by the people of the area. The Sisters shared their meagre resources with the poor, and over the course of twelve months supplied 31,000 breakfasts to the starving children.

By 1855 a new school was built and officially opened. For the next 133 years, generations of Listowel girls received their primary schooling there. In 1930 some rooms were set aside for a secondary school where the girls received a second level education. In 1942 a second level school was recognised by the department. A new secondary school was opened in 1952 and additions were built on over the next two decades, financed by the sisters themselves, until finally in 1985 a magnificent £1 million extension, aided by the department, was officially opened. In 1988 the Sisters in cooperation with the primary branch took the innovative step of laying the foundation for new primary schools sharing one campus – Presentation Primary and the Nano Nagle Special School. What was originally the first presentation school was subsumed in to the current Presentation Post Primary School. In 2007 Presentation Secondary School Listowel became a CEIST School.

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 continued development of our Presentation School.

CEIST

Our school is under the trusteeship of CEIST (Catholic Education Irish Schools Trust). The CEIST trusteeship caters for Catholic Schools of five religious congregations, including the Presentation Order.

CEIST post-primary schools, through the whole process of teaching and learning, promote the Gospel ‘fullness of life’

- by lighting the fire of faith, hope and love, in their students
- by leading them to forgiveness, compassion and peacemaking
- by developing in them hearts hungry for wisdom, spirits restless for justice, and minds inquisitive for learning.

Parents Association

Our school has an active and supportive Parents Association. As a partner in Presentation Secondary School the Parents Association contributes significantly to the school. Through their involvement in the association, parents, show their commitment to student welfare and development.

Teaching Staff & Students

There are 26 teachers on staff in the school, along with 4 office staff. There are currently 309 students enrolled in our school for the academic year 2016/2017. Furthermore, there are 4 SNA (Special Need Assistant) staff in the school with two full time and two part time.

This year the school gained one more music teacher as part of a job share position. A French, Maths and Religion teacher were all new additions to staff this year as well, replacing teachers of the same subject from the previous year who moved on for varying reasons.

The gender balance of our teaching staff is five male staff and twenty one female staff.

Feeder Schools

Presentation Secondary School Listowel is supplied by ten feeder schools. These schools are namely Coolard National School, Dromclough National School, Duagh National School, Gael Scoil Lios Tuathail, Killoccrim National School, Knockanure National School, Lisselton National School, Moyvane National School, Pres. Listowel and Lyreacrompane National School. The past two academic years have seen the student numbers steadily grow in the school. There will be a further reference to increase in school numbers in the specific indicators section of the rationale later in this report and how it influenced the direction of our project.

School Subjects:

Junior Certificate

Presentation Secondary School Listowel provides a wide range of subjects for Junior Cycle: English, Irish, Maths, History, Geography, French, German, Business Studies, Art, Home Economics, P.E., C.S.P.E., S.P.H.E., Music, Religion, Science, Computers and Technical Graphics.

Leaving Certificate

Presentation Secondary School Listowel provides a wide range of subjects for Senior Cycle: English, Irish, Maths, History, Geography, French, German, Business, Accounting, Economics, Art, Home Economics, P.E., Music, Religion, Biology, Physics, Chemistry, Agricultural Science, ECDL, LCVP and Design and Communication Graphics.

Transition Year

Presentation Secondary School has an excellent Transition Year Programme. It includes work experience, project based assessment and student portfolios as well as a strong academic content. Transition Years gives students the opportunity to use and develop their own personal skills and strengths.

Leaving Certificate Applied

Presentation Secondary School has a very well established Leaving Certificate Applied Programme. Leaving Certificate Applied focuses on the talents of each individual student and helps students apply what they learn in the real world. The programme puts an emphasis on forms of achievement and excellence through work experience, key assignments and student tasks.

Student Supports

Pastoral Care

Pastoral Care plays a major role in our school. The school has a Pastoral Care Team which meets weekly to discuss the welfare of all students.

Student Council

The Student Council has members from both Junior and Senior Cycle. Our school has a Head Girl in sixth year and a Deputy Head Girl in fifth year. The student council meets regularly to discuss student issues and the council collaborates with staff on these issues.

Careers and Guidance Counselling

The Careers and Guidance Counselling Department provide a wide range of services. These include guidance, counselling, study skills, career exhibitions, mentoring and organisation of guest speaker from colleges around the country.

Learning Support and Special Needs

The school provides both individual and group tuition for students with learning difficulties. Learning support addresses the special needs of the individual student in the areas of numeracy and literacy.

Supervised Study

Supervised Study is offered to all students; it provides students with the opportunity to study and complete homework in a quiet and supervised environment. It is run from 4:15pm to 6:15pm on Monday and Tuesday and 3:45pm to 6:15pm Wednesday, Thursday and Friday.

Extracurricular activities

There is a wide range of extracurricular activities offered to all students. These activities include a diverse choice of sports, music, drama, public speaking, community involvement, action projects and language groups.

Section 2: Rationale, Methodologies & Data Collection

Title: *Increasing the variety of learning methodologies available to first year students through the introduction of mind mapping*

Rationale

We chose the topic of mind mapping in order to improve the learning outcomes of our students. Research below will show that mind mapping helps students to organise and analyse the information that they are learning and hence they can apply the knowledge they have learnt to different situations. It focuses on the understanding of material and the connections between different areas of the topic, as opposed to rote learning. It benefits visual, kinaesthetic and creative learners in particular and also aids mixed ability teaching as different learners can tap into different rungs in the hierarchy of thought in a particular topic. The majority of our classes in this school are mixed ability so we thought this would really benefit the teaching and learning in our school. The technique of mind mapping is increasingly being taught across schools in Ireland and it is acknowledged by the National Council of Curriculum and Assessment (NCCA) as helping to achieve some of the six key skills that form the foundation of our new junior cycle programme (links and more details follow below). We therefore wanted our students to acquire this skill.

Mind maps came to the fore in the 1960's as a result of the work and influence of Tony Buzan, who was a British psychologist. Although there are a lot of different types of mind maps they generally involve a central idea being placed in the middle of a page and other ideas/themes linked to it being placed around this central idea. There may also be connections made between these outer ideas/themes and these outer ideas/themes may also have their own 'mini' mind map generated off them and so on. The quote below by Buzan, explains how mind maps can be used to analyse and synthesise information; to make parallels between different ideas and hence promote critical thinking.

'I used to take formal notes in lines of blue, and underline the key words in red, and I realised I needed only the key words and the idea. Then to bring in connections, I drew arrows and put in images and codes. It was a picture outside my head of what was inside my head - 'mind map' is the language my brain spoke.'

A study was carried out in Malaysia on the effect of graphical organisers (Gos) in the classroom (a link to this study is attached). Gos can be used to create a mind map electronically, and the people carrying out this study found that not only did mind mapping benefit the students' learning but they found that students who utilised it performed better than their peers who used several different methodologies. The following is an extract from their study;

GOs are visual representations, models, or illustrations that depict relationships among the key concepts involved in a lesson, unit, or learning task (Braselton & Decker, 1994) while Meyen et al (1996) stated that GOs are "visual displays teachers use to organize information in a manner that makes the information easier to understand and learn". Students who used GOs as a learning strategy performed better rather than the students who used underlining (Amer, 1994), note-taking (Reader & Hammond, 1994), discussing with co-students (Chularut & De Backer, 2004) or outlining (Robinson & Kiewra, 1995).

The Second Level Support Service (SLSS) produced a resource in 2008 (link attached) recommending the use of mind maps in class, citing that they were particularly beneficial for generating high quality learning in mixed ability teaching. They also mention that mind maps are useful for formative assessment as students can see how they are doing in a particular topic, and they also note them as being beneficial for visual, auditory and kinaesthetic learners. A list of topics that were found useful to teach/revise through the aid of a mind map are listed in the resource. These were provided by different subject teachers. In addition it should be noted that mind mapping can be used in the preparation of projects/case studies that are part of the Junior or Leaving Certificate accreditations. The Professional Development Support for Teachers (PDST) notes that mind mapping is 'an excellent visual way of preparing for both the case study and the written paper' with regard to the subject, the Leaving Certificate Vocational Programme (link attached). Hence the tool of a mind map can be used across the whole curriculum.

One of the six key skills of the new junior certificate framework is 'Managing Information and Thinking'. The NCCA compiled a resource on this key skill in July 2013 entitled 'Key Skills of

Junior Cycle – Managing Information and Thinking’, whereby several advantages of using mind maps to achieve this skill are given (link attached). The following is an extract from this resource:

A mind map is a useful way to help students come up with new ideas or make sense of complex topics or see how pieces of information fit together. This can also be a useful technique to improve the way your students take notes. More than this, mind maps encourage creative thinking and they hold information in a format that students find easy to remember and quick to review. They are more compact than conventional notes, often taking up one page.

Another of the six key skills of the new junior cycle framework is ‘Being Creative’ and clearly from the above citation mind mapping would fit under this umbrella too. Mind mapping is also listed as a possible tool for helping to embed a third key skill of the new junior cycle framework - ‘Communicating’ (link attached – NCCA Sept. 2013).

To further back up the place of the mind map in helping students to achieve some of the six key skills of the new junior cycle programme it is interesting to note that a resource was published by the NCCA in October 2012 (link attached) where two of the learning outcomes under the heading of ‘Managing Information and Thinking’ are to be able to;

- *Make connections between what I already know and new information*
- *Present and organise information and data so that it makes sense to me and others*

In addition two of the learning outcomes of ‘Being Creative’ are to be able to

- *Use a variety of learning tools that help me to be creative*
- *Create digital media objects which demonstrate creativity and imagination to present learning*

This further backs up the role of the mind map in education at the present time and into the future as the research above shows mind mapping is clearly a tool for achieving these learning outcomes.

Originally we did not set out to do a Learning School Project on mind mapping but we were guided towards this topic as a result of the following reasons.

When we met with our school principal at the start of the year, she was hoping to do some work this year on updating and improving the homework policy of our school. She wondered if we could do a learning schools project on improving the attitudes of pupils towards homework and making them realise the importance of it to their learning and not just looking upon it as mere drudgery!

As a result of this, we decided to survey our first year students and we asked them a variety of questions on homework (survey attached). This was with the view of seeing could we spot a focal point in the students' responses that would lead us in the direction of improving their learning. The reason we focused on first year students was based on their adaptability as they are new to second level education and we hoped that their eagerness to learn would assist our project. It emerged from the survey that the students did not rate doing summaries of chapters/topics as being beneficial to them whilst studying at home. Now it must be acknowledged that it is quite possible that the students did not understand what a summary was, the students being so new to second level education at this stage, or perhaps that never experienced how doing one could help them in their learning and hence they did not see the benefits of them, but it was still a result that grabbed our attention.

We then heard conversations in the staff room about teachers having given first year students tests, and if the question was phrased differently to what they were used to they panicked, and got quite worried. Hence it was clear that the application of knowledge, the analysis of it, the synthesis of it and the evaluation of it, were processes (the higher rungs of Bloom's taxonomy) that our students were finding difficult.

One of our team, (Úna) used to teach in a school where there was a strong emphasis on mind maps being used as a tool for revision and study. Some students in this particular school had struggled with the idea of independent learning and knowing *how* to study. Mind maps had really helped a lot of these students and the teachers had really gotten on board with it. Úna began talking to her sixth year and second year classes about the benefits of using mind maps for consolidating information in

Mathematics. This was in response to several sixth years finding it very hard to decipher what maths method to use in different situations in a statistics exam. All the pupils in these two classes had never used mind maps in their studies and we began to feel that it was a tool that they should at least have the option of using.

All three team members also noted how when we are covering free classes some students ‘study’ but do not take any notes while doing so, hence how effective is it? We began to realise that although our school has a long history of academic success, there are some students that are not sure how best to study; and that perhaps there is a study method that suits them best, that they have not learnt yet.

Arising from these results, we decided to do a project on introducing mind maps to first year students, with a view to the students learning how to do them, and if they found them beneficial, being able to use them at home too as a means of recapping and revision. We do not anticipate that all the students will embrace the mind map and find it a very valuable tool in their learning, but we do think that some students will.

We limited our project to first year students as we felt a smaller group would be more manageable to observe and monitor student learning with regard to the introduction of mind maps. If our mind maps are successful with some students we will continue using them next year when our group enter second year, and we will also teach the method of mind maps to our new incoming first year students too.

It is worth noting that the teachers who carried out a Learning School’s Project in our school last year focused on outlining learning intentions and success criteria during each lesson. We feel that our project could carry on from this topic as we intend to develop a sense of student learning beyond the classroom where what the students learn in class can directly correlate to the learning they experience at home through the medium of summary assignments, thus enhancing the quality of their understanding and learning.

Towards the end of our project, we will liaise with our school principal as to whether we will put mind mapping into our homework policy, and whether we will add it to our School Improvement Plan.

Specific Indicators in Our School

We felt that this project suited our students at this time in particular for a number of reasons.

The Growth of Technology

First of all the students that we have at the moment in first year have grown up with technology. Mind maps can be done electronically with a wide range of apps, and this might help some of our students to embrace them. Some students might find it easier/more appealing/more rewarding to build a mind map with a graphical organiser for example, than by using traditional note taking. Being able to use technology is a key skill and in the long run we will be aiding our students' development of this skill.

The Increase in Size of our Junior Cycle Cohort

The student numbers in our school are increasing such that next year two-thirds of our students will be in the junior cycle. Students in the junior cycle can be less mature and less motivated than those in the senior cycle so staff being poised with a wider range of methodologies may help students engage more with their learning.

The Increase in Active Methodologies at Primary Level

Students are coming out of primary school where active learning is being encouraged, and entering secondary school where in general more traditional learning methods are at play. Mind mapping allows creativity to flourish so this would suit our younger students and could perhaps help bridge the gap between primary and secondary school.

The Homework Policy is being Updated

Lastly, the management of our school are looking to update the homework policy. If mind

mapping goes well with our students and we think it will improve their learning outcomes then it is an ideal time to add it to the home

work policy, whilst this reflection is taking place.

Methodology Actions

In September we met with our school principal to brainstorm ideas on what to base our learning schools project on. Our principal was interested in updating the homework policy in our school over the course of the year and wondered could the project link in with this. Therefore in October, our project team decided that we would give our first years a survey on homework to see was there any area in particular we could tap into. We met and came up with a host of different questions across the whole issue of homework.

In early November we gave our first year students this homework survey electronically, through survey monkey (survey attached) during their computer classes. We chose this software for the survey as it compiles all the student responses on graphs automatically upon completion of the survey. After our analysis of the results, we met with our school principal and decided on the topic of mind maps.

In early January we surveyed teachers with a view to seeing did they ever give mind maps to the students as homework and what type of homework assignments did they give most often (survey attached). We also surveyed the parents and guardians of first year students at this time to see what homework assignments they felt were most beneficial to their child. We surveyed them anonymously after the first year parent teacher meeting. We also surveyed the first year students to see what proportion of them knew what a mind map was. We surveyed them during a choir rehearsal as that way we had all the students together, and they simply had to put up their hand if they knew what mind mapping was.

From the teacher survey and from feedback from the students we could see that mind maps were

rarely used by teachers in this school.

During this time we created a display board in the social area to keep the whole learning community up to date with developments in our project. We decided to display a mind map of a

mind map, in case anyone was unsure of what a mind map was and also so it would be more eye catching than simply writing up bullet points of information. From time to time we also put updates up on the staff noticeboard in the staff room also, for example, the results of our staff survey were put up for all the staff to view them.

The project team met in early February and we decided to teach the first year students how to do mind maps in the subjects of maths, English and music (our own subject areas). We chose to do mind mapping within these three subjects as we wanted this part of the project to be easily manageable. Then if it went well, we could expand our project out to the rest of the departments and teachers towards the end of the year. The other first year English, maths and music teachers (3 teachers in all) are well known to us so it was easy to meet them, explain our project to them and give them CPD on mind mapping. We decided to have a common approach where the teacher would start the mind map on the board getting ideas from different students. Then the students would try to add to their own mind maps independently or in a pair and then we would pull it together on the board at the end getting feedback from different students.

We carried out the lessons on mind maps in February in the lead up to the February exams. After the lessons all the teachers involved had an oral discussion with their students to find out how they had found the process, and they fed this information back to us. The majority of the students found them useful. We then followed this up by an anonymous questionnaire (results attached). A large majority of the students found the mind maps useful and were happy to have been introduced to them.

In late March, we met with our school principal and discussed what we had learnt from our project. In particular we discussed the results of the survey we had given our first year students after their classes on mind maps, which were on the whole positive about the experience. We decided with the

support of our principal that we would seek to add mind mapping to our homework policy at the next meeting of the Board of Management which will take place in September/October, given the success of the project. We also decided at this meeting that we would liaise with Margaret Daly (who has a lead role in developing our School Improvement Plan) in order to add mind mapping to

our School Improvement Plan (S.I.P.) as a result of our findings. We did not set out originally to add mind mapping to our S.I.P., but given the positive response it got from the students it was in the best interest of our students and staff to do so.

We met Margaret Daly for an informal discussion in the staff room towards the end of May and we added a paragraph on our Learning School's Project to the S.I.P. then. We stated in the S.I.P. that we as a staff will be using this methodology to improve the learning outcomes of our students from now on. We also put a paragraph on the Learning School's Project in the summer newsletter to update the whole learning community (in particular the parents and guardians) on the project.

Lastly at our staff meeting in May we briefed all the teaching staff on our project and asked that all the first year teachers teach a mind map in their subject in the lead up to the summer exams given the success of it thus far. The other teachers were happy to do so.

Objectives:

Students:

- will learn about and use a methodology which facilitates:
 - Organised learning
 - Clarification of key points in a topic
 - Achievement of a better understanding of a topic
 - Strengthening of their learning capability
- To become aware of the value of mind mapping as a learning tool
- To allow all students to take ownership of their learning
- To follow the instruction of their teacher when learning the processes of mind mapping
- To highlight areas of difficulty and ask for assistance if needed

Project Team:

- To explore and investigate learning and teaching methodologies with a view to introducing one in particular and extending its use within the school
 - To encourage the use of mind maps by providing CPD to staff members on how to create and utilise them in class
 - To teach our students how to create and use mind maps in various subjects
 - To highlight the value of mind mapping strategies to our students

- To be available to staff for information and advice regarding the project
- Broaden the repertoire of methodologies available to students and teachers
- To allow staff and students to become more aware of the value of mind mapping strategies in the teaching and learning process both in the classroom and at home
- To become reflective practitioners by meeting, discussing and reflecting on the progress of the project strategy with other team members
- To make our staff more aware of the LSP project and provide regular updates on our progress throughout the year
- To share resources regarding the LSP to other staff members
- To inform the whole school community about LSP via our school newsletter and our school website
- To foster a culture of variety in the classroom by introducing a new methodology

Wider Team:

- To learn about mind maps and how to implement them in their classrooms
- To teach our students how to create and use mind maps in various subjects
- To highlight the value of mind mapping to our students
- To discuss their progress and feedback to the project team and staff
- To share resources regarding the LSP to other staff members

Teachers:

- To use mind mapping as a pedagogical strategy with the view to increase student involvement and learning in class by:
 - catering to all types of learners in their classes
 - Introducing students to an alternative learning tool which can cater to visual learners
 - Providing students with the opportunity to use their creativity in class
 - Providing students with the opportunity to become more involved in their learning
 - Presenting students with a structured apparatus to organise and focus their learning
- To affirm that the classroom is an effective learning environment
- To embed mind mapping as a methodology utilised and recommended in the school

- To encourage their students to utilise mind maps when revising/recapping a topic
- To encourage students to think and talk about how best they learn

School:

- To foster the Learning School's philosophy
- To support, monitor and evaluate school activities, thus, promoting the ongoing development of the school
- To encourage a culture of collaboration by sharing resources with all staff and the wider school community
- To instil a reflective ethos in our school

Resources:

Our most valuable resource was the involvement and cooperation of various groups of people throughout the project;

- Our principal and staff members, who facilitated our meetings and completed a survey to provide us with further data for this year's LSP project.
- Our project team who met during designated times to plan, discuss and reflect on the project.
- Our students, who filled out surveys and provided us with the initial data to start our project and their enthusiasm in carrying out the mind mapping activities.
- The parents/guardians of our first year students who took the time to fill out a survey about their daughter's academic life.
- Tralee Education Centre; who provided us with guidance during HUB meetings throughout the process

The school building: accommodated our meetings and provided us with a location to carry out our surveys.

Internet:

- Used to research the benefits of mind map and graphical organisers
- <https://bubbl.us/> : a website which provided us with templates to create and print mind map samples for our students and other staff members
- Survey Monkey: a website used to create and distribute a survey among first year students

Whiteboards which were predominantly used to draw and present the mind maps to our students

Hand-outs were distributed to teachers with template ideas and examples of mind maps

For designing, supplying and collating the data we received the following ICT devices were used:

- Computers, printers, photocopiers, Microsoft Word, Excel, whiteboard markers and paper
- A designated notice board in the staff room which was used to disseminate the results and progress of the project to staff members

Data Collections

Our data collection was predominantly quantitative as a series of surveys designed to help us focus our project task were distributed to various groups.

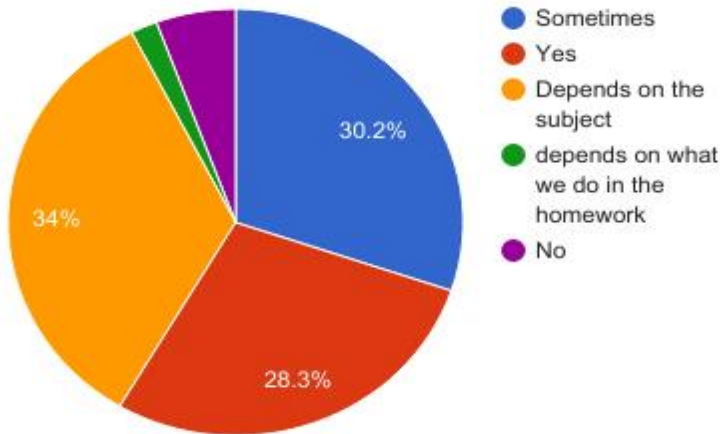
- Student pre-implementation survey
- Student post-implementation survey
- Teacher survey
- Parent/Guardian survey

The first survey was completed by all first year students, containing a series of questions based on homework and class assignments. An oral questionnaire was then carried out to specifically question the student's knowledge of mind maps. The second survey was completed by staff members that provided us with information on the various methodologies they apply when assigning work to their classes and the opinions on successful methods. From this initial data we decided to focus our project on mind mapping. Our third survey was completed by the parents/guardians of our first year students; this was carried out to determine how they felt about their daughters learning activities and further suggestions on ways to improve their daughters learning at home. Our final survey was distributed to all first year students after the mind map implementation. This data was used to assess students understanding and gather feedback on the activities carried out in the various classes. The results were discussed and analysed.

Student Homework Survey

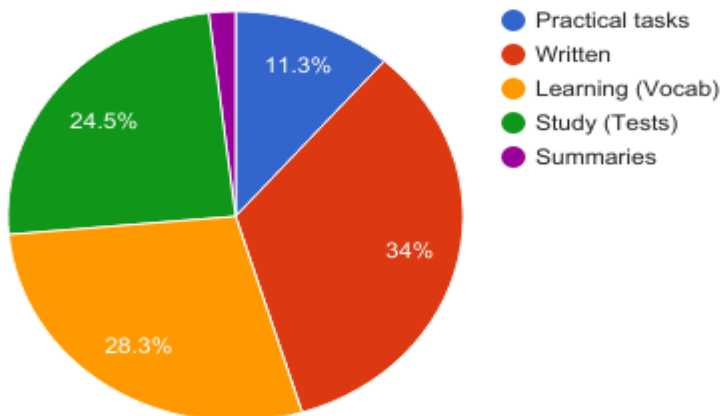
Question 1

Do you feel that doing homework every evening helps you in your learning?



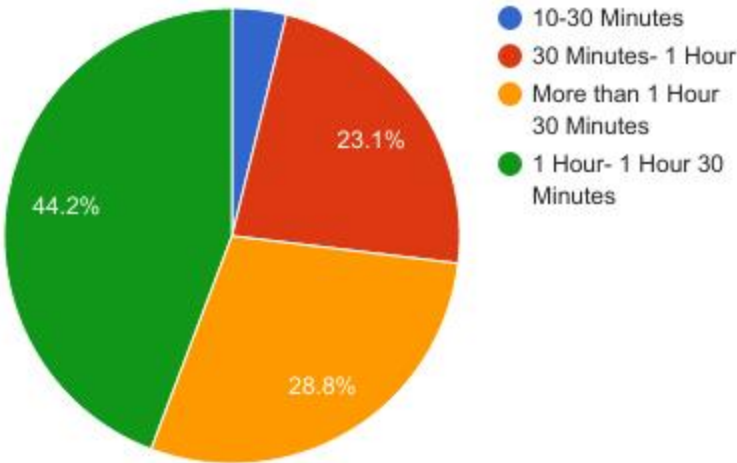
Question 2

Are there any homework tasks in particular that you feel really helps you in your learning?



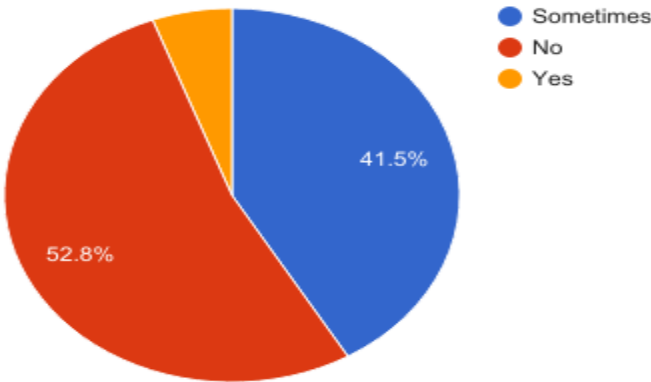
Question 3

How long do you spend on homework each evening?



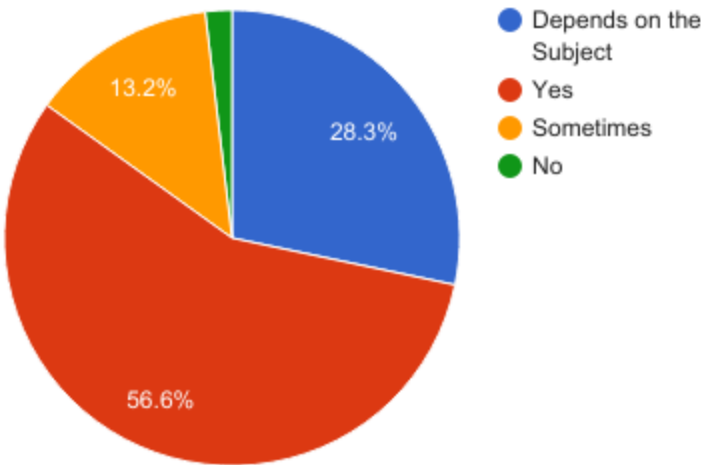
Question 4

Do you procrastinate (put off) your homework?



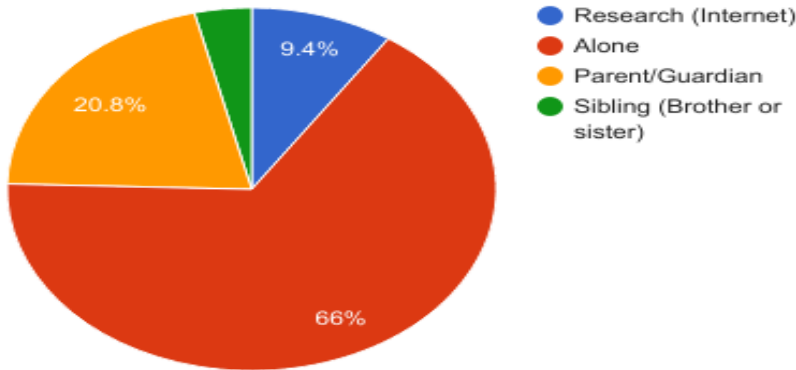
Question 5

Are you happy with the feedback/teacher responses to your homework?

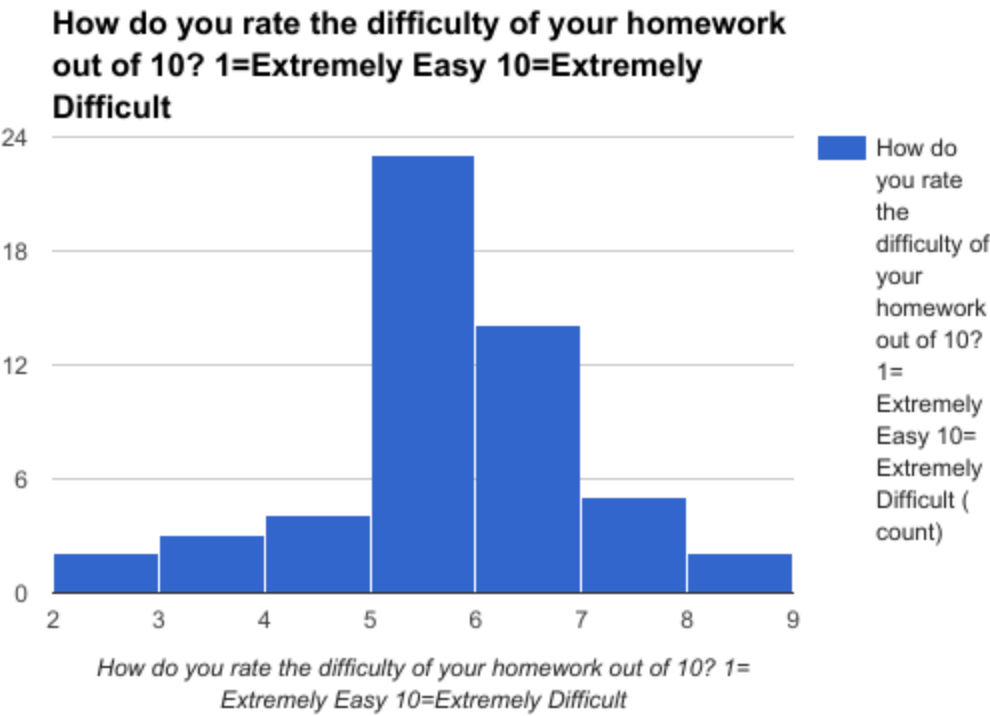


Question 6

Do you complete your homework alone or do you get help? If so from who?



Question 7



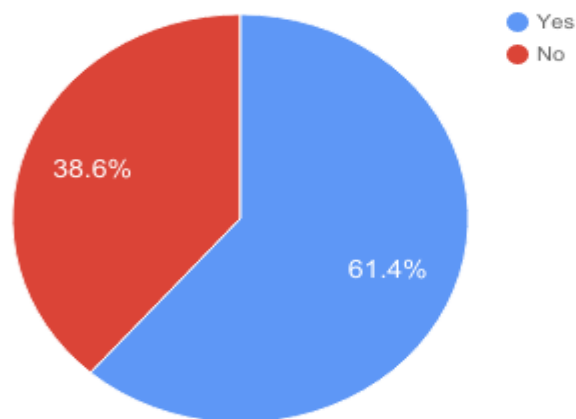
Results of Student Survey pre Mind Mapping

Results of Student Survey pre Mind Mapping

All students were surveyed in choir class about mind mapping before the methodology was implemented. Students were simply asked, “do you know what a mind map is?”

Results were as follows:

35 out of 57 first year students were familiar with a mind map prior to implementation of the methodology.



TEACHER SURVEY

Please answer the following questions based on your 1st year classes

1. In your opinion what is the purpose of homework?

2. List the types of homework exercises you assign to your classes (eg. Written, learning etc)

<hr/>	<hr/>	<hr/>
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3. Which homework exercise do you feel is most beneficial to the student's learning? (Please provide a short explanation for your answer)

4. Out of 5 please rate the quality of written homework received (1=very poor 2= poor 3= average 4=very good 5= excellent)

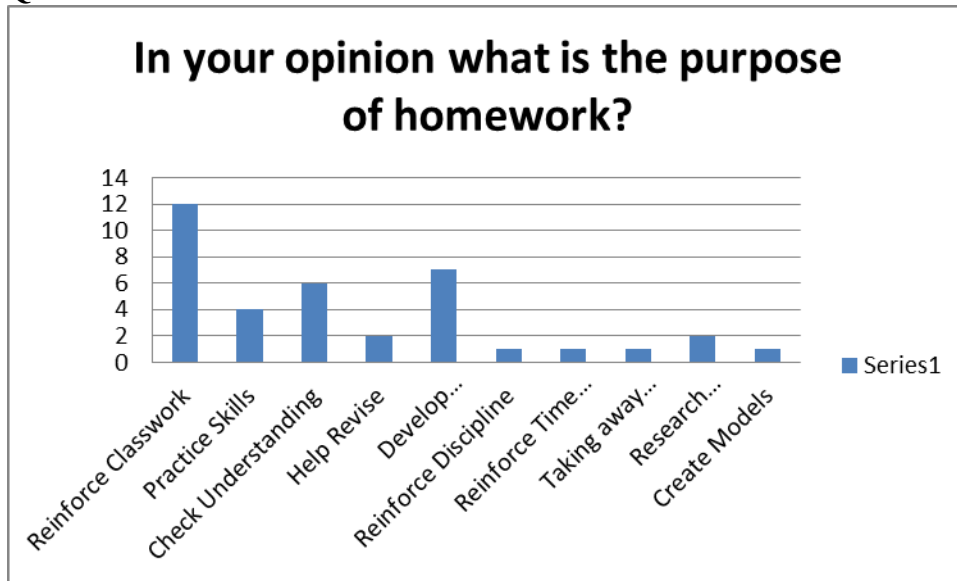
1 2 3 4 5

5. Do you feel that learning is evident from the homework assignments (1=no learning evident 5=complete understanding)

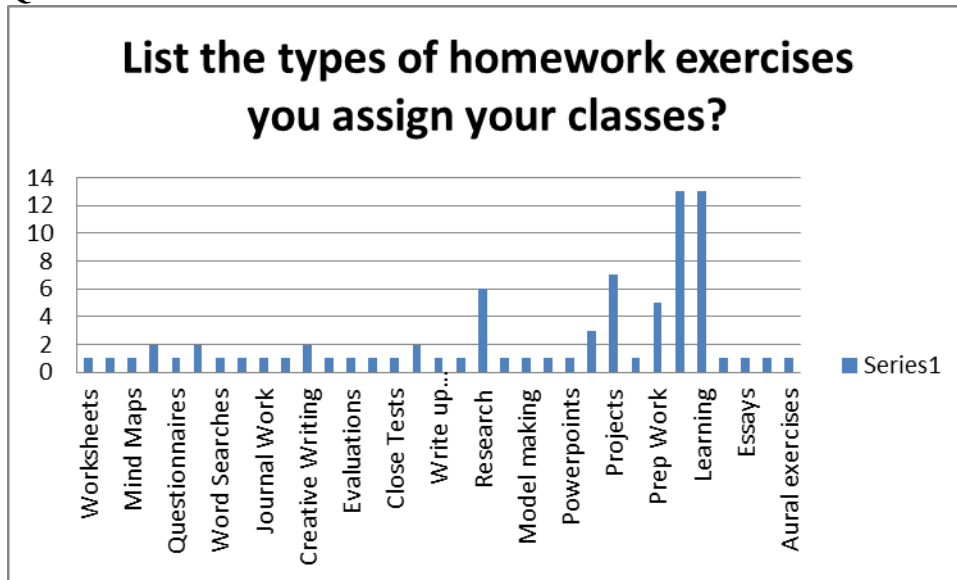
1 2 3 4 5

Teacher Survey Results

Question 1



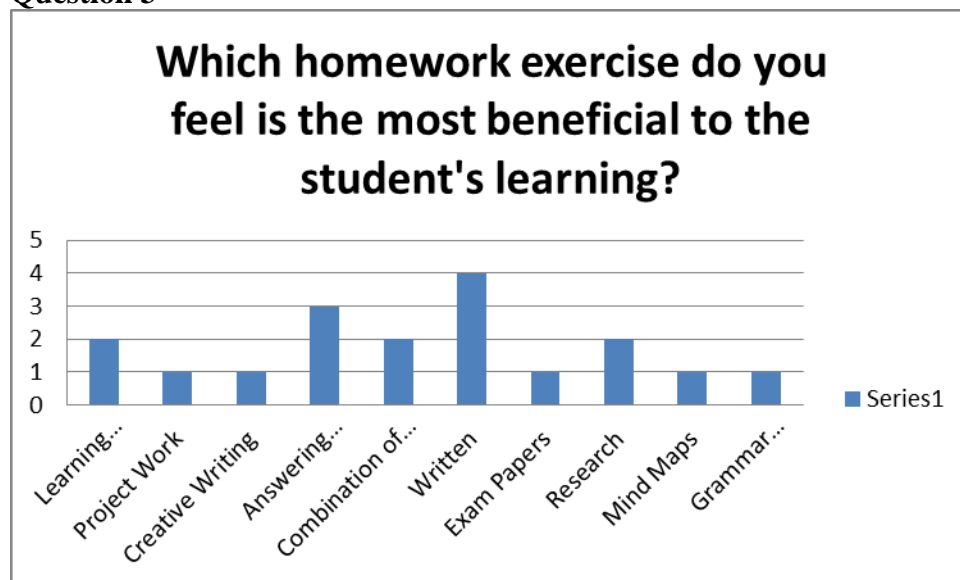
Question 2



Homework Assignments	Quantity
Written	13
Learning	13
Projects	7
Research	6
Preparatory Work	5

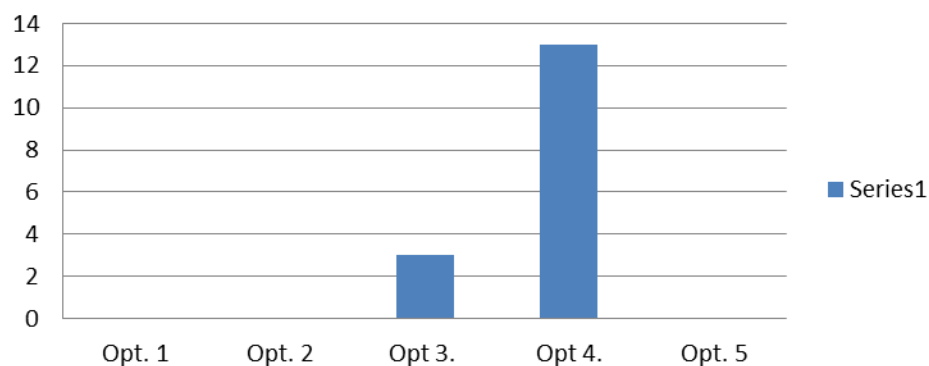
Definitions	3
Draw and label diagrams	2
Creative writing	2
Exam Papers	2
Crosswords	2
Learning activities	1
Mind maps	1
Questionnaires	1
Word searches	1
Case Studies	1
Journal work	1
Corrections	1
Oral exercises	1
Evaluations	1
Graphs	1
Close Tests	1
Write up excerpts	1
Write notes	1
Reading	1
Making models	1
Posters	1
PowerPoint projects	1
Watching documentaries/informative videos	1
Essays	1
Reading comprehensions	1
Aural Exercises	1

Question 3



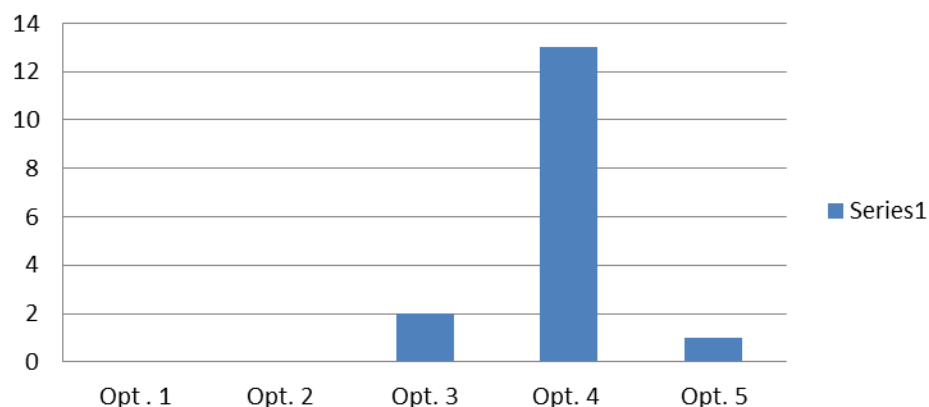
Question 4 (1=very poor 2=poor 3= average 4= very good 5=excellent)

Please rate between 1-5 the quality of written homework received



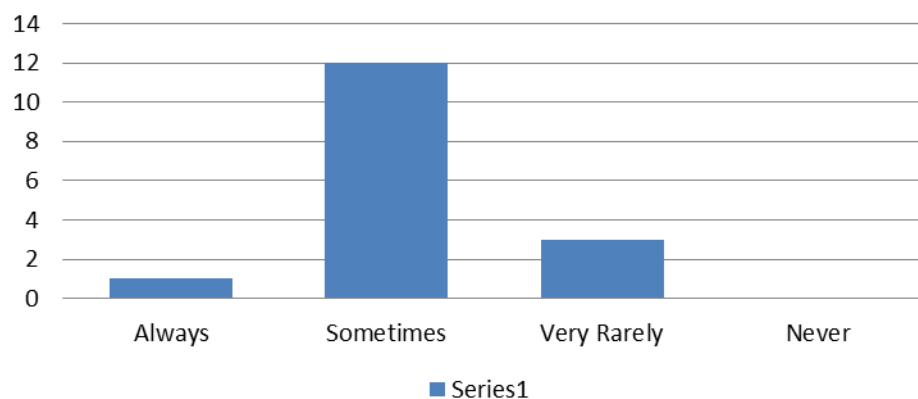
Question 5 (1=no learning evident 5=complete understanding)

Do you feel that learning is evident from the homework assignments?



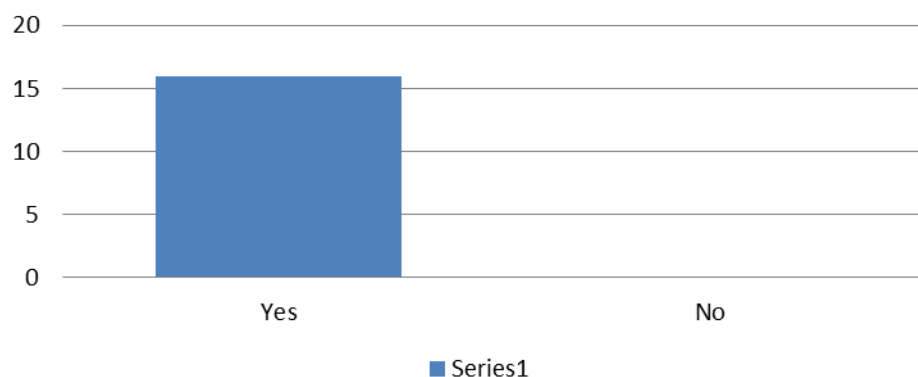
Question 6

Do you give success criteria for homework?



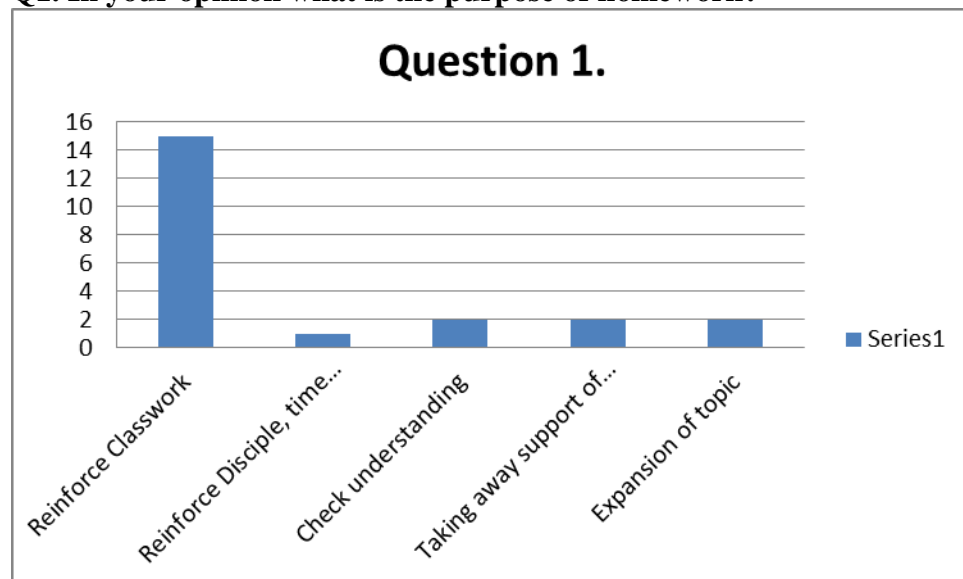
Question 7

Do you think your students understand the value/benefit of homework in your subject?

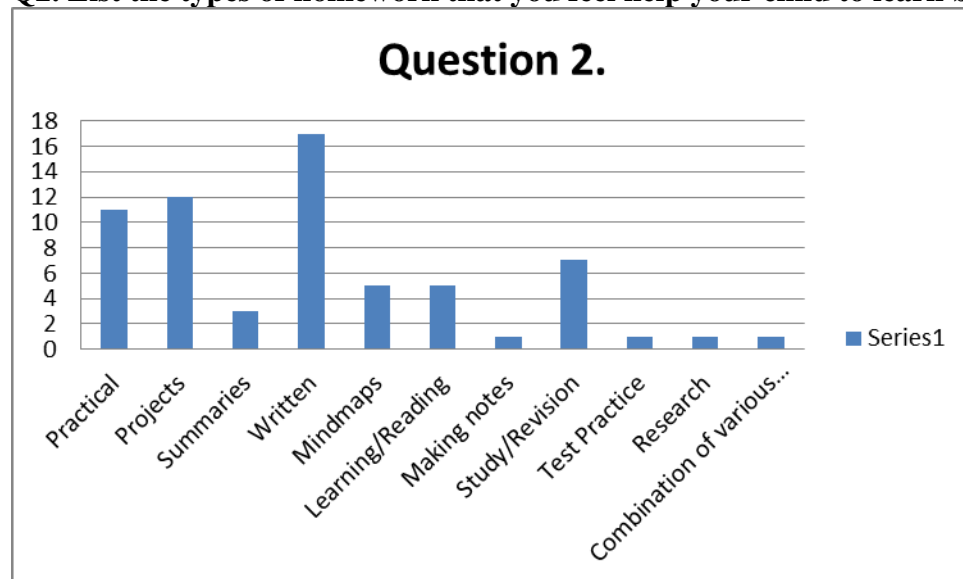


Parent Questionnaire

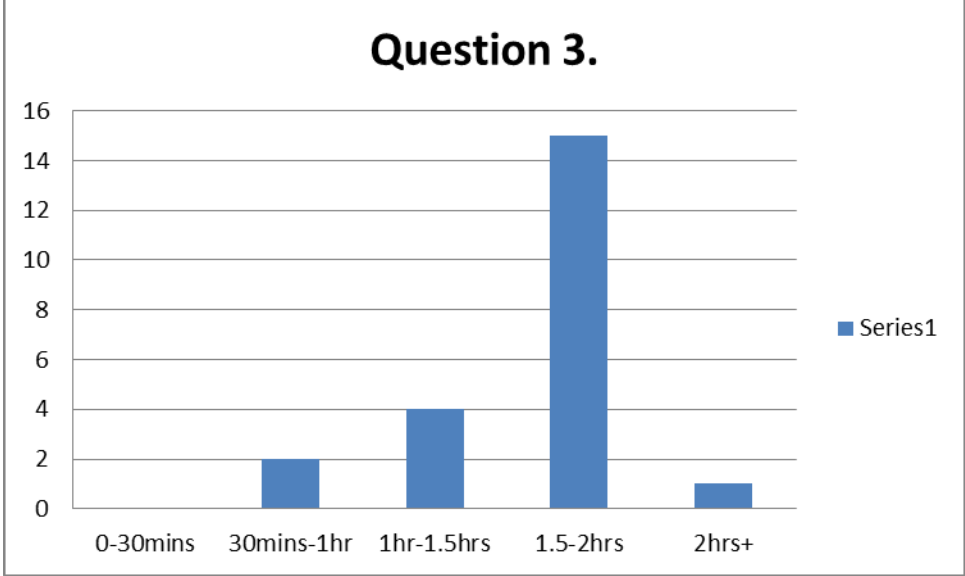
Q1. In your opinion what is the purpose of homework?



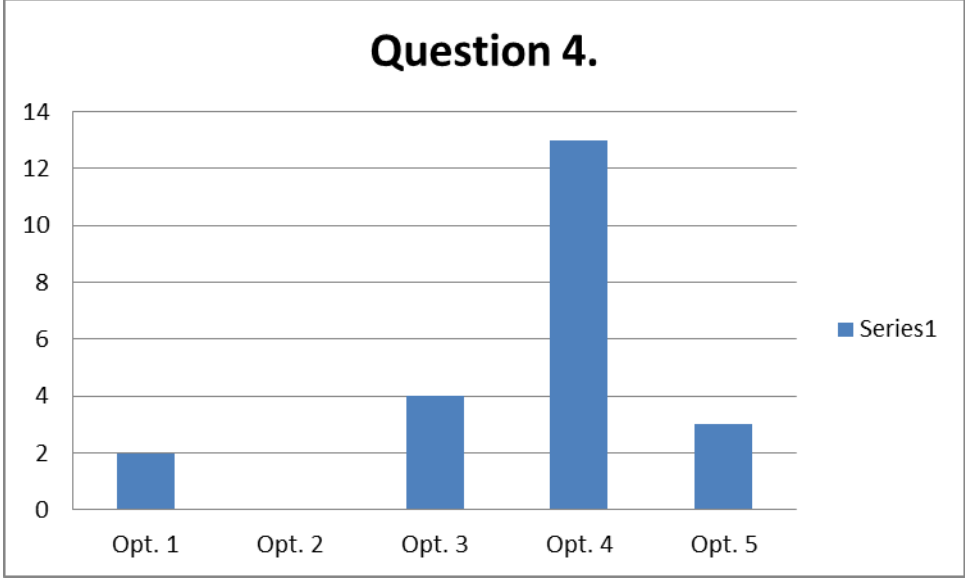
Q2. List the types of homework that you feel help your child to learn best



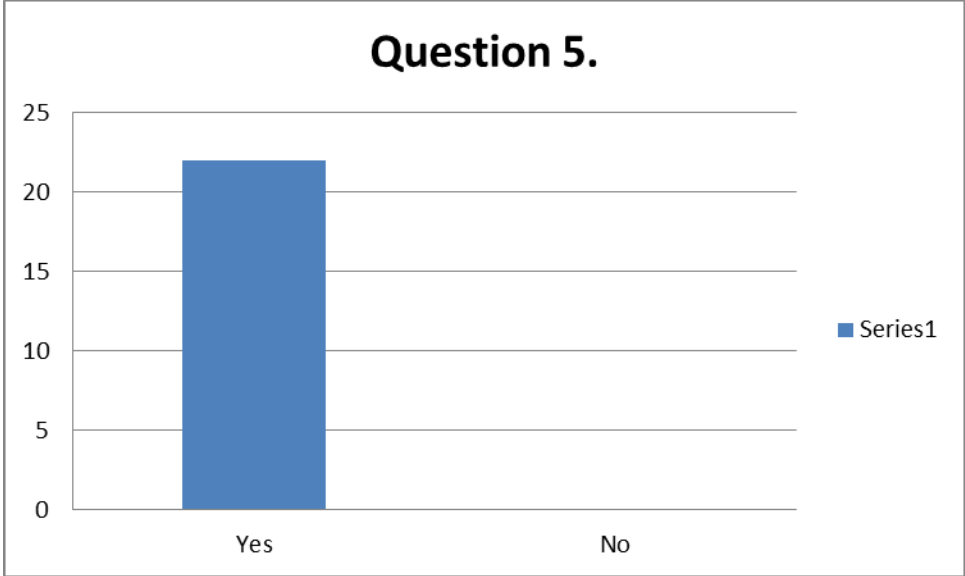
Q3.How Long does your child spend on homework on average per evening?



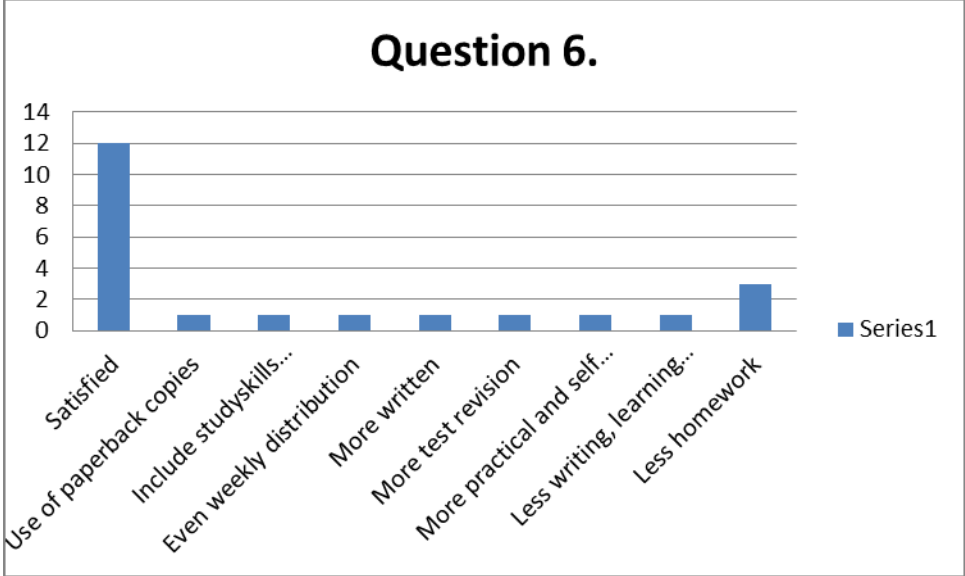
Q4. Do you feel that learning is evident from the homework assignments (1=no learning 5=complete understanding)



Q5. Do you feel that the smaller class sizes offered at this school are beneficial to your child’s learning?



Q6. Are there any ways in which you feel that our homework policy could be improved?



1st Year Mind Mapping Survey

*****This survey was conducted post implementation of mind mapping as a learning methodology for First Year students**

In a number of classes you have been using mind maps, please answer the following questions on your experience:

1. Do you know what a mind map is?

Yes ☐ No ☐

2. Do you like using mind maps in class?

Yes ☐ No ☐

Why? _____

3. What do you think are the benefits/advantages of mind maps?

4. Would you like to use mind maps in more classes?

Yes ☐ No ☐

Why? _____

5. Do you think you would use mind maps at home when you are studying or learning about a topic?

Yes ☐ No ☐

Why? _____

6. Would you prefer to have mind maps as an option for a homework exercise?

Yes ☐ No ☐

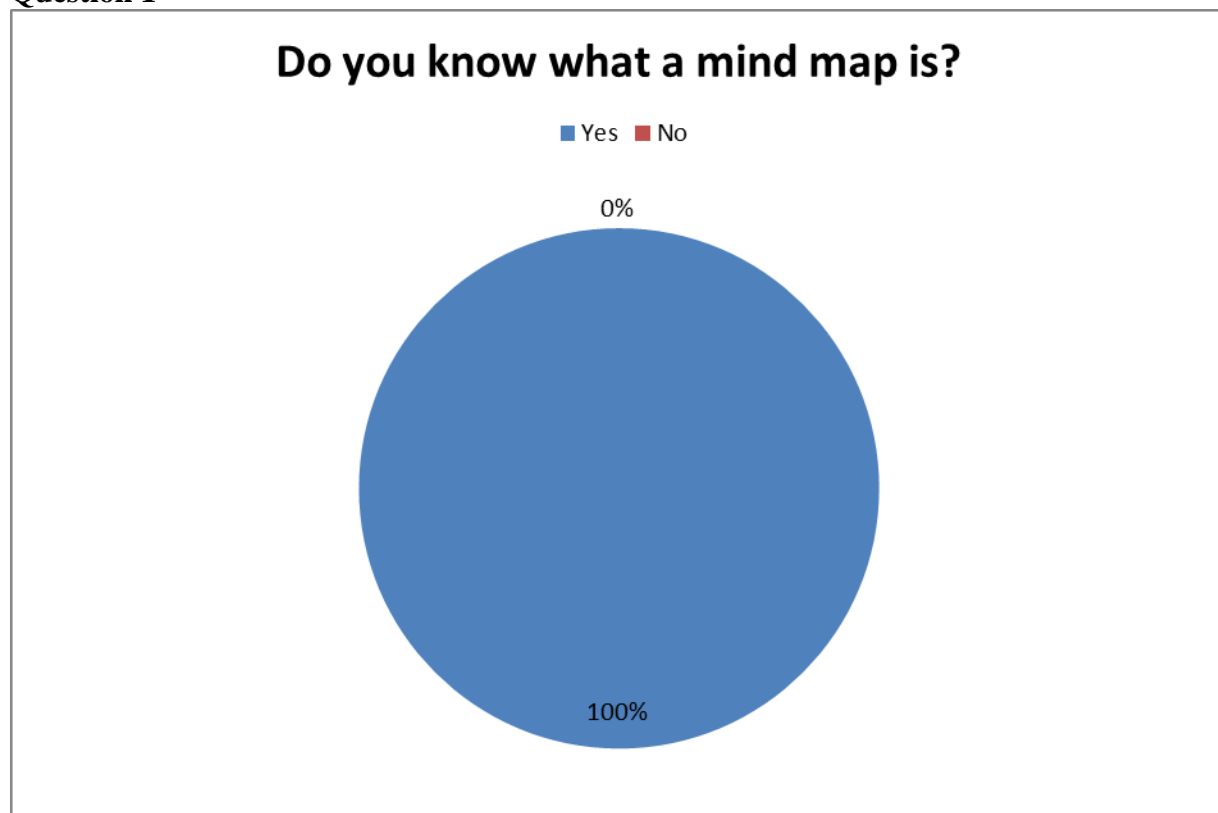
Why? _____

7. What subjects do you feel mind maps would be useful in?

English		Irish	
Maths		French	
German		Science	
History		Geography	
Art		Music	
Tech Graph		Home Economics	
Business Studies		SPHE	
CSPE		Religion	

RESULTS OF THE SECOND STUDENT MINDMAP SURVEY WERE AS FOLLOWS:

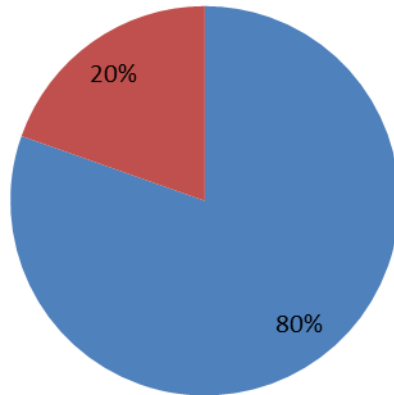
Question 1



Question 2

Do you like using mind maps in class?

■ Yes ■ No



Why/Why not?

Fun and helpful with learning	17	Too long to write	4
Easier to study	5	Don't make a difference to learning	4
Helps summarise	1	Messy	1
Helps to understand better	8	Boring	1
Easy to do and colourful	4		
Interesting	1		
Simplifies revising	1		
Easier to recall information	7		
Helps brainstorming	1		
Helps to plan an answer	1		
Easier to see all the information (organised)	3		

Question 3

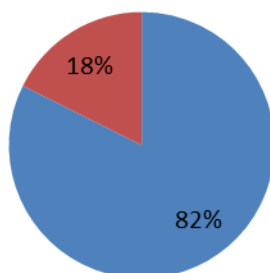
What do you think are the benefits/advantages of mind maps?

Easier for revision /study	6
Helps with learning and understanding	22
Organises information in simpler form	8
Keeps people interested in class	2
Promotes thinking	2
Useful for planning	2
Helps focus on main points	2
Summarises information	3
Fun and easy to make	3
Encourages learning	1
Good for visual learners	1
Reduces writing	1
Helps to recall information	1

Question 4

Would you prefer to use mind maps in more classes?

■ Yes ■ No



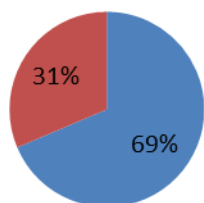
Why/Why not?

Helps to study	2	Do them too much	2
Helps to understand	15	Dislike them	2
Would help to learn in other subjects	8	Don't think it helps	2
They are more informative	1	Time consuming	1
Helps with recall	1	Prefer note taking	2
Fun	4		
Summarises information	2		
Allows to be creative	1		
Visually appealing	2		
Fun activity	4		
Easier form of classwork	3		
Easier to process information	1		
Reduces writing	1		

Question 5

Do you think you would use mind maps at home when you are studying or learning a topic

■ Yes ■ No



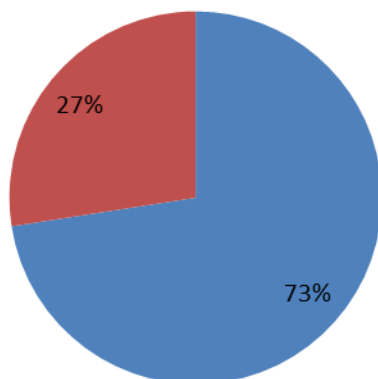
Why/Why not?

Helps to learn and remember	11	Don't have time	2
Helps to understand	3	They don't help me	5
Easier to look at	1	Would use alternative methods	5
Quicker to learn	1	Prefer to do them in class	1
Colourful, fun and interesting	2	Dislike them	1
Helps to visualise the data	1		
Would use occasionally	1		
I find them useful/helpful	3		
A new activity	1		
Summarises a topic	5		
Easier and quicker to complete	1		
Easier to study	2		
Focused learning	1		

Question 6

Would you prefer to have mind maps as an option for homework exercises?

■ Yes ■ No

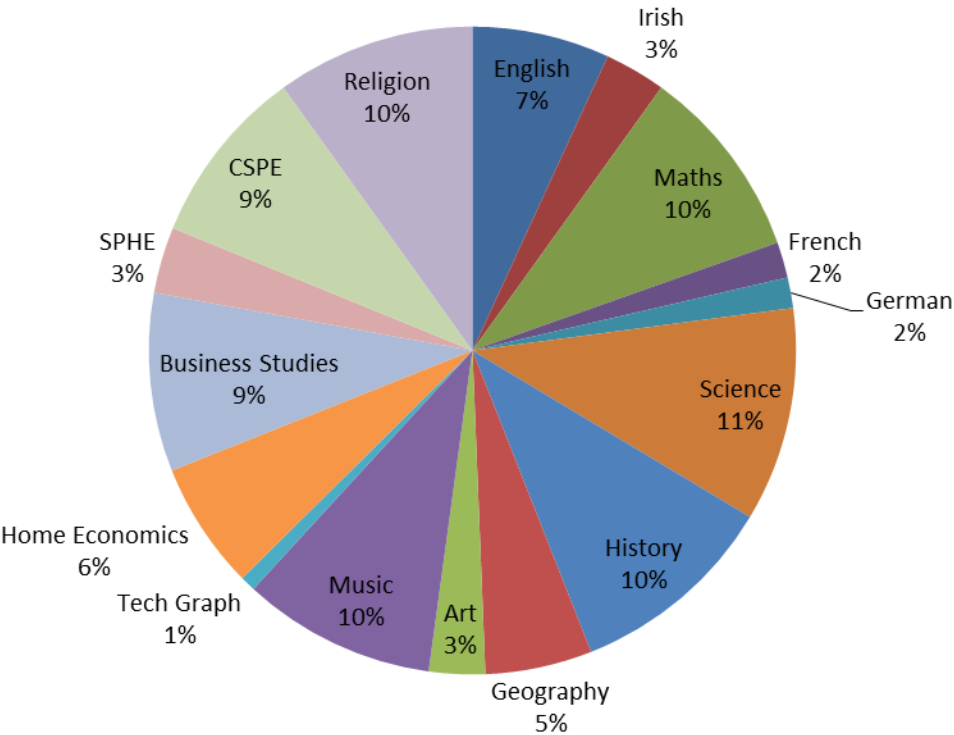


Why/Why not?

Useful for learning and studying	9	Need assistance with main points	3
Fun way to learn	9	Keep them as a class activity	1
Useful for summaries	1	Better to do in pairs	1
Easy to do	9	Can learn more from them in class	1
Covers all details of a topic	1	Do not like homework	1
Useful for planning	1	Too time consuming	1
Something different	1	Get bored if used too often	3
Organises information	1	Dislike them	2
Can be completed quickly	4	Messy	1
Easier to recall information	1		

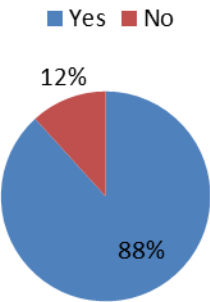
Question 7

What subjects do you feel mind maps would be useful in?



Question 8

Did you enjoy learning about mind maps



Section 3: Reporting on the learning dimension

Impact on the students

We believe our project team succeeded in achieving the learning objectives we set for our students. As a team we set out to increase the learning methodologies available to our first year students. From our survey analysis it is clear we have succeeded in this task as now all students have the option of using mind maps as a learning tool as we recorded 100% awareness of the methodology amongst all first year students. Prior to the project nearly 39% of first year students did not know what a mind map was or how to create one. We were astonished to find that a small number of first years (1.5%) believed summaries were beneficial to them in their learning. As a group we understood that some students may have misinterpreted the term ‘summaries’ but we also felt the need to interrogate the matter further and change this overwhelming statistic in a positive way. We have highlighted the use and values of mind maps which in turn has changed the students’ attitudes towards this methodology as many students view mind maps as a structure that “helps with learning and understanding”. Post-implementation we recorded a positive attitude toward this methodology as 88% enjoyed learning about them in class. In addition a large number of students highlighted mind maps as a fun method of learning that facilitated understanding both at school and at home. It was also noted that students would like to use them more in other subjects such as science, history, religion and business studies.

We believe our project has had a positive impact on the students as we feel we have expanded our first year’s horizon in terms of learning methodologies. This has been strengthened by the survey result that stated that 69% of students would now use mind maps at home when studying or learning about a topic and 73% would like mind maps incorporated as a homework assignment

Impact on the teachers

Raising awareness of mind mapping as a learning tool was a top priority for us as we embarked on this project. This was due to our first survey (methodologies audit) which highlighted little use of

mind mapping in the classroom by teachers. As a group we communicated to staff member through notice boards and mentoring sessions with our wider team. This form of communication became invaluable as it allowed us as facilitators to highlight points of interest and provide templates in our various subjects of expertise. While in discussion with other staff members we

found that many had reported an inability in students to recognise key points in their learning; as when they were faced with alternative questioning that differed from the sample questions or format covered in class they struggled to answer the question. Post-implementation we believe teachers are more aware of gaps in their student's knowledge when teaching key terms and focus points as they are now including or constructing a structured visual apparatus in their lessons. We believe that the implementation of this project has allowed all staff members to take ownership as leaders in the provision of learning strategies via collegial networking.

Project leaders

As a team we become more aware of the need for a positive work environment where collaboration, respect and encouragement were imperative. While working as a team we got to know one another and became more aware of each other's strengths and weaknesses in relation to the project. We utilised our varying subject knowledge and teaching experience to get the optimum result from our project. As the project developed so too did our relationships; we carried out each task with each other's help and support and when difficulties arose, provided constructive critique where necessary. As we progressed we reflected on the successes and struggles witnessed throughout the process.

Being part of this team has allowed us to develop both personally and professionally, in such areas as; communication, interrogation, reliability, adaptability, leadership and mentoring skills. Taking a leading role in this project has allowed us to work with students and teachers alike, monitoring and researching popular learning methodologies and facilitating the introduction and development of one in particular.

While mentoring our wider team we reinforced the mantra that we are not just a learning institute but we are also a learning community that is constantly adapting and evolving to benefit the entire society. Through this entire process we, as team leaders have expanded our professional and personal skill set and developed as reflective practitioners.

While carrying out the task we came across many difficulties that we had to overcome such as scheduling issues. We found it difficult to find times to meet with one another due to our hectic schedules and clashing timetables. Also the workload involved in such a project put strain on us as we tried to balance our academic timetable and our research project. The turmoil faced by many

educational institutes due to cancellations of staff meetings was also an issue as we found it more difficult to communicate with all staff members. We had to be adaptable in this sense and communicate using alternative methods such as notice boards, emails and group discussions.

School Community

The whole school community was continuously informed on the progress of the project. The increased awareness of mind mapping was due to the notice board both in the social area and staff room and on the school website, Twitter account and newsletter. An uptake of mind mapping as a learning tool was noted throughout the school community.

The Impact on Management

The Learning School Project 2016-2107 is an impressive project on Mind Mapping.

The Learning School Project provides a unique platform for teachers to share their stories of innovation with each other. The support of Tralee Education Centre is pivotal to these activities.

Through the Learning School Project teachers in Presentation Secondary School Listowel have an opportunity to share and celebrate the story of teaching and learning in a rich, engaging and accessible way. Teachers and learners can do so much to bring learning alive for one another. The

project this year, our third project, ‘benefits visual, kinesthetic and creative learners in particular and also aids mixed ability teaching as different learners can tap into different rungs in the hierarchy of thought in a particular topic’ (this is an extract from the project).

The best part of the Learning School Project is that teachers themselves are driving this growth and innovation. As a Management Team we want to do everything we can to support them in this endeavor. We are indeed grateful to Michael Daly, Una Scully and Emma Kelly for their excellent work on this project. School based action research is invaluable and we wish to acknowledge the atmosphere in our school that allows this commitment to teaching and learning to drive and motivate the professionalism of our teachers

The late and renowned philosopher John O’ Donohue said that “We need to come together. There is incredible power in a community of people who are together because they care, and who are motivated by the ideals of compassion and creativity in our school for the benefit of our students”.

Support

We received a huge amount of support and encouragement from the entire school community. Our classes were supervised to enable us to attend HUB meetings with the Director of the Education Centre. Within these meetings we received invaluable advice on how best to proceed with our project; what steps to take next and how to focus our research.

Our principal and vice principal were extremely supportive in our endeavors. They facilitated our research and showed great interest in our progress and results.

As group leaders we supported one another through our various meetings and communications throughout the year, occasionally we found it difficult to schedule meetings that suited all of us, we kept our communication lines open via ICT and provided one another with encouragement and critique when needed. We became motivators for one another and kept each other on task throughout the year.

In addition we were grateful for the support and help that we received from other staff members, particularly those who initially participated in the introduction of mind maps to their first year classes. Their insight and comments on how their classes reacted to mind maps assisted us in our research and provided us with the stepping stones to move forward with our project. The entire school staff embraced the project idea and was flexible in their willingness to incorporate it into their lesson plans. This motivated us as group leaders as we felt we had the support of the staff which inspired us to become more innovative and focused on the task at hand.

Section 4: Conclusions and Recommendations

Students

- 100% of our 1st year students now know what a mind-map is and how to use one. The majority of students found them helpful with their learning and were happy that they learnt this skill.
- 82% of students said that they would prefer to use mind mapping in more classes
- 69% of students said they would use them at home independently.

We are happy that we achieved our aim in giving the students an extra learning methodology.

Project Team

We, the project team, found this project extremely beneficial for our own practice as teachers and will continue implementing mind mapping with our second year students next year and the incoming first year students too. We all came to realise the benefit and impact of a learning schools project. Liaising with each other as well as other colleagues benefited the teaching practices of everyone concerned. We found sharing opinions and resources informed our teaching and the long term implications from this are invaluable to developing as educators in our school community.

We would like to thank all our students, all staff members, the school management, our first year parents and guardians and the Tralee Education Centre for all their support with this project which enabled us to meet our objectives.

School Community

The Learning School's Project noticeboard that is in the social area in our school increased awareness to the whole school community as to what stage we were at in this project. We also provided regular updates on the staffroom noticeboard e.g. the results of our survey on mind mapping to first year students (after they had been taught this skill). At our staff meeting on the 4th of May, we spoke about our project and other staff members were given the opportunity to ask questions on it. The discussion gave other teachers a chance to reflect on their own practice and all teachers agreed to do a mind mapping class with their first year students in the lead up to the summer exams. We also let them know that we would have a folder in the staff room which will contain some templates on mind maps, and that we are on hand at any time to offer guidance and support.

Recommendations

- To extend our target group to all first and second year students in the coming academic year.
- To resurvey the same cohort of students that we have worked with this year, when they are in second year and record any attitudinal shifts towards or away from mind mapping.
- To liaise with our school principal regarding the introduction of mind mapping to our homework policy for the coming academic year. We will be bringing this proposal before the board of management in early September/October.
- To enhance teacher understanding of the benefits of mind mapping and how best to implement it in our classes, CPD should be conducive to enhancing teacher development of mind mapping in their classrooms.
- If staff members in this school were to undertake projects such as this one in the future, we would recommend that they be allotted one period per week to work on it together (as part of their timetabled hours), as it is a considerable (though worthwhile) undertaking.
- We would recommend that if a Learning School's Project were to be carried out in the future that a member of the project team attends a meeting of the Parents Association to inform them about the project and to hear their views on it. This is something that did not occur to us until the end of our project, and we think it would have added an extra dimension to our project had we done this.

REFERENCES

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<http://pdst.ie/sites/default/files/GraphicOrganiserFinal.pdf>

<http://www.pdst.ie/node/2374>

http://juniorcycle.ie/NCCA_JuniorCycle/media/NCCA/Documents/Key/ManaginginformationandthinkingToolkit_July2013.pdf

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