

Presentation Secondary School Listowel Annual Report 2018 – 2019

Approved by the Board of Management 20th August 2019



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Meanscoil na Toirbhirte

Presentation Secondary School

Lios Tuathail

Co. Kerry

19th November 2018

Dear Parent/Guardian.

I am writing to you to share some of the proposed changes on how we will report your daughter's progress in junior cycle this session.

We have a parents' meeting scheduled for <u>Thursday 29th November 2018 at 6.30pm</u> when we would like to share the proposed changes in some more detail.

Changes to reporting in new junior cycle subjects

Reporting about your daughter's progress for new junior cycle subjects will be ongoing throughout the year and help you and your child to understand and discuss learning.

Reporting will provide:

- information about your daughter's strengths and next steps in their learning
- an opportunity for you to talk to your daughter about their progress
- an opportunity for you to give your views on your daughter's learning
- an opportunity for your daughter to give their views on their progress
- an opportunity to discuss how you can support their next steps in learning.

You will be informed about how your daughter is progressing in various ways, such as

- through teachers' comments on their work
- parents' nights when you can speak to your daughter's teacher(s)
- 4 the yearly report, which details progress made, strengths and next steps
- open days
- student-led parent/teacher meetings
- 4 learning logs in which your daughter will record how they are getting on in their learning
- L- portfolios your daughter will gather their work in an electronic portfolio

Reporting will also include information on the wider achievements that your daughter has gained and describe strengths and areas for development.

The reporting process will also describe any additional support that your daughter may need and how you can help.

We look forward to seeing you at the meeting when we will have the chance to discuss these changes in more detail

Yours sincerely,

Elleen Kennelly Principal

Fax 068 22103 E-mail <u>Pressec@indigo.ie</u> Phone 068 21452

Section 1: Ethos -Leading School Development

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.



The Role of Coordinator of Ethos

The role of the coordinator of Ethos is to communicate the guiding vision for the school and lead its realisation.

Ethos Coordinator/Faith Development

- ♣ Communicate the guiding vision for the school and lead its realisation
- Coordinate Faith development Policy in conjunction with the Principal
- ♣ Coordinate Liturgical celebrations and Catholic traditions, communicate this understanding to others in the school community staff, students and parents
- Be inclusive of all students mindful of other faiths in the school and non-believers
- ♣ Inform the school community about CEIST and the Presentation Sisters vision of education
- Have an appreciation of and clearly articulate a contemporary Catholic faith point of view.
- ♣ Promote the knowledge of the rich traditions of the Catholic Church.
- ♣ Initiate, develop and implement strategies to promote the Catholic identity of the school in the broader community.
- Liaise with Year Heads to organise prayer for year group assemblies

Margaret Daly Assistant Principal I

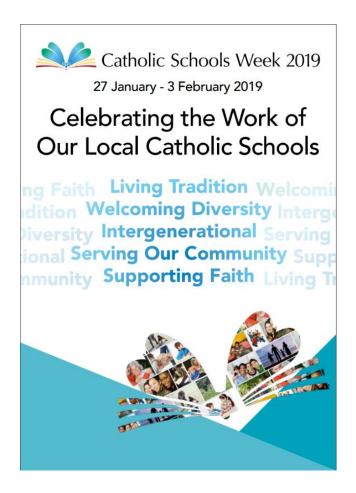
Ethos Coordinator Report

- ♣ As Ethos coordinator my brief is to show leadership within the Religion Department with particular emphasis on organising and celebrating school liturgical events.
- ♣ The school year started out with a staff mass in the prayer room of the morning of August 27th. A booklet was completed and printed for this service.
- ♣ A prayer service was held in the social area on August 31st to welcome our first year students to our school.
- ♣ The month of September celebrated "Creation" and a notice board was decorated to spread this message.
- ♣ The month of November honors our dead and a tree of remembrance was placed in the social area to allow all students and staff the opportunity to place the name of their loved ones on the tree.
- ♣ Night lights were available in the prayer room where students were able to light a candle in the memory of a loved one. Candles are provided throughout the whole year.
- ♣ We have great pride in our heritage as a Presentation School and on the 18th of November we celebrated the 300th adversary of Nano Nagle's birth in St Mary's Church Listowel.
- ♣ Students from all years contributed to the Liturgy of the Word. The school choir sang beautifully and made it a huge success.

- ♣ A prayer service was held in the school on 21st of November where invited Presentation Sisters attended to celebrate Presentation Day. Student participation was of a very high standards/readers/musicians/singers.
- ♣ A shoe box collection was organized by Miss Chloe Dalton and in all over 130 boxes for Team Hope were collected for the world's most vulnerable children.
- As Ethos coordinator I encourage close links between the school and the local St Vincent de Paul society. The students contributed very generously by collecting non perishable food items and a large number of boxes were collected by representatives of the organization.
- ♣ In the first week of December a crib was put up in the social area. On the day of the Christmas holidays 21st of December as is of tradition a prayer service was held and the placing of the baby Jesus in the crib. In the background we had to Advent Wreath and the relevant candles burning for the weeks of Advent.
- ♣ Catholic schools week was celebrated by organising theme days ranging from Welcoming Diversity to Intergenerational Day. TY students made St Bridget's crosses and these were given to residents of our local nursing homes. This is an excellent example of our living faith in action.
- ♣ Ash Wednesday was celebrated with the distribution of ashes.
- The month of May commences with the setting up of the May alter honoring Our Lady. Candles are lit each morning at the alter for the intensions of the whole school community and in particular for our Leaving Cert students. We as a school community value and cherish the intentions of all we encounter on a daily basis. Therefore in the setting up of the May Alter our belief is that Our Lady is watching and guiding the whole school community. The core values of our school from a religious point of view is the care and nurturing of our students and we believe that by putting up a May Alter we are honoring all that we stand for.
- ♣ Preparation for the leaving cert graduation mass commences in early May. A lot of coordination is required with the music, art and religion departments. We regard this occasion as central to our identity as a faith community.

Catholic Schools Week

Catholic schools week took place on the 27 January to the 3 February 2019. This year's theme was "Celebrating the Work of Our Local Catholic Schools".



Catholic Schools Week was marked at the end of January. Pupils from each year read a daily reflection on the theme of that day. A visual display on the themes was created and on view in the social area for the duration.

Section 2: Student Support and Guidance Learner Outcomes and Learner Experience

Student Council



Student Council Report to the Board of Management 2019

The Board invited the Student Council and the Parents' Association to meet with the Board.

The Executive of the Student Council Megan O'Sullivan, Laney Clancy, Gabrielle Kiely, Mairead Barry and Aibhín O'Neill presented an excellent report to the Board. The students also answered questions that the members of the Board put to them. The Board thanked the girls for their contribution.

The Student Council presentation will be included in the Annual Report 2018-2019.

The Student Council Report

- Helped to organise theme weeks. E.g. Wellbeing, health promotion and LGBT theme weeks
- Organised more breaktime activities for students e.g. colouring at lunchtime
- Obtained more outdoor seating for the school that the TYs later painted
- Cubicle doors in the toilets were repainted to remove graffiti
- Purchased student council badges so that the members would be more easily identifiable to the students.

• Helped to encourage wellbeing and fitness in the students. Badminton and basketball took place at lunchtimes and there were H.I.T. classes after school

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Slide 2



Slide 3



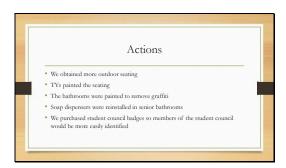
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An account of what happened at CEIST Student Conference on 26th March 2019

- We travelled from Tralee to Heuston Station at 6am.
- When we arrived in Dublin we took a taxi to St. Patrick's College, Drumcondra
- Archbishop Diarmuid Martin thanked everyone for coming and talked a little about the world meeting of families.
- Dr. Gareth Byrne spoke about the importance of leadership
- Students from Sancta Maria College talked about the Pope's visit and thanked everyone who came to help/volunteer.
- We were then split into separate groups by our coloured bands we received at the beginning.
- In our groups other CEIST schools demonstrated how they show leadership.
- Lunch was provided by the college and afterwards we returned to the main Lecture Hall.
- The Minister of State at the Department of Higher Education Mary Mitchell O'Connor spoke about the importance of leadership and equality of women in the work place. She encouraged students to do STEM subjects as they are lacking in female members in those departments. She also urged everyone to follow their dreams no matter what.
- The day concluded with Sr. Assumpta Collins giving a blessing and reciting a prayer
- We departed the College at 4pm and arrived in Tralee by train at 10pm.
- We had a thoroughly enjoyable day.

Pastoral Care Team

The team meets on a weekly basis.

- **Lileen Kennelly**
- Margaret Walsh
- Muireann O Sullivan
- Aisling O Dwyer

The Role of the Wellbeing Coordinator

The role of the Wellbeing Coordinator is to foster a commitment to inclusion, equality of opportunity and the holistic development of each student in the planning and implementation of the school curriculum.

- Foster a commitment to inclusion, equality of opportunity and the holistic development of each student in the planning and implementation of the school curriculum
- ♣ Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education

Roles, Responsibilities and Objectives:

(Guideline: Forms should be completed in a succinct manner e.g. maximum of 400 words.)

- 1. Liaise with the Management Team in the putting together of a Policy on Wellbeing and a programme on Wellbeing.
- 2. Set up a Wellbeing Team in the school
- 3. Lead, direct and participate in promoting a Wellbeing Framework that creates a vision for Wellbeing in the school
- 4. Liaise with the Leadership and Management Team members with responsibility for Health Promotion, Coordinator of extracurricular activities and lunch time activities for Junior Cycle students regarding activities that will contribute to the JCPA Other Areas of Learning.
- 5. Liaise with the Principal to develop a plan to implement the Wellbeing Guidelines WELLBEING-A WHOLE-SCHOOL ENDEAVOUR
 - ♣ Four aspects of wellbeing in schools
 - **4** Teacher wellbeing
 - ♣ The physical environment and wellbeing
 - Expectations and beliefs and wellbeing
 - Teaching and learning, and wellbeing
 - Student voice and wellbeing

- ♣ Assessment practices and student wellbeing
- ♣ School policies
- **♣** Student support systems
- **♣** Partnerships with parents and guardians
- Planning
- 6. Liaise with the Student Council and Parents' Association
- 7. Promote strategies that support students' social, emotional, intellectual learning and mental health.
- 8. Liaise with the teachers of SPHE/CSPE/PE
- 9. Record all activities associated with Wellbeing, PE teacher led activities, Seamus Whitty, South West Counselling Centre, Anti Bullying initiatives etc.
- 10. Act as one of the link teachers in the organisation of theme weeks, Health Promotion activities
- 11. Promote Wellbeing activities that take place in the school on the school's social media platforms and newsletters

Extracurricular Activities/ Lunchtime Activities

Activities that take place in the school

Football
Tennis
Badminton
Table Tennis
Soccer
Book Club
Science Club
Library
Zumba
Taekwondo
Board games
Debating

Athletics

Basketball

Musical Events

1. <u>Prayer Service – New School Year – August</u>

Students play and sing as part of the Prayer service. Liaise with the Religions Education Teacher.

2. Open Night – October

Music is performed from 5pm to 8pm in the music room. Students from 1st, 2nd, T.Y. and 5th year play in the groups and solos, for incoming 1st year students and their parents/guardians.

3. First year trip to see the Cork Pops Orchestra in U.L. – November

All 1st years get the chance to see and hear a live orchestra in a concert hall setting. The concert is an hour long and features many different genres including classical, Jazz, Pop and Music Technology.

4. Nano Nagle Mass – November

This mass links school and community as the students perform on their own and also with the local church choir Sr. Consolata (a former Principal of Presentation Listowel) plays a very important role as musical director and accompanist.

5. Christmas concert for the primary schools – December

The incoming 1st year students the school at the start of December and get to hear a selection of Christmas carols and songs ahead of the carol service which is held at night in the church in Listowel.

6. <u>Christmas Carol Service – December</u>

All year groups perform a selection of sacred and secular Christmas carols. There is a mix of choirs from different years and solos.

7. Music Art Week – March

The Music and Art Department share a theme week every lunch time, recitals are given by different year groups. The musicians perform in the social area surrounded by artistic displays.

8. T.Y. Musical - April

Transition year students perform a musical for the school. They choose the musical and write their own script, with the help of the music teacher. (This year the musical was Shrek and it was directed by Emma Kelly.) There is a performance at night for parents and the community.

9. Awards Day – May

Choirs and Soloists

Junior and Senior choirs combine, along with soloists, as musical introduction to the awards ceremony.

10. Leaving Certificate Mass – May

There is Mass in the school for leaving certificate students and their parents/guardians. The Principal, Deputy Principal and Teachers attend. Music students participate in the main parts of the mass. The Religious Education teachers, along with Sr. Eílis, choose the students for readings and prayers of the faithful.

Theme Weeks

- Maths week
- Science week
- Green schools week
- Wellness week
- Home economics week
- Student council week
- Water week
- History week
- French & German week (modern languages)
- Catholic schools week
- Literacy week
- Art/music week
- Irish week
- Health promotion week
- Sports week
- English week

Ann O'Neill



Presentation Secondary School Listowel

Mandatory Template 1: Child Safeguarding Risk Assessment Template

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.

- 1) Training Camp
- 2) Young Scientist
- 3) School trips Gaeltacht
- 4) Hosteling
- 5) History Trips
- 6) Biology Trips

Use of toilet/changing/shower areas in schools

1) Annual Sport's Day

Fundraising events involving pupils

Use of off-site facilities for school activities

- 1) Town Park
- 2) St John's
- 3) University Laboratories
- 4) Careers Exhibitions
- 5) Sports' Facilities

School transport arrangements including use of bus escorts (for student with special needs)

Care of children with special educational needs, including intimate care where needed

Administration of Medicine

Administration of First Aid

HSE Vaccination

Curricular provision in respect of SPHE, RSE.

Wellbeing

Prevention and dealing with bullying amongst pupils

Training of school personnel in child protection matters

Use of external personnel to supplement curriculum

Use of external personnel to support sports and other extra-curricular activities

Care of pupils with specific vulnerabilities/ needs such as:

Pupils from ethnic minorities/migrants

Pupils from Traveller community

Lesbian, Gay, Bisexual or Transgender (LGBT) students

Pupils of minority religious faiths

Children in care

Children on CPNS (Child Protection Notification System

Other vulnerable students

Recruitment of school personnel including

Teachers/SNA's/Caretaker/Secretary/Cleaners/Canteen, etc.

External Guest Speakers

Volunteers/Parents in school activities

Visitors/Contractors present in school during school hours

Visitors/Contractors present during after school activities

Participation by pupils in religious ceremonies/religious instruction external to the school

Use of Information and Communication Technology by pupils in school

Risk of harm caused by member of school personnel communicating with pupils in inappropriate manner via social media, texting, digital device or other manner
Risk of harm caused by member of school personnel accessing/circulating inappropriate material
via social media, texting, digital device or other manner

(insert the procedures in place to address risks of harm in this section)

Supervision, Code of Behaviour, Anti-Bullying, Social Media, Mobile Phones & Electronic devices.

Supervision, Code of Behaviour, Anti-Bullying Policy, Social Media, Mobile Phones & Electronic devices.

Professional Code of Conduct for Teachers, School Policy on one-to-one teaching/meetings

Guidance Policy, SEN Policy, School Policy on one- to- one teaching /meetings

Guidance Policy, School Policy on one- to- one teaching /meetings

First Aid, Administration of Medicines, Supervision Policy, Pastoral Care, Whole School Guidance, Out of school activities policy, School Policy on one-to-one teaching/meetings Vetting, Policy on students travelling to event, Policy and Procedures for use of external personnel

First Aid, Administration of Medicines, Supervision Policy, Pastoral Care, Whole School Guidance, Out of school activities policy, School Policy on one-to-one teaching/meetings Vetting, Policy on students travelling to event, Policy and Procedures for use of external personnel

First Aid, Administration of Medicines, Supervision Policy, Pastoral Care, Whole School Guidance, Out of school activities policy, School Policy on one-to-one teaching/meetings Vetting, Policy on students travelling to event, Policy and Procedures for use of external personnel

Admission and Enrolment Policy, Religion Policy, Pastoral Care Policy, Whole School Guidance

Being LGBT in Schools Resource — https://www.education.ie/en/Publications/Education-

Reports/Being-LGBT-in-School.pdf.

Transgender Equality Network Ireland

www.teni.ie

Child Protection Notification System

http://www.tusla.ie/uploads/content/Parent leaflet - Final.pdf

Critical Incident Management Plan

Links with SENO, NEPS, EWO, TUSLA, CAMPS, and outside agencies

BOM Recruitment Policy, Statutory Declaration, Vetting, Registration

Teaching References, Induction, Training, Child Protection Procedures

Policy and Procedures for use of external personnel

Policy and Procedures for use of external personnel

Policy and Procedures for visitors, contractors during school hours

Policy and Procedures for visitors, contractors after school hours

Admission and Enrolment Policy, Religion Policy

AUP Policy, Social Media Policy, Supervision policy

Code of Behaviour, Suspension and Expulsion Policy, Mobile Phone Policy & Electronic Devices Policy

Policy in respect of students undertaking work experience at the school.

Policy in respect of students undertaking work experience at the school.

Induction Policy, Training, Vetting and Statutory Declarations

School Policy

School Policy

School Policy

Supervision, Code of Behaviour, Anti-Bullying, Social Media, Mobile Phones & Electronic devices.

Important Note: It should be noted that risk in the context of this risk assessment is the ris "harm" as defined in the Children First Act 2015 and not general health and safety risk. definition

of harm is set out in Chapter 4 of the Child Protection Procedures for Primary and F Primary

Schools 2017

In undertaking this risk assessment, the board of management has endeavoured to identify a far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

This risk assessment has been completed by the Board of Management on [date]. It shall be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Principal/Secretary to the Board of Management

Examples of activities, risks and procedures

The examples listed in this document are provided to assist schools in undertaking their risk assessment under the Children First Act, 2015. Schools should note that this list of examples is not intended to be exhaustive. It is the responsibility of each school to ensure, as far as possible, that any other risks and procedures that are relevant to its own particular circumstances are identified and specified in the written risk assessment and that adequate procedures are in place to address all risks identified.

It is acknowledged that schools already have in place a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in the activities of the school and that some school activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that must be undertaken by schools, the Children First Act, 2015 refers to risk as "any potential for harm". Therefore, it is important that, as part of its risk assessment process, each school lists and reviews all of its various activities (which shall include identifying those that may carry low risk of harm as well as those that carry higher risks of harm). Doing so will help the school to (1) identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the school's activities, (2) identify and assess the adequacy of the various procedures already in place to manage those risks of harm and (3) identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

Important Note: It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined in the Children First Act, 2015 and not general health and safety risk. The definition of harm is set out in chapter 4 of the Child Protection Procedures for Primary and Post-Primary Schools 2017.

Examples of School Activities

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- One-to-one counselling
- Outdoor teaching activities
- Sporting Activities
- School outings
- School trips involving overnight stay
- School trips involving foreign travel

- Breakfast club
- Homework club/evening study

Examples of Procedures to address risks of harm

- All school personnel are provided with a copy of the school's *Child Safeguarding Statement*
- The Child Protection Procedures for Primary and Post-Primary Schools 2017 are made available to all school personnel
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and all registered teaching staff are required to adhere to the *Children First Act 2015*
- The school implements in full the Stay Safe Programme
- The school implements in full the SPHE curriculum
- The school implements in full the Wellbeing Programme at Junior Cycle
- The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*
- The school has a yard/playground supervision policy to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
- The school has in place a policy and clear procedures in respect of school outings
- The school has a Health and safety policy
- The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting
- The school has a codes of conduct for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a Special Educational Needs policy
- The school has an intimate care policy/plan in respect of students who require such care
- The school has in place a policy and procedures for the administration of medication to pupils
- The school
 - Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - o Encourages board of management members to avail of relevant training
 - o Maintains records of all staff and board member training
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for pupils
- The school has in place an ICT policy in respect of usage of ICT by pupils



Meanscoil na Toirbhirte

Presentation Secondary School

Lios Tuathail Co. Chiarraí

Listowel Co. Kerry

Mandatory Template 2: Child Safeguarding Statement Template

This Child Safeguarding Statement was adopted by the Board of Management on 26th February 2019

Signed. Chairperson of Board of Management

Signed: Principal/Secretary to the Board of Management

Date: 26th February 2019 Date: 26th February 2019

<u>Presentation Secondary School Listowel is</u> a post-primary school providing post-primary education to pupils from First Year to Leaving Certificate Year.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of <u>Presentation Secondary School Listowel</u> has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools 2017 as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is Eileen Kennelly Principal
- The Deputy Designated Liaison Person (Deputy DLP) is Margaret Walsh Deputy Principal
- The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;



Meanscoil na Toirbhirte

Presentation Secondary School

Lios Tuathail Co. Chiarraí Listowel Co. Kerry

- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015, the Board has carried out an assessment of any
 potential for harm to a child while attending the school or participating in school activities. A
 written assessment setting out the areas of risk identified and the school's procedures for
 managing those risks is attached as an appendix to these procedures.
- The various procedures referred to in this Statement can be accessed via the school's website, the DES website or will be made available on request by the school.

Note: The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

- This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 7 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on 26th February 2019

Chairperson of Board of Management

Principal/Secretary to the Board of Management

Date: 26th February 2019

Date: 26th February 2019



Presentation Secondary School Listowel

Mandatory Template 3: Checklist for Review of the Child Safeguarding Statement

The Child Protection Procedures for Primary and Post-Primary Schools 2017 require that the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. The review must be completed every year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers. Undertaking an annual review will also ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement every two years.

The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered. Individual Boards of Management shall include other items in the checklist that are of relevance to the school in question.

As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015 and the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.

	Englass Agrand of coulder greater	Yes/No
1.	Has the Board formally adopted a Child Safeguarding Statement in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	Yes
2.	As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	Yes
3.	Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015?	Yes
4.	Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	Yes
5.	Has the DLP attended available child protection training?	Yes
6.	Has the Deputy DLP attended available child protection training?	Yes
7.	Have any members of the Board attended child protection training?	Yes
8.	Are there both a DLP and a Deputy DLP currently appointed?	Yes
9.	Are the relevant contact details (Tusla and An Garda Síochána) to hand?	Yes

with the requirements of the child safeguarding requirements of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'? 34. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements? 35. Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools 2017' are being fully and adequately implemented by the school? 36. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement? 37. Has the Board put in place an action plan containing appropriate timelines to address implementation that have been identified as requiring further.	Yes Yes Policy Development
 33. Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools 2017' are being fully and adequately implemented by the school? 36. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement? 37. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school? 	Yes Policy Development
36. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement? 37. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement.	Policy Development
37. Has the Board put in place an action plan containing appropriate timelines to address	Development
those aspects of the school of	Development
those aspects of the school's Child Safeguarding Statement and	D
implementation that have been identified.	Review of Policy
38. Has the Board ensured that are also requiring further improvement?	Toney
previous review of the school's Child Safeguarding Statement have been adequately	Yes
	Monitoring
a a contract of the contract o	Bullying
	issues by the
	Year Head Team

*In schools where the ETB is the employer the responsibility for meeting the employer's requirements rests with the ETB concerned. In such cases, this question should be completed following consultation with the ETB.

Date: 26th February 2019

Chairperson, Board of Management

Date: 26th February 2019

Principal/Secretary to the Board of Management

Note: Where a school is undertaking its first review, references in this checklist to the "last review" shall be taken to refer to the date on which the Child Safeguarding Statement was first put in place.

Policy Development as part of the Child Protection Review

- Policy on one- to- one teaching/meetings
- Policy and Procedures for use of external personnel
- First Aid Policy
- Communication Policy with parents (fixtures/venues/ times/changes, etc.),
- ♣ School Policies, Policy on teachers being present with external personnel
- No unsupervised access to students
- RSE Policy for senior school students



Presentation Secondary School Listowel

Mandatory Template 4: Notification regarding the Board of Management's review of the Child Safeguarding Statement

To: The Presentation Secondary School Listowel School Community

The Board of Management of Presentation Secondary School Listowel wishes to inform you that:

- The Board of Management's annual review of the school's Child Safeguarding Statement was completed at the Board meeting on 26th February 2019
- This review was conducted in accordance with the "Checklist for Review of the Child Safeguarding Statement" published on the Department's 'website www.education.ie

Chairperson, Board of Management

Principal/Secretary to the Board of Management

Date 26th February 2019

Date 26th February 2019

The Role of the Health Promotion Coordinator

We are a Health Promoting School. The Health Promotion Coordinator will have responsibility for liaising with the HSE, leading the Health Promotion Committee of students, parents and staff, liaise with the Student Council regarding regular weekly/monthly Health Promotion activities.

The role of the HPS Coordinator

- ♣ To be the lead person responsible for HPS in the school
- ♣ To recruit, set up and establish a HPS team which is representative of the whole school community
- ♣ To inform the whole school community about the HPS undertaking with the assistance and support of the HPS team
- ♣ To promote the HPS concept throughout the whole school on an ongoing basis and keep staff, parents and students updated on progress with the assistance and support of the HPS team
- **♣** To schedule regular HPS team meetings at lunch time
- ♣ To assist the HPS team in organising themselves (for example, encouraging Health Promoting School Handbook
- Assist students to take on roles and responsibilities such as taking minutes, recording actions, promoting the HPS, and so on)
- ♣ To oversee the completion of the consultation, action plan and self-evaluation with the assistance and support of the HPS team
- To link with other staff and structures within the school community, for example, relevant subject departments, Student Council, Parents' Association, and so on
- **↓** To liaise with the Health Promotion Officer regarding the HPS
- To oversee the completion of the HPS portfolio. The coordinator will be supported throughout the process by a Health Promotion Officer from the HSE.
- ♣ The HPS Coordinator's role is largely one of facilitation, and a non-hierarchical approach should be taken insofar as possible.
- ♣ Parents/guardians and students on the team need to be supported and encouraged to participate as fully as possible.
- Liaise with the Parents' Association and Student Council
- Liaise with school management, Wellbeing Coordinator and staff.

Anti-Bullying Initiatives – Sociogram

The Sociogram is given to students to complete normally in written format but on occasions is completed orally.



Presentation Secondary School Listowel

Sociogram

	Name:	Class:	Date:
1.	Do you like the class that you are in this year?		
2.	Do you prefer this class to the class you were in last	st year?	
3.	Are you friends with everyone in your class?		
4.	Do you think everyone in your class is friendly tow	vards you?	
5.	Do you know anyone in your class that might be sa	ad or unhappy?	
6.	For someone new joining your class, do you think class?	you would call your cla	ass a friendly
7.	If you had a choice of any class to be in, which cla	ss would you pick?	

8.	Are you happy with the atmosphere in your classroom between classes, during breaks and lunchtime?
9.	Name your four closest friends from class?
10.	Have you close friends in any other class?
11.	Are there some girls in your class that you wouldn't spend any time with? If so, why do you think that is?
12.	Have you changed your group of close friends this year? If so, why do you think that is?
13.	Is there anyone or a group of girls in your class that you don't speak to? If so, why is that?
14.	Do you like coming to school this year as much as you did last year? If not, what do you think that is?
15.	Do you know anyone in class having a hard time?
16.	Do you think that anyone is being left out, or ignored?
17.	Is anyone spreading rumours, using notes, phone calls, or social media to make others feel bad about themselves?
18.	Is anyone being unfair to others?

19.	Is there a grou	up of pupils mak	ing life difficult for others?	
20.			giving anyone in this class ank is causing the problem?	hard time? If so, can you give
21.	Do you know	what bullying is	s?	
22.	Can you descri	ribe what you th	ink bullying to be?	
23.	Do you know	of anyone in yo	ur class or other class being	bullied?
24.	Are you being	g bullied?		
25. If you were concerned about a classmate for any reason, who would you tell?: (Please circle as many of the boxes below as is appropriate)				
	√Nobody	√Parent	√Other classmate	√Year head
	√Favourite te	eacher	√Principal	√Guidance Counsellor

Respecting Boundaries Workshops for First Years



'Respecting Boundaries' - 1st Years

November 2018

Aim

We are now living in a digital age where the internet and media in general, has altered the way in which our children communicate and access information. Young people's emotional and sexual development are now heavily influenced by media and a more sexualised environment in general. Now more than ever do young people need to be protected, knowledgeable and confident in their bodies, emotions and relationships. Schools play a vital role in educating and supporting children and the 'Respecting Boundaries' workshop supports the RSE (Relationships and Sexuality Education) programme in the schools. Boundaries are crucial for healthy individuals and healthy relationships. Owning and respecting personal and others' boundaries (physical, emotional and digital) is crucial for mental wellbeing, particularly in the early teen years when young people can experience peer pressure. All topics outlined below are approached sensitively and respectfully in an atmosphere of safety and acceptance. All facilitators are experienced educators with a background in psychotherapy and child protection.

Goals

- To build skills in identifying and respecting personal boundaries emotional, physical and digital boundaries
- To identify elements of a healthy relationship and understand how they play out in young peoples' friendships
- To identify when boundaries are not respected in both relationships and the environment (school, first disco, etc.)

Learning Objectives

After participating in this workshop, young people will:

- 1. Be able to understand the changes that happens in teenage years and the biology of 'peer pressure'
- 2. Be able to identify the different types of boundaries and times when they are not respected
- 3. Be able to identify the positive and negative aspects of the iGen¹ generations

'Respecting Boundaries' – 1st Year

- The teenage brain:
 - Emotional and psychological changes in puberty (focusing particularly on anxiety)²
 - Physical brain development 'how you feel during puberty and why' mood changes
- Understanding the concept of personal boundaries physical, emotional and digital
- Understanding the 'pull' of social media and exploring strategies to ensure a healthy relationship with our devices. Supporting the young person to put their own boundary in place with regard to devise use
- The danger of 'sexting' and sharing images via mobile phone, snapchat, etc.

¹ iGen – Why Today's Super-Connected Kids are Growing Up Less Rebellious, More Tolerent, Less Happy – and Completely Unprepared for Adulthood – Jean, M. Twenge, phD

² In Ireland, 1,112 adolescents from 17 schools in the Cork and Kerry region participated in the SEYLE Report – **Young lives in Ireland** - National Suicide Research Foundation. 1112 adolescents from 17 schools in Cork and Kerry. Published in 2017. Students aged 14 – 17 years. 23.7% had anxiety symptoms suggestive of a possible disorder and 13.8% had depressive symptoms suggestive of disorder, based on self-report screening measures

- 'Good pictures' – sexually explicit media. Encouraging media literacy and critical thinking skills. Also exploring what children can do to get support if they are exposed to sexual or violent imagery they do not understand.

- Pressures during early teenage years – age 12 – 14 – particularly peer pressure. Coping skills.

(specific reference to 'relational aggression' – more common in teenage girls)

- Body image: pressures from media and encouraging critical thinking skills with media

Evaluation – from students (fed back to school)

(Note: The workshop is delivered by fully accredited psychotherapists)

If you have any questions, please contact Anna Marie O'Shea 086 - 604 3189

Healthy Sexuality Workshop for Second Years



Healthy Sexuality' - 2nd years

Outline of Workshop

Content

Ice breaker- TRUE /FALSE (focusing on biology - facts about pregnancy, masturbation and puberty)

PowerPoint: Sexual and Gender Identity

Introduction of concept of sexual and gender identity. How the word 'gay' is now a general negative label. Acknowledging how our hetro-normative culture might impact on LGBT individuals. Recognising 'Homophobia' – 58% of LGBT post-primary students reported the existence of homophobic bullying in their schools.³

- Exercise: exploring the role of bystander with homophobic bullying

Group Exercises

(a). Body Parts Male/Female associated with sex

- Discuss language male and female sexual anatomy
- Introducing correct terminology to encourage a language that is respectful and empowering.
- Discussion around where 'slang' comes from. How often people can find this language offensive
- Hygiene and self-care
- Encouraging 'help seeking' behaviour with health issues
- Information on how to check testicles for abnormalities (testicular cancer)
- Information on breast examination for girls

³ Supporting LGBT Lives: A Study of the Mental Health and Well-Being of Lesbian, Gay. Bisexual and Transgender People, authored by Maycok et al, 2009

(b). Unwanted sexual contact

- Exploring different types of unwanted sexual contact: inappropriate comments, sending images, etc.
- Exploring what is meant by personal boundaries
- Respecting personal boundaries particularly physical boundaries

© Sexual Activity Continuum – what happens when?

- Exploring what is meant by 'sexual activity'
- Relationships at age 13/14 exploring perceived pressures. Challenging misperceptions about sexual activity amongst peers
- Discussion and exploration of why young people become sexually active before they are ready?
- Dating culture and rules 'Shift and drift' culture
- Age appropriate stories: male and female examples

PowerPoint about consent

- Age difference in relationships (exploring power imbalance)
- Age of Consent: law
- Consent defining consent, the elements of consent, etc.

(d). Body Image and the Influence of Media

- Explore the impact of media on self-image and self-esteem

(e). Influence of Online Pornography

PowerPoint – Education around impact of pornography

Pornography (Internet pornography is now one of the main sources of sex education for young people – the average age a young person first views a pornographic image is 12)

- Challenging the messages young people receive from pornography

- Education around the dangers of pornography desensitization, issue of consent, lack of respect for men and women, sexual dysfunction, etc.
- How young people make their own pornography sending nudes explore consequences of 'sexting'
- Information on how to protect themselves from receiving 'explicit' content on phones

Evaluation – from students (fed back to school)

(Note: The workshop is delivered by fully accredited psychotherapists)

If you have any questions, please contact Anna Marie O'Shea 086 - 604 3189

Feedback on Seamus Whitty Kerry Life Skills Workshops





Kerry Life Skills Feedback 1st Years Listowel Presentation August 27th 2018

Questions to students: What did you like about this workshop? What did you learn? What would have made it better?

Response from students:

- I liked everything.
- I liked making friends. I disliked getting up early.
- You were very funny, there is nothing to improve.
- Today was fun. We worked together. The teachers.
- Fun. I liked everything we did. Feel like I got to see some new people. It really opened me up.
- I liked everything.
- Good fun. Exciting.
- Helped learn people's names. Fun games.
- I liked all of it. My favourite was trying to get the ball through the person's hands.
- I liked everything.
- I love secondary school because I love it, I miss it.
- It was very fun and everyone could be themselves. I didn't dislike anything. It was really funny too.
- I enjoyed everything and there was nothing that I disliked. I loved the basketball game.
- I liked paper throwing.
- I liked playing the shooting game and the music. I didn't really like the hula hoop game.
- I liked playing fun games and doing the quiz. I thought it was something different than just sitting and doing nothing. Thank you.
- Today was so much fun. I loved getting to know people from my year that weren't in my

- I like the shoe tower, hula hoops and hoops. I think it worked.
- I liked that we worked together and people put up their hands. Everyone had fun.
- I really enjoyed when we started to play all the games.

Making friends. Paper ball game.

I really enjoyed doing the games. And I

- made some new friends too.
 - I liked the music and everything.
- Paper ball game. Magic game.
 - It helped me learn a lot of names. And I
- liked the games a lot. It was very fun.
 I enjoyed everything and I felt like I could

be myself around everyone and I met a lot of new people. I like playing with the paper game and the ball game. I thought that the hula hoop game could have been

better.

I liked the basketball game.

I liked this session because of the music and it was fun.

I liked passing the hoop and the tower.

I liked hula hoop. I like the shoe tower.

I met new people and had fun.

Good. Learned names.

I liked the basket game and the hula hoop game. I like the tour of the school. I like the classroom. I like break time.

I loved all the activities and had fun.

Words: fun, exciting, good to let loose.

There is not much to make better to be honest. I thought it was really good.

primary school. I enjoyed the teamwork exercises

- I like the paper ball and hula hoops. I didn't like the story.
- Seamus trying to be cool.
- I liked playing games and getting to know other people. It was good to talk to other people. It was a good end to the day.
- Today I liked how fun and energetic and loved how he includes everyone, and he is great craic.
- Ball game.
- I enjoyed the games. I loved the hula hoop game the most.
- I liked playing games and I learned people's names.
- I thought today was super fun. We worked together and I got to know more people. I can't wait until you come back again. Thanks.





Kerry Life Skills Feedback 2^{nd} Years Wellbeing Workshop for Listowel Presentation April 2019

Questions to students: What did you like about this workshop? What did you learn? What would have made it better?

Response from students:

 You write your own story. Just made me realise so much more. Inspirational and thank you so much. I really loved everything, and I feel very inspired and motivated. I am going to really step out of my comfort zone with my dreams. These classes really made me see things in a different way and makes me want to achieve my goal more which is to somehow change the world. I want to be a scientist in Japan, so thanks. It was fun. It all worked. Seamus is just amazing he taught us to come out of our comfort zones and he was encouraging us to put our hand higher. Thank you. It reinforced the fact I can achieve my dream. Today has been good for me because I love when Seamus comes because it is fun but every day, I am positive only negative if something happened. The describing of the boxer worked. Nothing could have been better. We learnt that everyone has a spark and it is important to listen to it and not push it away. I like everything, it was fun. It was great. 	 □ Very interesting. I could sit here for hours. □ You write your own story. □ Good. I liked the group work. □ Enjoyable. Helps. Great fun. Inspirational. □ I thought the story about rocky was really interesting and helpful about never giving up. □ I liked the bit about the piano player and the boxer. I learned that if it makes you happy keep doing it. □ Interesting. □ I liked the game where we hit other people's knees. More games next time. I like the □ way you explained things in a funny way instead than just giving a speech. I liked the games. Helped my confidence. Helped me □ to believe in myself. Taught me that no one else's opinion matters. □ I liked hitting my friends. I like the stories. □ About being positive. Do what you want to do and don't care about what other people think. □ I learned that I should take risks and do what I want to do. □ I liked everything and learned not to give up on what I want to do.





Kerry Life Skills Feedback 3rd Years Wellbeing Workshop for Listowel Presentation April 2019

Questions to students: What did you like about this workshop? What did you learn? What would have made it better?

Response from students:

• Enjoyed. Much needed. Inspiring. Truthful. Made you think about Important to listen to people. Work as a team. realities of life. Much needed. Thank you. ☐ How important listening is. I wish it was • Relatable. Videos put things into perspective. Entertaining. More time for more stories we longer. could relate to. More. Engaging. I enjoyed myself. It helped me understand things from other That you will overcome whatever troubles you perspectives. Emotions – money. are facing. It is important to listen and Great class. Love getting away from class to communicate with others. have a bit of craic. Love Seamus. He is Always listen. Lift others up an in return you great. will receive happiness. Bear video. I had to not listen to someone it • How the bear needed help and it's okay to ask was hard. for help. I feel like I've connected more with people in It was fun. my class. I had lots of fun. • Everything was good. I really enjoyed it. It It's important to listen. was great fun. Nothing could have been better. Understanding that making others happy, • Bonding which is important. Enjoyable. makes you happy too. Relaxing. Enjoyable. Fun. Interesting. Listening is an important role when talking to Fun. Play Backstreet Boys. someone. Very fun as always. Everything was good. Bear video. And when talked, no-one Always learn something new. listened to my story, so I had to cut it short.

I enjoyed every bit of this. Every time you Everything was good and funny. I think come it gets better and we all have so much fun everything worked well and nothing could and we learn so much. have been better. I liked the games and the video at the end Relatable. Fun. was really good and inspiring. I enjoyed the • Being blindfolded and when people were too listening game because I think it teaches a far away, I couldn't hear but when I had good message. Thanks for coming. I someone supporting me it was easier. enjoyed playing the blindfold game. I • Making the claps and trying to figure out which enjoyed the videos. I liked learning about was our one. I enjoyed watching all the videos. the importance of listening. Playing the game where someone was I learnt that it is important to listen. I liked blindfolded. watching the videos. • I liked the game where one person was I enjoyed watching the video about the blindfolded, and we had to guide them. It mountain lion and bear because he received showed me that you need a support system. support and support is extremely important • I like the blindfold exercise it helped me work in life. with people I wouldn't usually talk to, but I Taught us about listening. Clapping game. found it hard when the instructions were not Give help. Be able to accept it. Kindness organised. doesn't cost anything listen always support. • I liked the listening exercise. That we all can Had to draw a tree resembling what we never help each other. The clapping game. see its roots which makes it strong. • Inspiring. Taught us about listening. Watched video of mouse and bear. Watched • I liked the blindfold exercise. We learned video of the 21 changes that happened in the about how people may be hurt on the inside by roots. I learned the importance of listening, trust and support. The blindfold game was good because it mixed Talking about how people need to listen up the groups, but we were still able to support more. Talking about how you need to take each other. The clapping was also good care of yourself. Talking about how we need because we had to focus. to support each other. Give help. Be able to ask for it. Listening. I liked the listening game. I didn't not like • I liked the games and working in groups. I anything. liked learning new things about life and myself. I liked the videos and exercises. It helped to I liked watching the videos. understand the point that was made better. • Kindness – it costs nothing. Listen to people. I liked the clapping and listening game. Accept help and give help to people who need Learned to listen more to my friends. Learned that everyone is different but not • I like the videos and life stories with the to judge. meanings in them to teach us how to act and I enjoyed the atmosphere of the whole talk. enjoy life. And how easy it felt to listen to what you are saying. I also enjoyed the point of the games • It was very good and enjoyable. Taught a lot of lessons. Overall it was amazing. and exercises you did with us.





Kerry Life Skills Feedback 5th Years Wellbeing Workshop for Listowel Presentation May2019

Questions to students: What did you like about this workshop? What did you learn? What would have made it better?

Response from students:

	sponse nom stadents.	
•	Thank you, a lot. I learned a lot about myself and what I need and want to do with my life. Realising that we all have a talent and we should use it. Do what makes us happy not the cheque we get. Coping methods for stress. Thank you, very helpful, made my day. Thank you. I liked that I can do anything I want to do if I put my mind to it. So motivating and inspiring. I am ready for anything life throws at me. Brilliant. The 'what you done' question is excellent. Fulfil & go beyond your limits. Very enjoyable. Really makes us think of things that we wouldn't usually think of even the simplest of things that make us happy. I learned to believe and have hope. For me I learned to be motivated but not everything is about academia & school.	Anything is possible with hope. That if you want to do something you can do it if you put your mind to it. Money doesn't always bring happiness. Today I've learned that you shouldn't judge anyone by what they have done. Good. Giving us hope that if you think you can't do something just not to overthink it and do it. Believe that you can do what you want. Fun. There's more to life then school. I learnt I'm nearly 30. Very enjoyable. People shouldn't be evaluated by a number or grades at school. Do what makes you happy. Good. Less sitting down. That you can do anything you put your mind to. Achieve what you want. Do what makes you
	learned to be motivated but not everything is	That you can do anything you put your mind to.
•	Story about working with the lads in inner-city Dublin – really interesting. Getting us to think about what we want in life (outside school).	Achieve what you want. Do what makes you happy. There's something out there for everyone.
•	Deadly.	

• The five questions were good stretching. How to beat process	rastination. not to know what		'Ikigai' - so useful and definitely overlooked sometimes so it was useful that the idea of it
		l	
• Talking about how it's okay r			was reinforced. Story about inner-city Dublin lads gave me
 You're going to be. Thanks S Loved the Dublin lads' story. about what I'd like to be/do it involved. Like stories and videos. You can achieve your goals. makes you happy. When you talk about stories y through and stuff, it's entertain that you just do it. To believe. To have hope in goals in life. Today was very If you believe in something enhappen. The story about the Dublin la inspirational. About writing or really doing what we desire, I 	I liked thinking f no money was You can do what you have lived ining but shows achieving your good. Thanks. nough it will ds was our own story and		Story about inner-city Dublin lads gave me hope. I like your last story. It was very inspiration for me. Thanks. The stories. That you can be anything you want to be. Thanks. Feel very hopeful and motivated. You give me life man. Stay cool. The videos helped me. Also, I found it very motivational. Stories were enjoyable and helped us understand. Yes, I like the stories inspiring. The inspirational story about the Dublin lads in the end was fantastic. Also, the Panic monster was really relatable. Well done. Work towards your dreams. Believe. Hopeful.
now. Thanks Seamus it was	* *		





Kerry Life Skills Feedback

6th Years Wellbeing Workshop for Listowel Presentation May 2019

Questions to students: What did you like about this workshop? What did you learn? What would have made it better?

Response from students:

- That there is life after the leaving cert. Videos on YouTube very good. Real life situations and stories that happened.
- Put my mind at ease. I was worried about next year and the future because I don't know what I want to do.
 - Being positive is nice to hear. Possibilities after school. Videos on YouTube are good. The stories of different people you know.
- I found it very helpful and interesting.
- Ifoundit great, very inspiring and motivating.
- Ienjoyed the motivation. Ireally like the workshops. Thank you.
- I love hearing stories about your life they always make mesmile. Ireally enjoyed the panic monster and the gratification monkey. Thanks.
- Liked the motivation piece and realised that distraction(the monkey) is normal. Thatit's okay for me to not know what I want to do. Thanks.
- New found motivation to study. Liked the idea of having any job I want. Thanks.

- Motivation and the understanding of how my motivation works. Being positive.
- Reality during a school day. Motivation and a laugh.
- Taught methat there is life after the leaving cert. Game me motivation.
- If indit very interesting and helpful and it's a nice break from study.
- Ilove the funny stories and how were ally have to think about stuff. Thank you so much for coming to see us every year.
- Ilikedthefunnystories.
- This class put me more at ease about the future and helped make me feel more relaxed and happier.
- Positive outlook on life. That it's not all about the number you get in the leaving cert.
- Motivation. Procrastination slide show was good. Puttingthings into perspective past the leaving cert was interesting.

- I like how you highlighted to us that it's okay to not know what you want to do because everything will work out in the end. It gave us (those who don't know what career they would like to pursue) hope for the future.
- Really helpful, made me think about the bigger picture. Thanks.
- No longer stressed. I know there's more to life than leaving cert. The world's my oyster.
- Really helpful—gives great advice. Crazy monster. Learned life after leaving cert.
- Always enjoy these. Be yourself. Life will plan out. Valuable message. Thank you.
- Always a pleasure to do this workshop. Loved the splash zone. Thanks so much for everything.
- The money example really helped. Knowing that there's more to life than what is inside the four walls of the school. Everything will work out in the end.
- Very helpful. Everything takes time but you do what makes you happy. The monkey simile. More to life than leaving cert.

- It's nice to know that everything will be okay and to have an outsider's perspective who has already been through this.
- Always aim for the 2 marshmallows.
 There's somuch more to life left. These messages worked for me. Great lecture.
- Really helpful—learnt that there is life after the leaving cert. Panic monster was good. Water gun was really fun. You give really good advice which is helpful. Thanks.
- Lovethe funny stories that enduphaving a metaphor. Loved the unexpected water gun. Thanks for everything. You are great craic.
- Engaging & insightful as always. Just the positivity I needed before my exams. Thank you so much for all the work over the last five years, always come out smiling.
- Giving us something else to focus on besides leaving cert—30-day challenge.

 Monkey example was relatable. We know we will be okay. Motivated to pursue what we want. Very helpful.

Special Needs Assistants Department Report

SNA Team Siobhan Hayes Dolly Stack Getta Fitzgerald Bernadette O'Shaughnessy Aileen O'Leary Georgina Lynch Sinead Sheehy The SNA team returned to school on 20th August 2018 for SEN Dept meeting. Georgina Lynch joined the SNA team as a full time SNA. Organised and colour-coded timetables for SEN students. August 22nd 2018 SEN Dept. meeting. SNAs attended a full Staff meeting. Showed incoming 1st year students around the school August 28th, New 1st years back to school, assisted with timetables, books and lockers. Organised and colour-coded timetables for SEN students. Seamus Whitty in school for 1st years, team building and wellness workshop. Assisted with Resource Teaching Hours timetables. Worked on Care plans for SEN students Assisted with SEN Dept. on Open Night Accompanied SEN student to UL Open Day Attended new Junior Cycle In-service day Accompanied SEN students on Sive Walk Accompanied SEN students to Spinning Classes in Community Centre Accompanied SEN students to Food Fair in Community Centre

Organised major Bingo fundraiser

Attended POPs concert in Limerick

Organised and attended Junior Cycle Football matches

Accompanied SEN students on Orienteering outing to Ballyseedy Woods.

Accompanied SEN students to Church for Presentation Day choir practice

Organised "Split the Bucket" fundraiser

Accompanied SEN students to Church for Presentation Day choir practice

Accompanied SEN students to Church for Christmas Carol service rehearsals

Attended Christmas Carol service in church

Updated Care Needs Reviews each term

Completed CPD courses

Accompanied students on overnight outing to The Black Valley

Assisted SEN students with Home Economics and CSPE projects

Read and Scribe for SEN students for in-house and mock exams

Assisted with all-school CPR training

Accompanied students on Bog Walk

Accompanied SEN students to tour of Listowel Castle

Accompanied SEN students to local hospital church

Created flower and vegetable garden for SEN students

Primed benches outside

Assisted with Hair and Beauty salon day with SEN students

Accompanied SEN students to recording studio in Limerick

Accompanied SEN student to UCC open day

Accompanied T.Y. students on overnight outdoor activities outing

Accompanied T.Y. debating team to UCC

Assisted SEN students with cooking practicals and Hair & Beauty practicals

Assisted with set-up for L.C. graduation

Assisted with Reading/Scribing and Supervision of house and State exams

Throughout the year we attended to all SNA duties for SEN students e.g. personal care, organisation of books and timetables, break supervision, morning and evening handover and assistance in class.

Special Needs Assistants Minutes of Meetings SNA Meeting Monday 20th August 2018

Agenda

- 1. Welcome
- 2. Formal arrangements for meetings, minutes etc
- 3. SNA Policy
- 4. Role of the SNA
- 5. New SNA position 2018-2019
- 6. Lunch/Break supervision number of SNA's on duty
- 7. SNA Daily schedule, special responsibility for a student, Flexible SNA structure
- 8. Timetables for SEN students 2018-2019
- 9. List of SEN students 2018-2019
- 10. Personal Pupil Plan
- 11. AOB

SNA Policy

The Role of the SNA – Implementation Procedure

The role and responsibilities of the SNA in Presentation Secondary School Listowel are as follows:

- ♣ To assist the assigned student socially and academically in all aspects of school life.
- ♣ To supervise and assist the assigned student in activities set by the teacher.
- ♣ To aid the assigned student(s) in mainstream work and differentiated work and keep them on task.
- ♣ The SNA will supervise their assigned student(s) during break times.
 - ♣ They must be aware at all times of the position of their assigned student(s) in the school

- ♣ They are expected to bring any early signs of bullying to the attention of either the class teacher or the Principal.
- ♣ The SNA will also assist in the inclusion of their assigned student(s) through supervision of organised games.
- ♣ The SNA assists with supervision but the chief responsibility lies with the supervising teacher.
- **♣** To enable assigned student(s) to become more independent learners.
- ♣ The SNA is encouraged to develop independence in their assigned student(s) through showing interest both in the classroom setting and outside of it during the day
- ♣ The SNA will also be required to assist teachers in the supervision of students with special needs during assembly, recreational and dispersal periods, school visits, walks and similar activities. This applies to assistance with clothing, feeding, toileting and general hygiene.
- ♣ To help to raise standards of achievement of all students by being involved at whole class level in activities that can support the teacher such as listening to reading, assisting with art, Home Economics, Music, games and P.E. and preparing classroom materials.
- ♣ Students should be encouraged to participate in all normal school work. The Special Needs Student is ultimately the teacher's responsibility, however the SNA is there to assist the teacher in enabling the student(s) to receive as normal an education as possible.
- ♣ Adults should ensure that any discussions in relation to students in the school do not take place within earshot of other students
- ♣ Every effort should be made to maintain our Special Needs students in their classroom for the full school day. In exceptional cases of gross misbehavior or emotional trauma, where this seriously impacts on the learning of the other children, the child should be withdrawn by the SNA for a brief period. The decision to withdraw rests with the teacher.

SNA's and the Personal Pupil Plan [PPP] from Circular 0030/2014

Personalised Pupil Planning should be a feature of provision for all students with special educational needs. A team approach to the development, implementation and review of

Personal Pupil Plans should be adopted. Where relevant, and in any instance where **SNA support** is provided, **a care dimension** should be included in the planning...

The deployment of all additional individualised supports, both teaching and nonteaching, which are provided to support children with special needs should be linked to a personalised planning process for the pupils for whom the application is being made.

If an application is being made for additional support, such as care support, it is important to ensure that the school has a clear plan in place as to how this resource will be utilised and the timeframe for which this resource is expected to be required.

From the 2015/16 school year onwards, all new applications for SNA support must include a copy of that pupils PPP, must be clearly linked to the individualised planning in place for each student and specifically refer to the student's identified care needs. The plan must also focus on the pro- active development of students' independence skills and set out the programmes and strategies that are being used to meet the child's needs.

Schools applying for SNA support from the 2015/16 school year will be required to submit a Personal Pupil Plan for each pupil outlining the pupil's special care needs and showing how the SNA will be deployed to assist the pupil. The plan should demonstrate how the school intends to actively reduce, and where appropriate, eliminate dependency on SNA support within a reasonable timeframe. The plan should include time-bound targets for the development of independence skills. Only a very small number of pupils with severe special educational needs and very significant care needs will continue to require access to Special Needs Assistant support throughout their education.

Good practice is that the SNA should contribute to the care plan and support the student to voice their views on the Personal Pupil Plan. The SNA will also assist in monitoring the implementation and impact of the plan including documenting, via observation schedules, the progress being made in relation to the child's care needs on a day-to-day basis.

Appropriate contact with students:

- ♣ All adults and students in the school should respect each other's personal space.
- Physical contact with children should be minimal.
- ♣ Emotional support, when it is needed should in the main, be given verbally and with supportive gestures and facial expressions.
- ♣ SNA to be present at formal meetings (Staff meetings or IEP meetings etc) if required.

SNA meeting Monday 20th May 2019 at 4pm

Agenda

- 1. Welcome
- 2. Meeting of 20th August 2018 see below
- 3. Review of the year 2018-2019 Strengths/ challenges experienced by the SNA Team
 - Individual students
 - ♣ Responding to individual needs
 - **4** The timetable
 - Morning break/Lunch
 - **♣** LP 2 Planning
 - ♣ Plans for June 2019
- 4. Planning for 2019-2020
 - ♣ Transition meeting Thursday 23rd re Student XXXXXX
 - **♣** LP 2 Planning
 - **♣** The Special Class
 - **♣** The room for the Special Class

The Role of the Year Head

The Year Head has overall responsibility for a year group while maintaining an orderly, secure and healthy learning environment in a manner that demonstrates equality, fairness and justice.

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

The Role of the Class Tutor

As discussed at the Leadership and Management Working Group meeting on

Wednesday 21st March 2018)

- ♣ Builds a relationship with each student
- Builds decision making skills
- Promotes class spirit and cohesion
- Check Journals (Junior Cycle)

- ♣ Collects school funds (monies for workshops etc.) and various administration forms (In September, the Behaviour Contract, AUP Statement, Trips Contracts). Students not handing up the monies or the forms to be spoken to by Year Heads
- ♣ Collect absence notes from students and enters on ePortal. Students not handing up absence notes will be spoken to by the Year Head.
- ♣ Sociogram work be shared with Year Head, any issues identified in the sociogram to be followed up by the Year Head.

Class Tutor Report

Class Tutor Role: Emma Kelly

- Class group
 - o 2A

Assemblies

 Class assemblies are held at the beginning of each term and at various points throughout the school year to revise the rule and guideline of the school

Links with Year Heads

- Communication is kept with Eileen Counihan (2nd year Year Head) throughout the school year
- o Support is received from the year head with regard to disciplinary issues
- Yellow and red cards are brought to the year head's attention
- Year heads communicate to staff members regarding a student's wellbeing both at school and with information communicated from home
- Communication and collaboration on feedback from monthly bullying sociograms

Behaviour Code implementation

- It is the task of the class tutor to ensure that all students are aware of and uphold the behaviour code in the school
- o Roles:
 - Lead by example; showing respect and creating an environment where student's feel safe and secure to learn
 - Monitor and report student's behaviour, dress code, punctuality and absenteeism
 - Liaise with teachers and year head about a student's behaviour and attitude
 - Log and communicate yellow and red cards to the year head
 - Carrying out a monthly bullying sociogram and act on the reports where necessary
 - Encourage students with positive reinforcement

Absenteeism

- o Absent slips are received and logged into ePortal
- Activities

Year Head/Class Tutor Minutes of Meetings

Year Head/Class Tutor Meeting Monday 28th August 2018 10.45- 11.15am

Venue: Staff Study

Agenda

- 1. Welcome
- 2. Year Head and Class Tutor List
- 3. Microsoft Office 365 One Note replaces the Pink hard back copy
- 4. Class Tutors collect the absence notes
- 5. Six Forms downloaded by students to be given to Class Tutor, very important
 - Behaviour Code
 - AUP
 - Respect and Dignity Policy (Bulling Policy)
 - Data Protection
 - School Trips
 - Mobile Phone Policy

Guidelines for Year Heads and Class Tutors regarding keeping records/notes

- 1. Please record all events/incidents/complaints/issues relating to your group on Microsoft Office 365
- 2. Please record phone calls with parents, conversations that need to be recorded, merit cards given, academic tracking/behaviour tracking forms given
- 3. If a student makes a complaint about another student, give both of the students a sheet of paper to record their version of events, ensure that the statement is signed and dated by the students.
 - If there are witnesses to an event please also take a statement from the witness/witnesses, signed and dated.

Please record any pastoral care conversations you have with students

- 6. Implementation of the Code of Behaviour, uniform, mobile phones etc
- 7. Use of the journal
- 8. Academic Tracking/Behaviour Tracking
- 9. Theme Week 3rd 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

10. 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

11. Role of the Class Tutor

The Role of the Class Tutor as agreed by staff

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

Year Head Meeting Wednesday 26th September 2018 11.15am

Venue: Staff Study

Agenda

- 1. Welcome
- 2. The 6 Forms
- 3. The Respect & Dignity Policy
- 4. Class Tutors collect the absence notes
- 5. One Note
- 6. AOB

Year Head Meeting Friday 12th October 2018 11.55am

Agenda

- 1. Welcome
- 2. Respect and Dignity Policy

Theme Week Dr. Maureen Griffin

- **4** Education strategies
- **Filling out the 20 Day Form** Child Protection Inspections
- 3. Review of Substance Policy
- 4. Review of the Awards Day and Affirmation activities in the school 'Hidden Heroes'
- 5. Review of student behaviour and academic achievement
 - ♣ Academic and Behavioural Review, insist on parents coming in, phone calls are easy
 - ♣ hot food outside of the canteen
 - **4** absence notes
- 6. AOB

Year Head Meeting Wednesday 14th November 2018 1.45pm

Agenda

- 1. Welcome
- 2. Students leaving classes to go to the toilet during every class, strategies to address it

 Use of the school journal
- 3. Social Media incident in 2nd Year
- 4. AOB

Year Head meeting Friday 8th February 2019 at 11.55am

Agenda

- 1. Welcome
- 2. Board of Management Review of the Child Protection Procedures
- 3. Respect and Dignity Policy: ongoing review by the Year Head Team
- 4. Reports from each Year Head on their Year Group
- 5. Year Heads' Meetings with Student Council's Rep's from their year
- 6. Eportal Report Spring 2019
- 7. Battelle For Kids Survey
- 8. House Teams Spring 2019

- 9. Hidden Hereos Affirmation Practices in the school
- 10. Review of the Awards Day Katie Hannon
- 11. AOB

Year Head meeting Friday 8th February 2019 11.55am

Agenda

- 1. Welcome
- 2. Board of Management Review of the Child Protection Procedures
- 3. Respect and Dignity Policy: ongoing review by the Year Head Team
- 4. Reports from each Year Head on their Year Group
- 5. Year Heads' Meetings with Student Council's Rep's from their year
- 6. Eportal Report Spring 2019
- 7. Battelle For Kids Survey
- 8. House Teams Spring 2019
- 9. Hidden Hereos Affirmation Practices in the school
- 10. Review of the Awards Day Katie Hannon
- 11. AOB

Year Head meeting Thursday April 4th 2019 at 9.40am

Agenda

- 1. Welcome
- 2. Adoption of the agenda

The agenda as circulated as adopted

Proposed by:

Seconded by:

3. Minutes –

Proposed by:

Seconded by:

- 4. Review of current Behaviour Management issues
- 5. Year Heads' Meetings with Student Council's Rep's from their year
- 6. Awards Day 2019
- 7. Complete Review of the Behaviour Code
- 8. Review of the school uniform
- 9. Bullying Matters Sociograms
- 10. Battelle For Kids Surveys Results
- 11. AOB

Section 3: Community – Leading Leadership Capacity

Transition Year Work Experience/Social Justice Activities

The transition year students went on work experience on Tuesdays. Work experience was primarily sourced through parents.

Social justice activities took place on Tuesdays in the following venues:

- Nano Nagle Special School
- The Community Hospital
- Ard Churam Day Care Centre
- Arus mhuire Nursing Home
- Lystoll Nursing Home

LCA Work Experience

LCA work experience took place on Wednesdays.

Parents' Association 2018-2019

Chairperson

Marina Walsh

- ♣ Deirdre O'Neill
- Dorothy Stack
- ♣ Mary O'Carroll
- ♣ Aisling Enright
- **♣** Caroline Foran
- **4** Eilis Walsh

The Parents Association Minutes of Meeting

Parents' Association Meeting 18th October 2018

Agenda

- 1. Welcome
- 2. Parents' Association Executive positions
- 3. The Annual Report 2017-2018 A copy for the Chairperson, also available on the website
- 4. School Self Evaluation/School Improvement Plan
- 5. Reporting Consultation with parents
- 6. Board of Management Agreed Report is on the website
- 7. Upcoming Events

Bingo 18th November

- Presentation Day Mass 18th November
- Christmas Carol Service 6th December

Meeting with the Chairperson of the Parents' Association Monday 26th November 2018

Agenda

- 1. Welcome
- 2. Fundraising 'Split the Bucket'
- 3. Parents Association meeting Thursday 29th 6.30pm Letter/agenda
- 4. Guest Speaker Dr. Maureen Griffin Thursday 29th 'Teenagers and Cyber safety'
- 5. Financial support from the Parents' Association to pay Dr. Griffin
- 6. South West Counselling Centre 11th December 'Healthy Sexuality and Teenagers'
- 7. AOB

Parents' Association Meeting Thursday 29th November 2018

Agenda

- 1. Welcome
- 2. Fundraising 'Split the Bucket'

- 3. Parents Association Finance, request to Pay Dr. Maureen Griffin Thursday 29th 6.30pm
- 4. Procedures for give feedback to parents and students 2018-2019
- 5. Policy Development
 - ♣ Draft Wellbeing Policy
 - ♣ Review of Substance Use Policy
 - ♣ Review of the SEN Policy
 - ♣ Development of a Faith Policy
- 6. South West Counselling Centre 11th December 'Healthy Sexuality and Teenagers'
- 7. AOB

Principal's Report for the Parents' Association

(Prior to the South West Counselling Centre Presentation on

'Teenagers and Healthy Sexuality' at 7pm)

- 1. Effective Reporting in Junior Cycle
- 2. Communicating student achievement
- 3. Staff/student/parent Surveys on Reporting
- 4. Policy amendment: Behaviour Code

Following advice from the JMB, advisors to Boards of Management, all schools have been asked to alter section 8.2.b, of the Behaviour Code, 'the Board will nominate two member's has to be replaced with the following:

- 8.2.b At its next meeting the Board will meet with the parents/guardians (students if over 18) to hear the appeal
- 8.2.c If the Board decides to remove the suspension, the record of the suspension will be removed from the student's file. If the Board approves the suspension then the suspension will stand.

The Staff, Chairperson of the Parents' Association and the Head Girl/Deputy Head Girl have been informed of the change in the Code

- 5. BOM Agreed Report
- 6. Fundraising initiative 'Split the Bucket'

Presentation Secondary School Listowel Parents' Association meeting with the Board of Management Tuesday 21st May 2019

Members of the Parents' Association met with the Board, Deirdre O'Neill, Eilis Walsh Caroline Foran and Mary O'Carroll engaged with the Board in a lengthy discussion on a number of issues regarding the strengths and challenges of the school.

The strengths identified:

The parents praised the excellent communication between the school and the parents through individual meetings, evening information meetings, emails, texts, letters on the website, social media and the availability of management and staff to meet with parents at short notice. It was pointed out that this engagement with parents is very much appreciated by the parent body.

The challenges identified were:

- The financial pressures on parents, the new online payment system is sending a lot of text messages to parents at present. The Principal spoke about the individual discussions that take place with parents, family discounts offered, the availability of 'School Books Grant Scheme for Needy Pupils' and the financial pressures on the school to stay within budget.
- Affirmation practices in the school: the Awards Day was discussed, parents wondered if a limit of one subject department award per student could be adopted in 2019-2020. It was also suggested the TY class be included in the overall 'Class of the Year Award'.
 - The Principal highlighted the that fact that 183 awards were given out on the Awards Day. She also highlighted the other affirmation practices in the school apart from the Awards Day, the Merit Card, the Merit Stampers, formative feedback given to students on an ongoing basis the Improvement Card and the *Hidden Hero Letter* for parents
- The 6th Years Debs was discussed, it was agreed by all present that a Summer Debs would be more suitable rather than an October event. The Principal reminded all present that the school is not responsible for the Debs event at all. It was suggested that the Parents' Association in all 3 post primary schools in the town could meet to discuss the matter.
 - ♣ A discussion took place regarding the school uniform re how short some of the girls wear the skirts, the Principal informed the parents' Association members that she is looking into the issue.
- ♣ The Principal suggested that the Board of Management consider meeting with the Parents' Association at another time of the year as well as the May meeting. The

every year	from now on	l .		

Induction of New Staff

Presentation Secondary School Listowel

Induction for new teachers



- 1. Welcome
- 2. Ethos CEIST Booklet Training Evening Parish connections
- 3. Child Protection
- 4. Illness absence from school ring Principal/Deputy Principal as early as possible
- 5. Health and Safety Issues
- 6. Teacher based classrooms
- 7. Calendar 2018—2019
- 8. Droichead
- 9. Contracts DES BOM
- 10. Respect & Dignity Policy Anti Bullying Policy
- 11. Student Journals class tests page Affirmation
- 12. Reports eportal
- 13. Second Years 2018--2019
- 14. Staff Teams
- 15. He Leadership and Management Team

Roles and Responsibilities

- 16. Visiting Students
- 17. Eportal passwords
- 18. Teacher emails
- 19. Photocopying student emails
- 20. Seamus Whitty Kerry Life Skills
- 21. Role of Class Tutor Year Heads

- 22. Teacher pack
- 23. Subject Department Structure
- 24. SEN Issues
- 25. SNA's
- 26. School Policies
- 27. Homework
- 28. Pastoral Care Team Referral
- 29. Guidance
- 30. School Self Evaluation School Improvement Planning Assessment for Learning
- 31. Laptop
- 32. Forbairt
- 33. Wellbeing
- 34. Timetable
- 35. Class/Year structure
- 36. IT Support
- 37. Extracurricular Activities
- 38. Staff Social Committee
- 39. Health Promotion Committee
- 40. Canteen
- 41. Office Staff
- 42. Supervision break and lunch
- 43. Policy on lockers
- 44. Teaching and Learning Committee Staff Sub Committee
- 45. Transition Year
- 46. Leaving Cert Applied
- 47. Permission to leave the school
- 48. Supervision and Substitution Scheme
- 49. Carecall Service
- 50. Caretaker
- 51. Principal Contact details
- 52. Teacher texting Service
- 53. Teaching Practice
- 54. Enrolment School Profile
- 55. State Exams Results PDST Analysis
- 56. Annual Report 2017-2018
- 57. Assemblies
- 58. Theme Weeks
- 59. The Teacher Pack

Section 4: Curriculum Teaching and Learning – Teacher Individual Practices and Teacher Collaborative Practice

The School Curriculum

JUNIOR CYCLE SUBJECTS	LEAVING CERTIFICATE SUBJECTS
Irish English Maths French German Science Art Music Technical Graphics Home Economics Business SPHE RE CSPE PE History Geography	Irish English Maths French German History Geography Biology Physics Chemistry Music DCG Art PE Careers Home Economics Business Accounting Ag. Science RE

The New Junior Cycle

The Junior Cycle Leadership Team met on a weekly basis.

Minutes of the Junior Cycle Management Team Meetings 2018-2019

Wednesday September 12th 2018 11.55-12.35

Present Eileen Kennelly Marguerite Linnane Marguerite McSweeney Margaret Daly

- Discussed the names of teachers who would be attending their second JCT workshop
- Eileen informed the working group regarding JCT notes for second and third year parents which were emailed to them and explained at an information evening meeting.
- Marguerite Linnane volunteered to edit these notes for the first year parents as Home Economics, Geography and History are added to the list of subjects.
- Discussion took place regarding a meeting L2LP teachers to be held on Friday morning 17th of September.
- Teachers are to be emailed regarding above meeting and advised to have their subjects specifications for their respective subjects.
- It was acknowledged that parents of students undertaking L2LP can easily transition into LCA and reach their full potential.
- Discussion took place regarding the monitoring and recording by students of other areas of learning. A
 suggestion was made that year heads would take responsibility regarding students logging this information
 into their journals. The possibility of this being done is SPHE class with the agreement of SPHE teachers was
 discussed.
- Eileen stressed the importance of the structure of missed ability classes in second year and the decision of taking higher or ordinary level ultimately rests with students and parents. Teachers guidance in this area however is recognised.

Margaret

JCT meeting minutes For September 19th 2018

Present

Eileen Kennelly Marguerite Linnane Marguerite McSweeney Margaret Daly

Explanation document of New junior cycle for second year parents to be alter by Marguerite Linnane for first year parents meeting. Jackie Normille was thanked for her generosity in laminating Grade Descriptor for state exams and Class Room Based Assessments Descriptors for each staff member.

Annual report has been printed and this was discussed with particular reference to first year survey results

It was acknowledged that there were some problems with technology regarding uploading LPL2 it may be necessary to change format to word

CBA for present third years were discussed

Eileen Kennelly stated that she would talk to fifth year and ty class tutors regarding students compiling there statement of learning for their JC certificate which would be. Presented by the school

Discussion took place regarding matching statements of learning with school activities undertaken by present ty and fifth year students during their junior cycle years

Statements of learning

- 1 participation in public speaking, debating
- 2 participation in Seachtain na Gaeilge, modern language activities eg foreign film French breakfast
- 3 book club debating, use of library
- 4 credit union art competition , updating of notice board for team weeks ect, Christmas carol service, musical competitions
- 5 volunteering for student council, Seamus Whitty work shop participation
- 6 donating to Christmas food appeal and link with visiting student

JCT Meeting October 19th 2018

In attendance
Eileen Kennelly
Marguerite Linnane
Marguerite McSweeney

Margaret Daly

- Discussed co operation hours regarding first and second year students from the travelling community and preparing them for LP2's. it
 was decided that Emma Kelly as teacher would concentrate on those students in second year.
- With reference the Wellbeing Appendix D regarding staff survey would be completed by teaching staff using Survey Monkey
- A discussion took place regarding the use of descriptors on the eportal system where appropriate the company need to be informed
 to insure that teachers can input these where necessary
- It was decided that the meeting which will take place on October 17th will concentrate mainly on formulating 15 examples of statements that focus on the language on learning for the Other Areas of learning. These must focus of recognizing the learning achieved rather then on the activities
- All 15 statements will be circulated to class teachers of TYs and 5th years

JCT Meeting Wednesday 7/11/2018

In attendance:

Eileen Kennelly

Margaret Daly

Marguerite McSweeney

Marguerite Linnane

- It was decided that Norma Dowling would instruct TY students regarding completing their JCPA's during Lisa Whelan and Margaret Daly's 5th year religion class. Samples would be shown to them and the above would be filled in the computer room.
- Eileen Kennelly discussed the reporting format which is now being published and as a group we looked at the various surveys which can be carried out with the various interest groups. An example on page 41 referred to the student questionnaire and they can complete this on survey monkey. This will be carried out in SPHE classes for JCT students and religion classes for 5th and 6th year. A parent survey was also analysed and we found it to be user-friendly; compiled of just five questions.
- It was decided that an assessment policy needed to be formulated. Prior to this, teachers would be given an assessment checklist which could be used for diagnostic purposes. Based on the results of the above, this would help frame an assessment policy.
- CBA's were discussed and it was found that summer exams for these students would be confined to one hour.
- To facilitate the new format for reporting assessment, eportal format needs to change and the company will have to be contacted. A distinction needs to be made between junior and senior students.
- Each subject department will be required to design their own comments which are most relevant to their specific skills etc. One hour of Croke Park hours will be set aside for this; 15min for an overview and 45 to formulate these comments.
- We discussed the importance of reporting and feedback for students based on research
 by eminent educationalist John Hattee and we linked this with the use of batelle for
 kids and the value of our SLAR meetings. It was stressed that the results of the above
 meetings were final and cannot be challenged.
- It was recommended that before our next meeting that we would all become more familiar with the brown and blue booklets on looking at reflective teaching before our next meeting.

JCT Minutes 28|11|22018

In attendance

Eileen Kennelly

Marguerite Linnane

Margaret Daly

- ♣ Eileen Kennelly informed those present about a JCT Webinar which is to be repeated on Wednesday 5|12|2018. All webinars can be accessed on the JCT website
- ♣ The group reviewed the most recent JCT news letter
- ♣ It was agreed that a staff survey on Well Being would be completed before the staff meeting to be held on Thursday the 6th of December
- Feedback from teachers on Reporting procedures to be analysed at staff meeting also
- Reference was made to the reporting of the CBA's and the templates will have to be adopted by Eportal
- ♣ Eileen Kennelly stated that all teachers have been registered for the JCT cluster day on the 17|01|2019
- ♣ Time allocated for SLRS's was discussed and the times suggested was 2.40-4.40 in the afternoon
- ♣ It was recommended that all staff should be reminded to familiarize themselves with
 the Feedback booklets published NCCA and emailed to staff members
- Lit was discussed that a day would be allocated for JCT but no date was decided on.
- ♣ The Home Economics Department must contact the JCT regarding crafts completed for CBA and what is the policy regarding these items \ normally CBA work is destroyed
- Reference was made to SEN policy and the great work done by Muireann O' Sullivan SEN Co-Ordinator was acknowledged
- ♣ One JCT student was discussed regarding a educational assessment for 2018\2019
- ♣ One hour Croke Park is to be allocated in the spring of 2019 for discussion on feedback statements

JCT Minutes 09/01/2019

In attendance:

Eileen Kennelly

Marguerite McSweeney

Margaret Daly

Marguerite Linnane

- As our school is holding a cluster day on Thursday the 17th of January the following were discussed:
 - o Wifi being available throughout the school.
 - Eileen will contact all principals to inform teachers they may need to use their phones on the day for evaluation etc.
 - 15 rooms will be prepared with Eileen Counihans being set aside for the largest group.

- The School Food Company will be undertaking the catering needs for 190 teachers and 15 presenters, breaks will be staggered
- Next years enrollment was discussed, 61 students have enrolled to date, which will mean three classed for the academic year 2019-2020.
- First year choice of subjects was discussed in detail, reference was made to the different subject options e.g. offering students nine subjects with PE and CSPE as short courses, continue with sampling, allow students in 6th class to choose their preference before September thereby making timetabling student lead which is the preference of the Department of Education.
- February exams were discussed all second year exams must be of one and a half hours durations. First years will be encouraged to bring a "book in their bag" for study periods when revision is completed.
- Eileen informed the group that she will be contacting Shirley Murphy requesting an advisory meeting regarding MML and the establishment of a special needs unit for some of our SEN students.
- A Digital Learning Template was emailed to all staff and a Digital Coordinator for each department has been agreed upon.

JCT Minutes 16\1\2019

In attendance:

Eileen Kennelly

Marguerite McSweeney

Margaret Daly

Marguerite Linnane

- We discussed the results of a survey which had been completed by 2nd year parents who had attended an information night regarding the new Junior Cert. the results were generally very positive regarding the reporting of their child's progress.
- ♣ It was decided that the standard comment eg "she is doing fine" is no longer adequate particularly for parent teacher meetings.
- Regarding eportal entries comments that are subject specific must be agreed on by subject departments
- Reference was made to the Reporting Guidelines published by the Department of Education and a discussion to place regarding the 8 guiding principles underpinning reporting for the JC.

Encouraging authentic engagement with parents

- ♣ Providing opportunities for students through feedback to reflect of their learning
- First year parents will be surveyed after they attend their first teacher\parent meeting on Thursday 24\1\2019
- Reference was made to a recent ERSI report by Seline McCool which received media attention regarding 9 year olds who possess a mobile phone and perform poorly as 13 year olds.
- ♣ Eileen informed those present that Rosemary Flanagan would be visiting the school to speak to learning support teachers regarding material to be covered with SEN students eg Toe by Toe etc
- ♣ The possibility of TY students carrying out paired reading on Tuesday afternoons was discussed

JCT Minutes 27/02/2019

In attendance

Eileen Kennelly

Marguerite McSweeney

Marguerite Linnane

Margaret Daly

- **♣** Eileen informed the group that the incoming 6th class students would be given a list of three option subjects. They would rank these in order of preference 1-6. This would create the blocks and at the same time these students would sample the taster subjects during September\ October 2019.
- **♣** an information meeting for parents of 6th class students is scheduled for March 4th with particular emphasis on the above.
- ♣ A May meeting is scheduled for the same group to allow them to settle in smoothly.
- → 35 students have applied T.Y programme. Teachers are asked to complete an assessment form on each of the applicants to assess their suitability.

- ♣ To facilitate Kevin McCarthy meeting on Battelle for Kids all students will be surveyed. The computer room will be made available and Marguerite Linnane will direct the students on the survey to insure that it runs smoothly.
- There will be two first year classes established for the academic year 2019\2020 however the group will be split into three classes for math's \ English.
- ♣ The JC`T group are invited to meet with the BOM on April 2nd to talk about the challenges of the New JCT with emphasis on CBA's etc.

JCT minutes March 6th 2019

In attendance

Eileen Kennelly

Marguerite McSweeney

Marguerite Linnane

Margaret Daly

- ♣ The dates and time for next year staff meeting was discussed, JCT is always a central part of these meetings.
- ♣ The science assessment task which was held in the dining area on March 6th was reviewed.
- ♣ The parents meeting which was due to be held for incoming parents and 6th class pupils was rescheduled for Monday March 12th
- ♣ The proposed meeting of our JCT team meeting with the BOM was discussed. The format is one of conversation involving discussion on

Oral Irish is no longer examined as part of the JC

Implementation of the programme

Engagement with students

Obligation of the school regarding delivery of the programme.

Results of surveys to be presented

Irish\English\math's can only be taken at high and ordinary level, no foundation level

Reference to subjects which will be taken at common level.

Organization of CBA's and the importance of scheduling these to minimize stress for pupils

What are the challenges and how is the school dealing with them.

The role of the Wellbeing Coordinator

The importance of in service for staff

- ♣ One Croke park hour is to be set aside for discussion of scheduling CBA's in September for second and third year students.
- ♣ Next week's meeting will looking in detail at our Assessment Policy.

Minutes of meeting Date: 20/03/19

Present: E Kennelly, M Daly, M McSweeney

Review of Leadership planning meeting on 19/03/19 in Tralee Education Centre:

- the new junior cycle must always be student centred
- the importance of student voice is to be central to all planning
- planning and scheduling of CBAs can be challenging for leadership
- wellbeing hours which are currently at 300 will increase to 400 hours
- all wellbeing hours must be time-tabled
- options discussed included timetabling PE, SPHE, and CSPE wellbeing hours throughout 1st, 2nd and 3rd year, also a reflection class.

We will consider reducing English and Maths to 4 periods per week in 1st year.

Wellbeing can also be included in IT class, perhaps 11 hours in each of 1st and 2nd year.

- all possibilities will be discussed at the teaching and learning committee meeting.

JCT Minutes

28\3\2019

In attendance

Eileen Kennelly

Marguerite Linnane

Marguerite McSweeney

Margaret Daly.

- ♣ Eileen informed the group that Post of Responsibility held by staff may need to be changed in some cases to comply with the Changing Needs of Our School. At least three people will be involved in SSE to help with coordination and this will make up part of their new post.
 - It was recommended that Year Heads in future will roll on with their year groups. This will enhance continuity and develop relationships between the year head and the student body.
 - → It was suggested by Marguerite McSweeney that JC students could have a opportunity to show case and display there CBAs at a awards night. There certificates would be presented to them here. This would be held in November.
 - ♣ Eileen suggested that an orientation day for the incoming 6th class would be held in October 2019.
 - A discussion took place regarding the 400 hrs which is to be delivered for Wellbeing for all first year JC students. It has been decided for the incoming first years English and Math's will be reduced to 4 classes per week. Concern was expressed regarding the implications for numeracy and literacy in the future. However, it was agreed that this a department directive and the 400 hrs has to be delivered. The option of dropping a option band was considered to inappropriate. Schools will be inspected from 2021 regarding there implementation of Wellbeing where 7 classes will be delivered to first years, 5 to 2nd and 3rd years.
 - ♣ Eileen stated that Catherine Kennedy is interested in delivering a short course based on personal care and living in the community for our LP2 students. It was agreed that this would be most beneficial for these students.

JCT Minutes

3\4\2019

In Attendance

Eileen Kennelly Marguerite McSweeney Margaret Daly

- ♣ We discussed that Religion and Technical Graphics would are the last two subjects as part of the new JCT to be introduced in September 2019
- ♣ Brian Coffey would be attending an in service day in May regarding the new technical graphics curriculum.
- Reference was made to the BOM meeting that Eileen and Margaret attended in the previous week where they informed those members present regarding some of the challenges facing teachers in delivering this new programme. Reference was made to the format of the students' certificate and the possibility of having an evening presentation to include their parents.
 - ♣ A detailed discussion took place regarding the need to review the school uniform. It was decided that all school partners would be involved in the discussion eg teachers\student council\ parents council and BOM. It would also be discussed at the next year heads meeting and would be on the agenda at our next staff meeting.

JCT minutes. $1^{st} \setminus 5^{th} \setminus 2019$

In attendance

Eileen Kennelly

Marguerite Linnane

Marguerite McSweeneny

Margaret Daly

- A detailed discussion took place regarding concerns some teacher had regarding what to do with CBA's. it was decided that each subject coordinator would be emailed by Eileen. It is their responsibility to contact the department regarding CBA's and the return\ not return policy for their specific subject areas.
- → A leading member of the department JCT programme Tiernan O Donnell would be invited to attend a JCT meeting here in the school. It is anticipated that this may take place in September.
- ♣ Results of the CBA's would be given orally by teachers to students and the written descriptor would be accessed by parents on eportal along with summer exam results.

♣ Eileen informed the group that the next BOM meeting would have feedback from the Parents Association and Student Council, as usually reference would be made to JCT matters

JCT Minutes of Meeting 15th May 2019

In Attendance

Eileen Kennelly

Margaret Daly

Marguerite McSweeney

Marguerite Linnane

Francis O'Farrell – JC advisor

Matters discussed

- Evening event for profile of achievement
- Support visits
- Wellbeing
 - o short course
 - o 2020 deadline for 400 hours
 - o Pres Listowel 7 wellbeing classes in 1st year
- Lack of Clarity of Appendix 1
 - o Can be used to make up hours
 - o Circular 79/18
 - 19% of timetable wellbeing
 - 1st year 7 classes
 - Change for September 2019
- Cluster day planned for 12/12/2019
- Whole School Day
 - Three areas of possible focus
 - Cross-curricular planning
 - Teaching, Learning, Assessment and Reporting effective feedback, Student voice, M. Berry
 - Inclusion Level 2 learning
 - Suggested 1st week in October Monday/Friday as potential day for Whole School Day to take place
 - o Ask teachers which of the 3 choices they would benefit most from

- Inclusion example let Francis know and he will put together a day and outline how it would look
- o Talk to teachers and then contact Tiernan O'Donnell, the regional leader
- Parent information process parents have been well informed numerous meetings, simplified the whole process to engage with parents
- 1 croke park hour to be allocated next year to plan for CBA schedule
- Give back CBA's after the SLAR
- General practice to return CBAs to students after SLAR but it's a decision for schools themselves school based policy
- Other areas of learning
 - o page in journal, matched activities
 - o samples to be included in Journal
- Reflection by departments on the CBAs and the SLAR to be included in the Annual Report
- Teaching & learning feeds into J.C.T
 - Examples of best practice
- Reference to SPHE inspection
 - o Teacher must deliver wellbeing
- Short courses depends on schools, e.g. I.C.E,
 - o offer 6
 - o 100 hours for a short course
 - o Would have to drop an option block
 - o Reduces choices for Senior Cycle
 - School accesses the short courses

Student Voice Workshop

Attended by Margaret Daly & Emma Kelly

Date: 7th March 2019

What was the workshop about?

- Structures to support the expression of student voice in schools. The workshop explored how schools can support students to have an authentic voice in the learning and teaching process.
- Embedding a culture in schools and classrooms where student voice is encouraged and supported to enhance learning and teaching
- To assist schools in developing sustainable approaches to activating student voice and support powerful learning environments

Student voice is a vital part of today's classroom, (not just student council), the days of a "silent" classroom are gone, students should be participating more and more in class and taking ownership of their learning. Don't be afraid of the noise and movement, its "active noise"

A common worry for teachers is that the student's grades will suffer if more activities are taking place in the classroom; results have shown that high achiever's (A students) achieve as expected, the average student shows a slight improvement in grade while the lower band of students show great improvements

Main Recommendations

Based on Looking At Our Schools students are encouraged to negotiate their own learning in the classroom.

The school needs to promote and facilitate the development of pupil voice and pupil leadership

Departments are encouraged to provide students with choices where possible in their courses

Schools are encouraged to share a 2 year plan with senior cycle students

Students need to know how to interact with the inspectorate and in the future the inspectorate will feedback directly to the students

- In the future it is the intention of the inspectorate to:
 - Gather more information from students during the inspection through focus groups
- o It was noted that student voice will be spoken about explicitly in their reports It is a whole school approach and should be encourage by management

Take it slow, decide how you are going to develop this culture?

- Depts, year groups, classes, cycles, subjects
- Encourage teacher networking and communicate
- Learn through reflection, allow yourself to make mistakes and learn from it
- Take ownership of the process, decide where to start, have a clear vision
- Audit; reflect where you/your dept./your school is and focus on an area best suited to you/your dept./your school
- Start with a group you are comfortable with

Suggestions

• Develop student voice by encouraging 1st year students to write an advice note to incoming 6th class students from their old primary school. In return the 6th class

students might respond with letters regarding their concerns, questions they have about the school. Copies can be displayed in the social area on orientation/open night. Making the students feel welcome and part of the school before they start in September.

- Get young teachers to share newer methodologies with older members of staff
- Student feedback after lessons; use a reflective basket with prompts (eg. What helped me learn today? What did I enjoy about the learning today?)
- TYs might share their experience and knowledge with 2nd year groups (particularly with regard to CBAs)
- Students should communicate and be part of meetings with Board of Management or staff meetings where appropriate (eg. Informing of competition entries, activities undertaken by the students, reporting on surveys etc)
- A whiteboard could be on display in the social area/outside the Principal's office/corridor with leading questions on it (eg What did you learn today?) students can write or sketch suitable responses
- Listen to student's feedback and where appropriate and implement it (eg. Teacher was asked by senior cycle students to give a break between a double period. This had never been practiced before but the teacher agreed and was amazed at the increased concentration levels in the second class. A better rapport had developed in the class also as the students felt respected and listened to)
- Students might be posed with reflective questions at the end of class; What are we doing in the school currently to help you learn? What can we do to change and help you to work better?
- Teachers could place a sign on their door welcoming other teachers to observe their methodologies

How can we improve student voice through pedagogy?

Dialogue and discussion	Peer to peer learning	Students as co-researchers
Feedback	Peer assessment	Student forums
Self-Reflection	Buddying	Discussion platforms
Questioning	Student consultations	debates

Interacting within the class	Questionnaires	
Negotiation	Focus Groups	
Exchanging ideas	Student working groups	
Students expressing themselves	Students as researchers	
Collaborative learning	Students as data source	

Barry Bennett view on questioning techniques was highlighted as good teaching practice. How a teacher frames their question is vital.

- Give notice, allow planning, promote thinking
- Eg. Mary think about this, is a waterfall an erosional or depositional feature? Discuss it with Siobhan beside you and I will be back to you in a moment

If a student is put on the spot part of the brain can shut down and they panic even if they know the answer.

Vary questions/instructions

- Eg. Instead of read a passage, read a passage and rank the information/choose the most important part
- Get students to rank, categorise or classify information as the brain is a pattern seeker

Advantages of engaging with Student Voice

Results for average students have improved

Teachers are motivated

Parents are more engaged and asking about Student Voice

It can be used for SSE

Deeper learning

Initially it takes extra preparations for teachers but once implemented, students are doing a lot of the work themselves in the classroom (It is a slow process and only baby steps should be taken)

Other Resources/Academia mentioned

Donal Fleming

Laura Lundy; Lundy Model

Mike Hughes; The Magenta Priciple

Harte's Ladder; The lens of participation

Finally

Teacher Voice can support more meaningful Student Voice. Subtle changes in practice can lead to more meaningful student voice and enhance the professional identity of the teacher. It is often the most disengaged student that benefits the most

The Role of the Literacy Coordinator

The Literacy coordinator is responsible for coordinating and developing literacy initiatives in the school as part of school SSE and SIP.

- Lead and Support a Whole-school Approach to Literacy
- ♣ Have a strategic vision for literacy development within the school
- ♣ In consultation with the Principal and staff to devise the school's literacy policy
- Act as Literacy Link Teacher in the school
- Organise Literacy Theme Weeks
- **↓** Liaise with Subject Department Coordinators
- ♣ Coordinate and develop literacy initiatives in the school as part of school SSE and SIP
- ♣ Inform staff about numeracy resources that are available, e.g. PDST etc.

The Role of the Numeracy Coordinator

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- Lead and Support a Whole-school Approach to Numeracy
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- **↓** Liaise with Subject Department Coordinators
- Coordinate and develop numeracy initiatives in the school as part of school SSE and SIP
- ♣ Inform staff about literacy resources that are available, e.g. PDST etc.

The Teaching and Learning Committee Minutes of Meetings

Teaching and Learning Committee meeting Wednesday 26th September 2018

Agenda

- 1. Welcome
- 2. Microsoft Office 365
- 3. New Junior Cycle Wellbeing Day 3rd October
- 4. Class Based Assessments 2nd and 3rd Year 2018-2019
- 5. Recording the Other Areas of Learning TY and 5th Year
- 6. Policy Review:
 - Respect and Dignity Policy monitoring by the Year Head Team
 - **♣** Substance Use Policy Review
- 7. Dates of the Parent Teacher Meetings 2018-2019
- 8. SIP/SSE Reporting Formative Feedback
- 9. Battelle For Kids meeting 4th October at noon
- 10. Data Protection Matters
- 11. New Procedures for Junior Cycle Appeals
- 12. SEN In-service 19th October SEN Team LP2 concerns
- 13. AOB

Teaching and Learning Committee meeting Thursday 15th November 2018

Apologies

Lisa Whelan

Agenda

- 1. Welcome
- 2. Reporting School Self Evaluation Planning 2018-2019
 - ♣ Subject Department meeting week of 19th November (Thursday 22nd Number)
- 3. Class Based Assessments 2nd and 3rd Year 2018-2019
- 4. Recording the Other Areas of Learning TY and 5th Year JCPA
- 5. Policy Review:
 - ♣ The Draft Faith Policy (Coordinator of Ethos)
 - ♣ The Draft Wellbeing Policy (Wellbeing staff survey: Mary O'Connor)
 - ♣ The Draft Substance Use Policy (Year Head Team)
 - ♣ Draft Digital Strategy (IT Coordinator and Team)
 - ♣ Draft Assessment Policy (Teaching and Learning Committee)

- 6. SIP/SSE Reporting Formative Feedback
- 7. Battelle For Kids meeting 12th November meeting update
- 8. New SEN Inspections
 - o 3 days notice
 - Very similar to MLL inspections form to be completed in advance including AEN inspection
- **♣** School provision plan form and timetables
- ♣ Survey of parents (online)
- lacktriangle Interviews with AEN(Additional Educational Needs) students and parents
- **↓** *Visit to classes with AEN students (chosen randomly)*
 - All teachers should include the individual needs of AEN students in their Schemes of Work and lesson plans
- **↓** Evidence of differentiation in teaching, hand outs, homework and assessment.
- ♣ Teachers should be aware of IEP targets of students in receipt of learning support
- **↓** *Inspections will begin from January 2019*
- 9. Policy amendment: Behaviour Code

Following advice from the JMB, advisors to Boards of Management, all schools have been asked to alter section 8.2.b, of the Behaviour Code, 'the Board will nominate two member's has to be replaced with the following:

- 8.2.b At its next meeting the Board will meet with the parents/guardians (students if over 18) to hear the appeal
- 8.2.c If the Board decides to remove the suspension, the record of the suspension will be removed from the student's file. If the Board approves the suspension then the suspension will stand.

The Staff, Chairperson of the Parents' Association and the Head Girl/Deputy Head Girl have been informed of the change in the Code

10. New Child Protection Inspections

Child Protection and Safeguarding Inspections are scheduled to commence in January 2019 following a pilot phase in October/November 2018. One purpose of these inspections is to monitor the extent to which the child protection procedures are being implemented in schools.

- Linspections will generally be unannounced
- The evaluation will involve up to two days in a school and will usually be conducted by two inspectors

There will be a **checklist with 18 identified items** that the Board, management and staff must comply with satisfy the Inspection Team.

The Bullying Template Report form is part of this inspection. It is the responsibility of the Year Head following a discussion with the Class Tutor to complete this form and to hand it to the Deputy Principal/Principal.

The Policy on the Supervision of students is central to Child Protection concerns.

Written risk assessments are to be completed and saved on the teacher's Microsoft One

Note, prior to school activities outside of the school grounds (Health Promotion/Wellbeing/PE

activities/Walks) These assessments are central to Child Protection concerns.

Written risk assessments are to be completed and saved on teacher's Microsoft One Note, prior to school extracurricular activities outside of the school. These assessments are central to Child Protection concerns.

- It will result in a **published report** and may result in a Follow Through Inspection
 The means of gathering evidence will include:
- Engagement with learners
- Meetings with the DLP / Deputy DLP, the Chairperson of the board, a sample of school personnel and the SPHE coordinator
- School self-report form
- Review Board minutes; Child safeguarding statement and risk assessment; Relevant school plans; timetable data
- Review of child protection records.

RE -Vetting

Teachers who receive a re-vetting notice are advised to complete both stages of the vetting application process within the timeframe given. If a teacher does not complete the re-vetting, he/she will not be allowed to renew registration and will lapse from the Register which means he/she cannot receive a State-funded salary.

NEW SCHOOL PERSONNEL TRAINING

All new personnel must undertake the TUSLA and PDST eLearning modules as soon as feasible.

Records of training undertaken should be given to the Principal to prove that personnel were offered and undertook these modules as a minimum.

We will discuss these matters at the December staff meeting in December

11. AOB

Teaching and Learning Committee meeting Monday 21st January 2019

Agenda

- 1. Welcome
- 2. Whole School Inspection requirements.
 - **LAOS**
 - Child Protection
 - Meetings with staff groups
 - School Self Evaluation
- 3. GDPR
 - Reporting on students GDPR

PT meeting

- ♣ Claire O'Riordan's concerns
- 4. Reporting and Assessment: School Self Evaluation Planning 2018-2019
 - ♣ Policy on Home work and Assessment
 - ♣ Staff, student and parent surveys
 - Eportal February Exams
 - **♣** Giving another eportal report at Christmas???
 - ♣ All 2nd Year exams to be 1.5 hours House Exams
- 5. Croke Park Hour CPR Training 7th February.
- 6. Teaching and Learning LPL2
 - ♣ Introduction of the Special Class, SEN Coordinator meeting with the BOM January 30th
 - ♣ Lisa Whelan's concerns
- 7. Policy Review:

- **♣** The Draft Faith Policy (Coordinator of Ethos)
- **♣** SEN Policy Review (SEN Coordinator)
- ♣ The Draft Wellbeing Policy (Wellbeing staff survey: Mary O'Connor)
- ♣ The Draft Substance Use Policy (Year Head Team)
- ♣ Draft Digital Learning Plan (IT Coordinator and Team)
- ♣ Review of the Assessment Policy (Teaching and Learning Committee)
- 8. SEN In-service 23rd January/LP2 In-service 28th January/PDST In-service 8th February
- 9. Detention Muireann O'Sullivan
- 10. Scheduling of events for the remainder of the year Elaine Hickey
- 11. Applications for TY/LVCP/LCA 2019-2020 36 applications for TY
- 12. Review of the Awards Day Affirmation practices Behaviour Code
- 13. Theme Weeks
- 14. AOB

Teaching and Learning Committee meeting Monday 21st January 2019 at 11.15pm

Agenda

- 1. Welcome
- 2. Senior Options 2019-2020: Cooperation with St. Michael's
 - ♣ Accounting/Art/Physics
 - Letter to parents
 - Meeting with students

Facility CMIS

Name	Num	1	2	3	4	5	6	Total
5OPT1	2	Ger 9	Fre 40					49
5OPT2	5	Bio 17	Art 2	His 23	Mus 6			48
5OPT3	5	Bus 11	Agr 12	Phy 5	Hom 9	Des 12		49
5OPT4	4	Acc 3	Bio 24	Che 10	Geo 12			49

- 3. 1st Year Options 2019-2020
- 4. Applications for TY 2019-2020 36 applications
 - ♣ Programmes Coordinator will meet with the BOM in February
 - **External** interview personnel will assess the students under the applications criteria
- 5. Use of SchoolWise
- 6. Mock and House Exams
- 7. Battelle For Kids whole school surveys on Wellbeing, Formative (4 areas)
- 8. The Critical Incident Team Planning: 4 more teachers for the team
- 9. AOB

Teaching and Learning Committee meeting

Thursday 14th March 11.15am 2019

Agenda

- 1. Welcome
- 2. Adoption of the Agenda
- 3. Minutes
- 4. Matters Arising
- 5. School Self Evaluation
- 6. School Policies
- ♣ Review of the Assessment Policy

Policy Development as part of the Child Protection Review

- ♣ Policy on one- to- one teaching/meetings
- ♣ Policy and Procedures for use of external personnel
- ♣ First Aid Policy
- Communication Policy with parents (fixtures/venues/ times/changes, etc.),
- lacktriangle School Policies , Policy on teachers being present with external personnel
- No unsupervised access to students
- **♣** *RSE Policy for senior school students*
- **♣** BOM Recruitment Policy, Statutory Declaration, Vetting, Registration Teaching References, Induction, Training, Child Protection Procedures
- ♣ Policy and Procedures for visitors, contractors during school hours
- ♣ Policy and Procedures for visitors, contractors **after** school hours
- lacktriangleq Policy in respect of students undertaking work experience at the school.
- Induction Policy, Training, Vetting and Statutory Declarations
- 7. Leadership and Management : Reporting and Review meetings Assistant Principal meeting Review in May 2019
- 8. The School Calendar 2019-2020
- 9. SchoolWise Educational Platform
- 10. Battelle For Kids/Ag Foghlaim le Cheile Survey results
- 11. Meeting for parents and students incoming September 2019 on March 4th re Junior Cycle and option subject choices.
- 12. Eileen Kennelly and Marguerite McSweeney will attend **JCT Leadership Student Centred Strategic Planning** in Tralee 19th March 2019
- 13. Affirmation practices Ann O'Neill and Elaine Keane
 - **Review of Affirmation Practices**
- 14. Critical Incident Team
- 15. AOB

Teaching and Learning Committee meeting

Thursday 28th March 11.15am 2019

Agenda

- 1. Welcome
- 2. Adoption of the Agenda
- 3. Minutes Thursday 14th March 2019
- 4. Matters Arising
- 5. School Self Evaluation: Assistant Principal Role reassignment
- 6. JCT Leadership Student Centred Strategic Planning
- 7. Wellbeing: allocating the 400 hours

Circular 79/2018

"The Junior Cycle Wellbeing programme began with a minimum of 300 hours of timetabled engagement in 2017 to 400 hours and will build up by 2020 as the new Junior Cycle is implemented fully in schools.

It is accepted that a degree of flexibility in relation to how the hours for Wellbeing are applied may be necessary in the initial years of the new Junior Cycle. A number of sample programmes are laid out in the NCCA Wellbeing Guidelines"

- 8. Review of the Assessment Policy
- 9. Return date to school in August
- 10. Reporting to Junior Cycle students: Class Tests: staff policy, do teachers use percentages or the new grade descriptors
- 11. SchoolWise Educational Platform
- 12. Awards Day May 2019
- 13. AOB

Agenda

- 1. Welcome
- 2. Adoption of the Agenda
- 3. Minutes Thursday 28th March 2019
- 4. Matters Arising
- 5. Teaching and Learning Matters: 'Looking at Our Schools'

	DOMETIN2	STANDARDS
TEACHING AND LEARNING	Learner outcomes	Students: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the post-primary curriculum attain the stated learning outcomes for each subject, course and programme
	Learner experiences	Students: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students' learning selects and uses teaching approaches appropriate to the learning intention and the students' learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional development and professional collaboration work together to devise learning opportunities for students across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise

How do you know? Learner Outcomes Learner Experiences Teachers' Individual/Collective Practices Class copies *Focus Groups SEC results Class tests Student Surveys Teacher discussion / Attitudinal surveys *Teacher Observation reflection (Students & Parents) •Team-Teaching Minutes from subject / •Standardised tests (e.g. ReviewsAttitudinal surveys staff meetings STen scores, CAT4) (Students & Parents) Focus groups Student profiles / progress •Teacher surveys Professional Collaborative Planning & Review

- 6. School Self Evaluation& School Improvement Planning
 - Classroom Culture
 - **4** Reporting
- 7. Assistant Principal's Report and Review meetings May 2019
- 8. Annual Report 2018-2019 Subject Dept Coordinators
- 9. Review of Policies
 - o Substance Use Policy BOM approval June 2019
 - o Assessment Policy BOM approval Autumn 2019
 - o RSE Policy BOM approval Autumn 2019
- 10. SchoolWise Educational Platform are we going to use it?
- 11. Subject Department meetings:
 - o Coordinator's Annual Report using 'Looking At Our Schools 'as a format
 - o Professional analysis of State Exams in the Autumn 2019
- 12. Planning for the remainder of the term Summer Exams 2019
- 13. TY 2018-2019 and TY 2019-2020
- 14. Awards Day 2019
- 15. AOB

The SEN Team Minutes of Meetings

SEN Team Meeting 28th August 2018 11.55am-12.35pm:

Agenda

- 1. Welcome
- 2. Plan for the year
- 3. Date for CAT testing
- 4. Timetables for SEN students 2018-2019
- 5. List of SEN students 2018-2019
- 6. Educational PASSPORTS Primary schools
- 7. LPL2 & LPL1

Marguerite McSweeney

- 8. IEP's and Care Plans
- 9. Priority students 2018-2019
- 10. Gifted and Talented students
- 11. Allocation of LS classes
- 12. Liaising with LS teachers
- 13. AOB

SEN Team Meeting 19th October 2018 9.40am

Agenda

- 1. Welcome
- 2. Letters to parents re Timetables for SEN students 2018-2019
- 3. LPL2
- 4. IEP's and Care Plans
- 5. Priority students 2018-2019
- 6. Gifted and Talented students
- 7. Allocation of LS classes
- 8. Liaising with LS teachers
- 9. AOB

SEN Team Meeting 12th December 2018 10.20am

Agenda

- 1. Welcome
- 2. Review of the SEN Policy

- 3. SEN Coordinator's ongoing assessment work
- 4. Approaches to LS Classes
- 5. Letters to parents re Timetables for SEN students 2018-2019
- 6. LPL2
 - ♣ Marguerite McSweeney's update
- 7. IEP's and Care Plans
- 8. Priority students 2018-2019
- 9. Gifted and Talented students
- 10. Allocation of LS classes
- 11. Liaising with LS teachers
- 12. AOB

SEN Team Meeting 13th May 2019 12.35pm

Agenda

- 1. Welcome
- 2. SEN Coordinator's Report
- 3. Special Class 2019-2020
- 4. SEN students 2019-2020
- 5. LPL2
 - Marguerite McSweeney's update
- 6. IEP's and Care Plans
- 7. Gifted and Talented students
- 8. Liaising with LS teachers
- 9. AOB

Co-curricular Activities

- Maths week
- Science week
- Green schools week
- Wellness week
- Home Economics week
- Student Council week
- Water week
- History week
- French & German week (modern languages)
- Catholic schools week
- Literacy week
- Art/music week
- Irish week
- Health promotion week
- Sports week
- English week
- Just One Life Campaign
- ME Theme Week

Transition Year Activities

Events/Trips

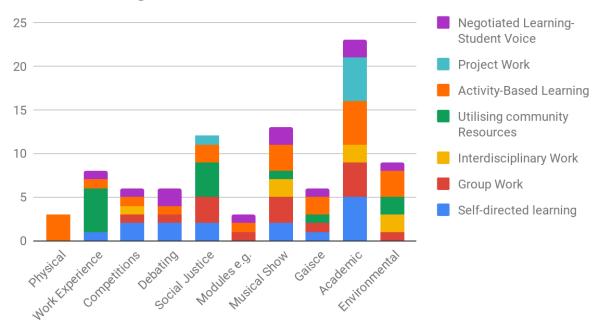
- > Surfing
- ➤ Law Day
- ➤ Maherees Day
- > TY Module
- > TY Expo
- National Ploughing Championships
- Wetlands Tralee
- ➤ Midterm Table Quiz
- Ger Carey Comedian
- ➤ Visit to UL
- ➤ Killarney Racecourse-Play
- Dublin Trip
- ➤ Siamsa Tíre-My Fair Lady
- ➤ Dingle /Gaeltacht Trip-Rock-Climbing/Ionad Oidhreachta
- ➤ Play- Shrek
- > Seachtain na Gaeilge
- > Theme Weeks
- Seó Bothair-Irish Workshop

Other Aspects of TY

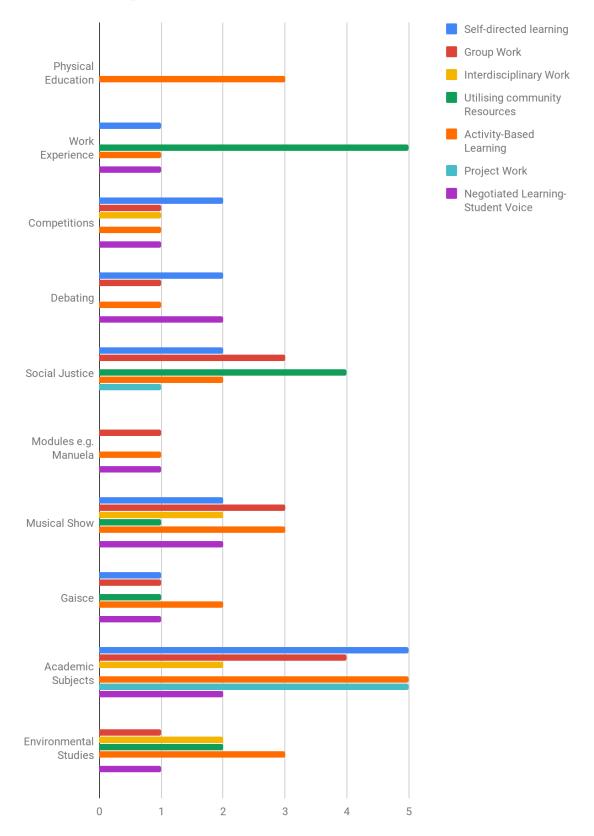
- Motivating Others
- > Assessments/Portfolios
- ➤ Leadership Qualities
- Contributing to student Wellbeing
- ➤ Courage/Bravery-Trying new things/pushing boundaries
- > Attendance
- > Cert for Green Schools
- Social Action
- > Enterprise

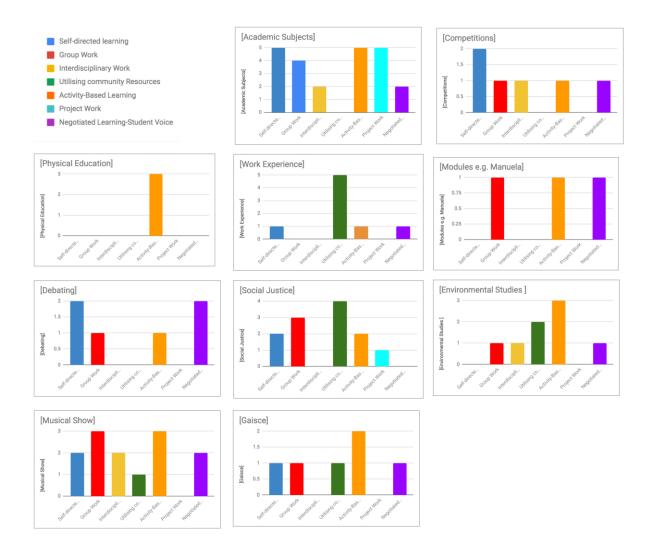
Good Teaching Practices in Transition Year

Good Teaching Practices in TY



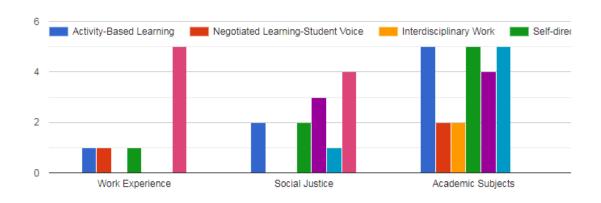
Good Teaching Practices in TY

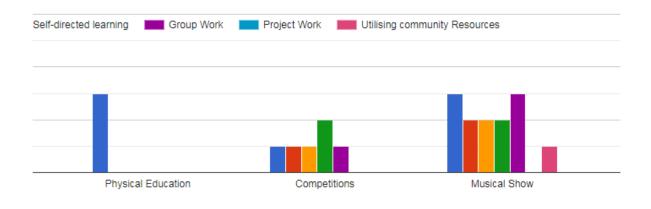


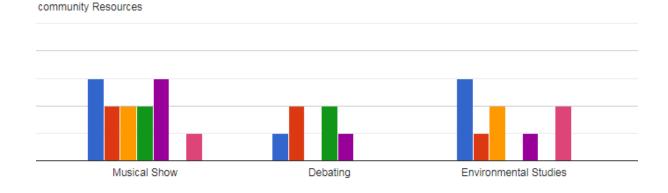


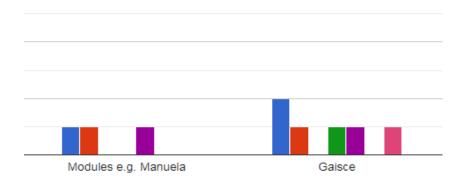
Teacher Survey Findings on Good Teaching Practices in Transition Year

Please indicate the subjects, modules or special features of TY which offer examples of good practice.









Findings of the Transition Year Surveys, 2018-2019

As part of the evaluation of the Transition Year (TY) Programme self-evaluation process parents, students and teachers were invited to participate in surveys. The findings from the surveys are outlined in this report.

Parent Survey

Thirty parents were surveyed by distributing a questionnaire towards the end of the academic year. Eight parents submitted their responses. Twenty-two parents did not submit their responses. This is illustrated in Figure 1.0

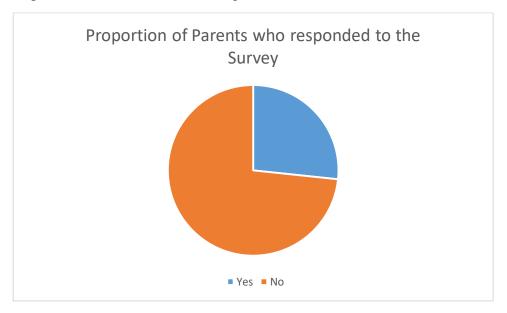


Figure 1.0

Question 1. What did your daughter gain from Transition Year? Illustrated in figure in 1.1

All parents answered this question. Responses indicated the following areas:

Gaining more self-confidence, maturity, self-awareness and independence

Making new friends

A good happy year

Free time to explore life skills

Increases self-awareness

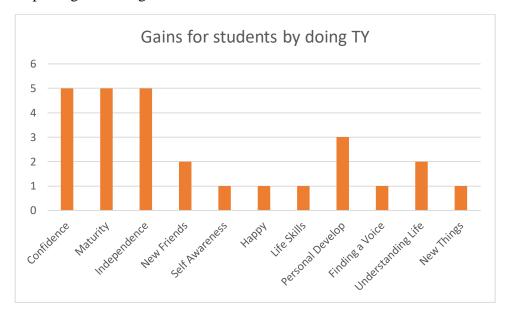
Life Skills

Personal Development

Finding her Voice

Understanding Life

Exploring new things



Question2. What were the main advantages for your daughter in participation in Transition Year?

All respondents answered this question. Findings are illustrated in Figure 2.1. The advantages cited were as follows:

Work Experience

Trips

Group work

Modules

New Experiences

Maturity

Standard of English Improved

Debating

Confidence in teachers

Confidence in peers

Social Justice

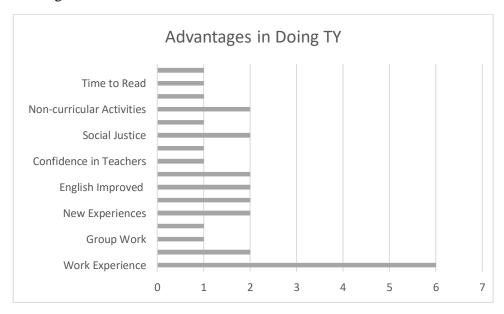
Doing Presentations

Non-curricular activities

Social Skills with Peers

More time for reading

Driving School



Question3. What were the disadvantages of participation?

The majority of respondents answered this question giving a response rate of 87.5%. Half of respondents gave one example of a disadvantage in participation in TY. Slightly less than half of the respondents indicated that there were no disadvantages to participating in the programme. One eight of respondents left the question unanswered. Illustrated in Figure 3.1

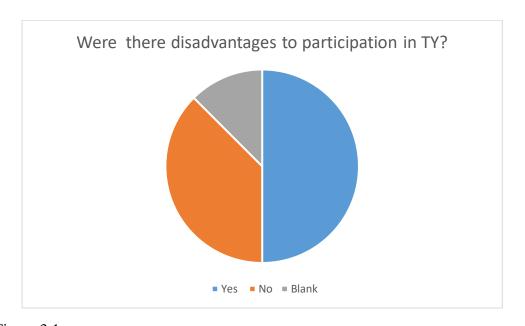


Figure 3.1

The responses raised concerns about the following areas:

Too much time doing social justice activities

A lack of clear guidelines and encouragement to enter competitions, attend open days and talks.

Loss of structure during the second term.

Difficulty studying because there were no school books.

Not enough focus on academic work

Other responses were as follows:

(But) we are delighted what TY did for our daughter and would advocate TY to everyone.

None

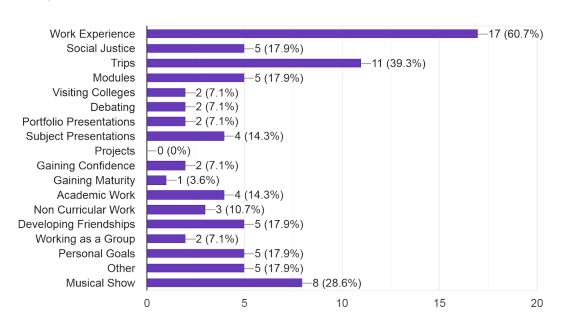
No-a good time in general

Not really (Too much time doing social justice)

Student Transition Year Survey

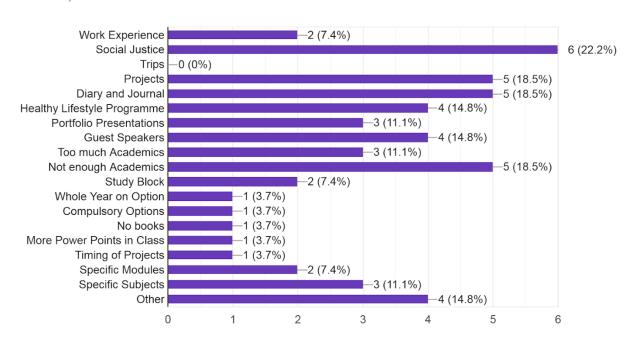
What three aspects of TY did you most benefit from?

28 responses

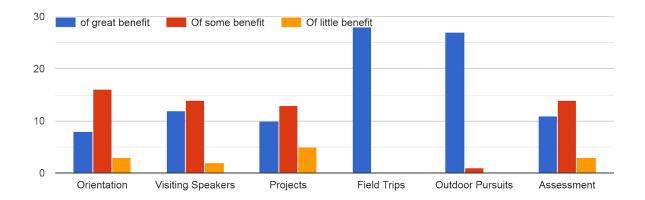


What aspects of TY did you least benefit from?

27 responses



How would you rate the following aspects of TY



Conclusion

The vast majority of students responded to the survey. Work Experience was seen as one of the main benefits of doing TY with only a very small number of people not regarding it as a beneficial experience. The Musical Show was thought to be very beneficial among students as were the trips. The other responses were very much an individual viewpoint such as being on the badminton team or joining the Red Cross.

The responses to the aspects of TY that were of least benefit was quite individualistic but many students responded negatively towards social justice. In planning TY it is considered that students are challenged to have experiences outside their comfort zones which can develop their capacity to deal with challenges that life may present to them in the future. Furthermore, social justice can give a good insight into future career choices. Lastly, the school ethos regards the teaching of respect and dignity for all as a core part of its students' education.

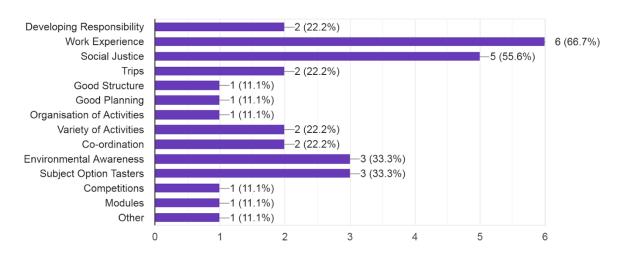
There was a very mixed response to the academic work on the programme with some thinking that there was not enough focus on it and others with a contrasting viewpoint that there was too much emphasis on it. The Transition Year Programme has restrictions imposed on it by the Department of Education and Science regarding the amount of Leaving Certificate work that can be covered in it. It is not to be approached as a fourth academic year. The students did not like keeping a self-reflection diary and like to see a clearly defined link between class projects and leaving certificate subjects.

Overall, the responses were very positive.

Teacher Transition Year Survey

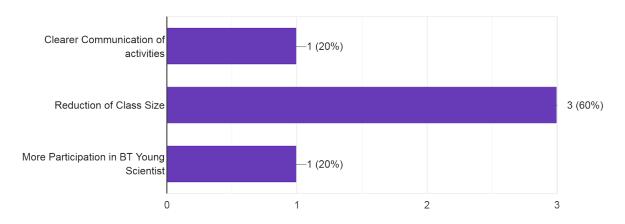
What are the main strengths of the TY programme?

9 responses



What aspects of TY would you like to see improved?

5 responses



Conclusion

The response from teachers was very positive an indicated a team of teachers what were very committed to the Transition Year Programme and had a strong awareness of what students were involved in. There was strong evidence that students listen to student voice with an emphasis on negotiated learning and are very interested in student education and wellbeing.

The Role of the Programmes Coordinator

Programme Coordinator LCA

The duties of LCA Coordinator include:

Liaising with the LCA Teacher Marguerite McSweeney

Attend Senior Options Information Evening

- Communication e.g. liaising with parents, staff and outside agencies.
- Planning e.g. co-ordinating programme planning, timetabling
- Administration e.g. record keeping, arranging out-of-school activities, monitoring of practical achievement tasks
- Motivation e.g. team building, establishing the profile of the programmes, maintaining morale.
- Organisation e.g. organising work experience, insurance, meeting employers.
- Reporting to the school authorities.

DUTIES

Administration

- Record-keeping
- Checklist of Key Assignments to teachers
- Storage of Key Assignments and Tasks
- Arrangements for examination of Tasks
- Arrangements of out of school activities
- Claiming credits

- Attendance
- Appeals

Communicating

- Teaching Team
- Students
- Principal
- Parents
- Employers
- Support Services
- Department of Education and Skills
- Team building
- Perception/morale (within and outside school)
- Trouble shooting
- On-going monitoring

Planning

- Overview of the programme
- Delegation
- Planning tasks
- Planning timetable
- Planning teaching team
- Monitoring tasks
- Team meetings
- Finance, resources
- Curriculum management

GUIDELINES FOR PLANNING in LCA

Monitor and report on Programme Planning and Preparation under the following <u>headings</u>

- Overall programme resources
- Programme budgetary procedures

- Class organisation
- Curriculum content
 - i) Individual subject plans
 - ii) Course materials and resources
- Task preparation and planning
- Work experience procedures
- Procedures for out of school activities
- Provision for health and safety requirements
- Planning for students with special education needs
- Guidance planning

Monitor and report on Programme Teaching and Learning under the following headings

- \bullet Teaching methodologies differentiation, active learning, literacy, numeracy and AfL
 - Range and variety of resources
 - Cross-curricular activities

Monitor and report on Programme Assessment

- Homework procedures
- Record-keeping procedures and reporting procedures
- On-going assessment AfL (formative) and AoL (summative)
- Terminal assessments/exams

Monitor and report on Programme Achievement and Development

- Students' level of attainment in comparison with national averages (see PDST tool)
 - Student destination survey
 - Minutes of programme meetings
 - Record of teacher in-career development
 - Programme review procedures
 - Recommendations of DES Programme Inspections

Programme Coordinator

TY Coordinator

♣ Have overall responsibility for TY

♣ To lead to TY Team

The duties include:

Liaising with the TY Coordinator Eoin Hilliard

Attend Senior Options Information Evening

- Communication e.g. liaising with parents, staff and outside agencies.
- Planning e.g. co-ordinating programme planning, timetabling
- Administration e.g. record keeping, arranging out-of-school activities, monitoring
- Motivation e.g. team building, establishing the profile of the programme, maintaining morale.

- Organisation e.g. organising work experience, insurance, meeting employers.
- Reporting to the school authorities.

Administration

- Record-keeping
- Attendance

Communicating

- Teaching Team
- Students
- Principal
- Parents
- Employers
- Support Services
- Department of Education and Skills
- Team building
- Perception/morale (within and outside school)
- Trouble shooting
- On-going monitoring

Planning

- Overview of the programme
- Delegation TY Team
- Planning tasks
- Planning timetable with the Principal
- Planning teaching team with the Principal
- Monitoring activities
- Team meetings
- Finance, resources
- Curriculum management

Monitor and report on Programme Planning and Preparation under the following headings

- Overall programme resources
- Programme budgetary procedures
- Class organisation
- Curriculum content
 - iii) Individual subject plans TY Teachers to submit plans on Microsoft Office 365
 - iv) Course materials and resources
- Work experience procedures
- Procedures for out of school activities
- Provision for health and safety requirements
- Planning for students with special education needs
- Guidance planning with the Guidance Counsellor

Monitor and report on Programme Teaching and Learning under the following headings

- \bullet Teaching methodologies differentiation, active learning, literacy, numeracy and AfL
 - Range and variety of resources
 - Cross-curricular activities

Monitor and report on Programme Assessment under the following headings

- Portfolio Assessment
- Record-keeping procedures and reporting procedures
- On-going assessment AfL (formative) and AoL (summative)

- Terminal assessments/exams
- Minutes of programme meetings
- Record of teacher in-career development
- Programme review procedures
- Recommendations of DES Programme Inspections

LCVP Coordinator

- ♣ Have overall responsibility for LCVP
- ♣ LCVP Work Experience
- ♣ LCVP exams
- **♣** SEN Issues in LCVP
- **4** Attend Senior Options Information Evening

Liaising with the LCVP Teacher Teresa Culhane

Transition Year Team Meetings

TY Team meeting Monday 22nd October 2018 11.55am

Team

- **♣** Norma Dowling
- **Lileen Kennelly**
- Loin Hilliard
- **4** Eileen Counihan
- Margaret Daly
- **4** Marguerite Linnane

Agenda

- 1. Welcome
- 2. Transition Year Coordinator Training/ Conference
- **3.** Curriculum/TY Programme Planning subject areas
- 4. Mentoring of students by the Team
- 5. Activities Planner trips
- 6. Portfolio Assessment dates
- 7. Schools Table Quiz/ Day of the Halloween and Christmas Holidays
- 8. Belfast Trip
- **9.** Letter to parents
- 10. Modules
- 11. AOB

Transition Year Team Meeting Monday 26th February 2016

Agenda

- 1. Welcome
- 2. Minutes
- 3. Matters arising

- 4. Planning for the remainder of the year 2017-2018
- 5. TY Applications 2018-2019 see
 - see Admissions Policy
- 6. Criteria/Interviews/interview template
 - Academic achievement
 - Project completion
 - Behaviour

TY Team Meeting- Monday, 11 March 2019

Agenda:

♣ Welcome

- Minutes
- Matters arising
- o Applications Process for TY 2019-2020, correct procedures to be followed
- Teachers' comments on applicants
- o Interview results
- Overall decision re students excluded How students and parents will be informed
- o Meetings with parents and students who have not been offered a place
- o Planning for the remainder of the year with the current TY
- o TY Show April 5th
- o Views on Study Block
- o Date for Portfolio Assessment May
- o Date for Graduation May
- o AOB

Art Department Annual Report

Subject Co-ordinator: Ms. C O'Riordan

Collaboration with the assistant principals (Leadership & Management Team)

In relation to both house exams and the mocks the Art department were approached prior to timetabling to see what if any alternative requirements were needed as there have been changes in both junior and senior cycle of late. Mocks were posted promptly and this allowed for their quick return.

As a class teacher to a first group I liaised frequently with Margaret Walsh as she was the allocated first year head. We discussed any issues arising and reviewed all sociograms throughout the year.

SEN information received from the SEN coordinator at the beginning of the year especially in relation to incoming students.

In relation to the Awards both Ann and Elaine made sure to link with all departments to see what awards had been allocated previously.

In relation to wellbeing along with Mary O Connor we organised our now annual staff lunch in aid of the Kerry hospice which is fast becoming an event staff look forward to and raises vital fund for a well-deserved charity.

Kay and I discussed any health and safely matters arising within the Art department and I informed her of my concerns in relation to the rising class numbers at junior cycle and told her I would be putting my concern in writing to the board which I subsequently did and Eileen Kennelly brought my concerns to the board.

Ann and I linked for our theme week of Art & Music and picked a week in March which would be suitable for both departments.

Jacqueline and I discussed some possible numeracy activities and begun work on a signpost project.

Norma informed staff of TY activities and this allowed for planning in the Art department as a timeline important for project work.

I look forward to working more in depth with Microsoft office but as of yet I feel all of my resources are easier to access from my drive but it is great to facilitate work from home.

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 is still a problem overall. The academic year '18/'19 was the second year of the revised framework for Leaving Certificate and even though the change is not revolutionary it is a welcome change in some respects. 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 has been altered to accommodate these changes. As the project ran for 10 weeks immediately after the Christmas holidays time was allocated for Art after the mocks so students are not put at a disadvantage with time missed due to their exams. As required some students also availed of extra time allocated due to disruption of time lost due to weather and school closures. I have aired concerns about 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 currently under change and this year's 2nd years were the first to complete their Art CBA 1. The current third years are the last group to fulfil the old syllabus. The course is somewhat revamped and instead of being called 'Art, Craft and Design' it will now come under the name 'Visual Art'. This year we received training in these new changes and am currently in the process of planning for next year in accordance with these changes. We look forward to further training and discussion on these changes. CBA 1 worked well and as a result the current second years having received their feedback are better prepared for their CBA 2 & CBA 3 in Art next year.

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 clay sculptures created by TY students in conjunction with the student teacher on her placement.

In December we had our art trip to Dublin which was a huge success for 6th year art and music students and provided the students with a truly enjoyable cultural experience, where they got to view many exciting art exhibits and also see a live musical in the Bord Gais. We visited the Hunt Museum in Limerick in October with 5th year & TY art students and viewed their exhibition at the time and the students got involved in an interesting workshop with the guides present.

Cross curricular links with art including with Music in preparation for the Ty show 'Mamma Mia' for example props. Links with various projects and subjects including C.S.P.E, Green School, and Religion etc. this year we also linked closer with Tech Graph as the student teacher was able to facilitate doing some observational studies with the 5th year tech graph students and their teacher said this will really help them next year with their project work. We have noticed a larger number of students wanting to study both Art and tech graph and will continue to look into where we could create further opportunities for team teaching etc.

As mentioned we had a visiting Art teacher on placement this year and after her time was finished she very kindly offered her free time to come in and do some team teaching this benefitted both of us hugely but more importantly had a very positive effect on the students in relation to helping them to prepare for their project deadline. Unfortunately as the only Art

teacher in the school this is not always possible but I can now very much see the merit in sharing with someone with the same subject background and look forward to opportunities like this again in the future.

Competitions entered including the Credit Union and the Mental Health Ireland photography competition and also a logo competition for the hospice in Tralee.

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 for my CPD I focused on working on my leadership skills and attended a full day workshop in the Tralee Education centre. 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.

As part of the SLAR for our CBA 1 I collaborated with another art teacher from a different school and this process was quite interesting to allow for discussion and guarantee consistency where the features of quality are utilised as part of the descriptors for the CBA 1.

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.

As part of the Action plan for Art the planning for implantation of the new Visual Art for Junior cycle is in the progress of being updated and this is ongoing. ICT is very important in relation to the new syllabus where students are required to make links to contemporary art and various artists it would be great to be able to include access to computers for students over lunchtimes etc to allow for this or access to laptops within the art room.

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 Microsoft 365 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 and under GDPR this needs to be monitored but until access to this information is more readily available teacher's folders are a necessity in my opinion.

In relation to Numeracy and Literacy initiatives will be addressed again as schemes get updated. 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.

In relation to our school self-evaluation this year the continued 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. We have also looked at the idea of mind mapping something that has always been intrinsic to Art in terms of the development of project planning and something which I always encourage students to use when studying Art History. Success criteria and a continued us of project work helps to ease pressure on students and enable them to work continuously instead of waiting for one final exam this is in keeping with the new syllabus also.

Uptake of Art is reasonably high especially at Junior Cycle level but as always is dependent on option groupings and varies from year to year. Uptake of Art at Leaving Certificate last year was smaller than usual last year and as a result we only be had 4 instead of 5 classes for 6th year students this current year which was disappointing for the subject especially as numbers haven't dramatically dropped this group also only had 4 class periods in 5th year which does have an impact over the two years. These classes were restored for the academic year 18/19 for the current 5th years. Art is such a specialised subject and needs to be considered carefully if going to take Art for leaving certificate.

Disappointingly Art is not being run as an option for Senior Cycle which I fear will have an impact on my subject over time but thankfully there are large numbers coming up from Junior Cycle so hopefully this will be rectified quickly. Concerns in relation to this have been issued to the board of management.

As we see in the new Junior Cycle the introduction of 'wellbeing' it can't go unsaid all the fantastic benefits Art brings to our students something which I am very passionate about as I feel it is a great outlet for expression and escapism in this ever pressurised climate I would like to further encourage this link between Art & Wellbeing as the new course at Junior Cycle develops. I am also interested in how Art could benefit students who are completing the L2LP programme and possibly in the future look at the development of a short course that would incorporate Art. I do my utmost to create a welcoming and calming environment with the Art room for all students of all years and feel many students see it as a sort of refuge where they can express themselves and in a sense have a time out while still being productive. I have yet to meet a student who couldn't benefit in some way from their involvement in Art.

As Art teacher and involved with CSPE also I have organised events to raise much needed funds for example the Kerry hospice which included a staff lunch and raised funds and also

as part of the 3rd year CSPE action project students invited in a local guard to speak to them re: the role of the Gardaí in our community and inform them on the career.

Overall for the academic year 2018/2019 we have seen lots of exciting projects begin and reach completion and I look forward to lots more in 2019-2020 as we begin so much reform with the new junior cycle.

Ms. C 'Riordan

Business Department Annual Report

Members of the Department: Marguerite McSweeney, Teresa Culhane,

1. Report on Subject Department Action Plan for 2018-2019:

- We strived to use Mind Maps where appropriate with our Junior Cycle students and continued to benefit from their use at senior cycle.
- We continued to use **AFL** strategies.
- The department continued with our policy of common tests and teaching methodologies.
- New Junior Cert Business Studies Inservice -Cluster day, Pres Listowel
- New first years availed of the taster in Business Studies prior to Halloween break, however there were not sufficient numbers for a second class.
- CBA 1 was successfully completed in March/April 2019. It was very beneficial for both teachers to collaborate in the organising of this assessment and in the SLAR process afterwards.
- Having reviewed all available books on the market at the time, we chose
 Business Breakthrough by Enda Connolly and Eoghan Keegan, published by
 Mentor. This was communicated to Margaret Daly, book rental co-ordinator,
 who secured a class set through the book rental system for 1st and 2nd years.

2. Details on Subject Department Action Plan 2019-2020

Our Action plan will focus on the following key areas:

- We will engage fully with the reporting policy as appropriate. We recognise the importance of communicating with parents on a regular basis regarding the progress of the students.
- We will make every effort to incorporate students' views into the learning process recognising the importance of the student voice.
- Mind Maps We will continue to use these for the benefit of all students especially our visual learners.

- AFL we will continue to outline learning intentions at the beginning of lessons and ascertain success criteria with student input to ensure an effective learning environment.
- Common teaching methodologies and common tests where appropriate.
- We will avail of in-service for our suite of subjects where it is available.
- We will strive to give the incoming first years the best taster possible of our subject.
- We will collaborate in the teaching of 3rd year Business studies and will jointly plan CBA 2 and review this through a SLAR meeting.
- We plan to constantly review new books for our subject.

3. State Exam results

Leaving Certificate Business:

Overview for 2018							
	Among School Cohort/Natio			Within each level			
	Cohort	Nation	Difference	Group	National	Difference	
Taking Higher Level	78%	79%	-1%				
Taking Ordinary Level	22%	21%	1%				
H1	0%	3%	-3%	0%	4%	-4%	
H2	11%	13%	-1%	14%	16%	-2%	
H3	28%	16%	12%	36%	21%	15%	
H4	6%	16%	-10%	7%	20%	-13%	
H5	17%	13%	3%	21%	17%	5%	
H6	11%	10%	1%	14%	13%	2%	
H1-H6	72%	71%	1%	50%	41%	10%	
H7	0%	5%	-5%	0%	7%	-7%	
H8	6%	3%	3%	7%	3%	4%	
01	0%	1%	-1%	0%	4%	-4%	
O2	0%	3%	-3%	0%	14%	-14%	
03	11%	5%	6%	50%	23%	27%	
04	11%	5%	6%	50%	22%	28%	
O5	0%	4%	-4%	0%	18%	-18%	
O6	0%	2%	-2%	0%	11%	-11%	
01-06	22%	9%	13%	50%	41%	9%	
07	0%	1%	-1%	0%	4%	-4%	
08	0%	1%	-1%	0%	3%	-3%	

Leaving Cert accounting:

Leaving Cert accounting:						
Overview for 2018						
	Among	School Co	hort/Nation	Within each level		level
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	100%	78%	22%			
Taking Ordinary Level	0%	22%	-22%			
H1	0%	7%	-7%	0%	9%	-9%
H2	0%	15%	-15%	0%	19%	-19%
H3	0%	14%	-14%	0%	19%	-19%
H4	100%	13%	87%	100%	17%	83%
H5	0%	11%	-11%	0%	14%	-14%
H6	0%	7%	-7%	0%	9%	-9%
H1-H6	100%	67%	33%	0%	47%	-47%
H7	0%	5%	-5%	0%	7%	-7%
Н8	0%	5%	-5%	0%	7%	-7%

Link Modules 2018:

Overview for 2018			
	School	Nation	Difference
Distinction	0%	12%	-12%
Merit	92%	52%	40%
Pass	8%	29%	-22%
Unsuccessful	0%	7%	-7%

4. Activities organised for students outside of the classroom in 2018- 2019

- Mini company activity in Link Modules
- TY events

5. Theme Weeks 2018-2019 list the activities for the week

• We liaised with Ann O Neill in her role as co-ordinator of school activities in organising our theme week for December 10th to 14th. Events scheduled were as follows:

Monday: school bank start-up with TY team

Entrepreneur competition

Online safety talk for 1st years

Tuesday: School Bank, entrepreneur comp. financial literacy talk to 2nd years

LCVP mini enterprise

Wednesday: School bank, entrepreneur comp.

Enterprise mentor talk to TY

LCVP mini enterprise

Thursday: School bank, entrepreneur comp. Financial literacy talk from Bank of Ireland LCVP mini enterprise

Friday: School bank & voucher draw for new account holders.

Entrepreneur comp + prize giving.

Speaker Tony Carroll from SIPTU talking to 5 Business and LCVP.

6. Transition Year Activities/Links

- Transition year team set up and ran the school branch of Bank of Ireland in December 2018
- Students engaged with a mentor from the Student Enterprise Awards in setting up mini enterprises.

7. LCA Activities/Links

• The students gained a valuable insight into the world of business through running a mini- enterprise in the hair and beauty salon in March.

8. LCVP Activities/Links

Link Modules visits out to Lartigue Monorail and O Brien's Cheese Visits in from:

- Tony Carroll -SIPTU
- Siobhan Stack –Ulluv
- Con O Connor –Pieta House
- Aisling Carmody Creative Practice

9. 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.

10. Competitions entered

• Four students were chosen to go forward to the county final in Tralee IT in March 2019. They won a prize for the use of the Irish language in their business plan

11.GDPR Considerations

- We will adhere to high standards of ethics and professionalism in all data entries.
- We will ensure that any handwritten notes are transferred to the school administrative system as soon as possible.
- We will ensure all personal data is never brought off-site unless appropriate steps are taken

- We will only store school related data on approved devices
- We will never share work-related data on unapproved systems
- We will assist the Principal with access requests

12. 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 for a period allowing students to set up and run their bank accounts from school each Wednesday.
- Local Businesses are always very accommodating to our students in accepting them on work placements.
- Norma Dowling in her role as Programmes Co-ordinator worked with Teresa as Link modules teacher to organise two entrepreneurs to visit the classroom in conjunction with AIB Listowel.

13. Student Teachers

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

14.Guest Speakers

- A speaker from Student Enterprise Awards visited TY students on a number of occasions.
- Shane Enright visited from Bank of Ireland.
- Tony Carroll SIPTU
- Siobhan Stack –Ulluv
- Con O Connor –Pieta House
- Aisling Carmody –Creative Practice

15. Visits outside the School

- 6th Year LCVP students visited O Brien's Cheese, Ballyhahill, Co. Limerick in term 1.
- 5TH Year LCVP students visited the Lartigue Monorail in September 2018
- LCA 2 students visited the local Credit Union.

16. Staff CPD within the subject Departments 2018/2019

Teresa Culhane -

Webinar – Junior Cycle Business Studies –

JCT Autumn 2018

SLSS SEN – Rosemarie Flanagan

Wellbeing Whole School

Dr. Maureen Griffin

Internet Safety Consultant

SLSS Learning support inservice – Rosemarie Flanagan - School - 23 January 2019

Leaving Cert Accounting Workshop – Tralee Education Centre – 6 February 2019

CPR Training with Catherine Kennedy

Marguerite McSweeney 7 March 2019

Webinar – Business Studies: Enterprise in the Junior Cycle Classroom – 27 March 2019

LCVP Case Study 2019 Workshop – Tralee Education Centre – 28 March 2019

Marguerite McSweeney:

CPD Record 2018/2019

April 5, 2019	Webinar	L2LPs and Inclusive practices
March 26, 2019	Webinar	Engaging parents with junior cycle
March 27,	Webinar	Business studies – enterprise in the junior cycle classroom
March 15, 2019	Tralee Education Centre	JCT leadership workshop
January 28, 2019	School visit	L2LP coordination – Edel Vaughan
September 2018- December 2019	DCU and ICEPE	Post graduate certificate in Special and Inclusive Education

17.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

18. Collaboration with other subject Departments

LCA: VPG teacher and English teacher collaborated in teaching the Enterprise module.

LCVP and Home Economics teachers collaborated in organising a joint visit out. LCVP and LCA both collaborate with the Career Guidance department throughout the year.

19. Team Teaching

This department did not engage in team teaching this year.

20. Planning for New Junior Cycle Specification if applicable

- Teachers will attend any further in-service when available to us.
- Yearly schemes will be drawn up to reflect the new specifications.
- Teachers will again meet to compile a common plan for the yearly schemes for the new academic year.
- Planning for CBA1 and CBA 2 in the school year 2019/2020 will take place in September
- We will work together to organise a common time and plan for CBA 2, in conjunction with other staff engaging in CBAs.

21. Wellbeing initiatives

- Through teamwork our students had an opportunity to connect with each other and to learn the values of listening to and respecting each other.
- Through project work our students learn the importance of being connected to others including family, school and the wider community.
- Through doing CBA1 our second year students investigated many challenging financial situations may occur in their lives and learned valuable coping skills to manage them.
- Various teaching methodologies help students develop an awareness of how they learn best which improves the learning experience and alleviate exam stress.

22. <u>L2LP</u>

The students of Level 2 Learning Programmes need programmes that explicitly identify and develop the key areas of learning needed for adult living. These areas are set out as five Priority Learning Units (PLUs). Students in our Business Studies classes successfully complete many learning outcomes from a range of elements across the following Priority Learning units:

- Communicating and Literacy
- Numeracy
- Living in a Community

Preparing for Work

23.<u>SEN</u>

Rosemarie Flanagan provided us with in-service on how best to cater for students with special educational needs in our classes. We have incorporated her suggestions where applicable through differentiated lesson plans and teaching strategies, and through offering choice of homework assignments.

24. New resources purchased in 2018-2019

We did not purchase any new resources in this academic year

25 ICEP courses taken

Marguerite McSweeney is currently undertaking a course offered by DCU and ICEPE:

• Professional Certificate/Diploma in Special and Inclusive Education

26 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.
- ➤ We engage with activities such as 'Drop and Read' as organised by Jacqueline Normile, Literacy and Numeracy co-ordinator.

27 Role of the department in promoting the literacy and numeracy initiatives as part of the school improvement plan:

- 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.

28 School Self Evaluation

- Literacy
- Numeracy
- AFL
- Mind Mapping Visual learners really benefit from... Senior students find this technique particularly useful when revising topics.
- School Improvement Plan 2019-2020 Wellbeing, Classroom culture, Formative Feedback, Reporting

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

- There are currently two classes of 2nd year business with 42 students having opted for this subject.
- There is one class of third year students with 31sitting Junior Cert business studies this year.
- There are 16 students studying 5th year Business, including 4 visiting students. There was 2 students studying 5th year accounting but one has since changed to another subject.
- There are 15 students taking Leaving Cert. Business and 4 students taking Leaving Cert. Accounting this year.
- As a department we are concerned for the future of our subjects.
- We are very disappointed with the removal of the option of studying Accounting and LCVP in our school.
 - <u>31. Uptake of higher and ordinary level</u> in the current 3rd and 6th Year groups and the in incoming 3rd and 6th Years groups.

Current 3rd year Business Studies:

Common level for all

Current 6th year Business:

Of the 15 students in this class, all are taking higher level.

Current 6th year Accounting:

Higher level

Incoming 6th year Business:

All Higher level

Incoming 6th year Accounting:

Higher Level

English Department Annual Report

Department members:

Gerard Tarrant, Elaine Keane, Muireann O Sullivan and Gemma O Loughlin.

Report on Subject Department Action Plan 2018-2019:

We developed students' literacy skills by encouraging the use of thesauruses. We worked with the literacy coordinator, Ms Normile, implementing the CUPS strategy. We developed numerous posters to promote literacy in the English department and we also ran the 'MS Readathon' to encourage recreational reading.

In addition to this, we surveyed numerous year groups using the 'Batelle for Kids' forum to survey the student voice. We will progress this further in the 2019/2020 academic year.

We also improved our use of mind-mapping. AFL and formative assessment with an emphasis on the two stars and a wish feedback model.

Lastly, we made excellent use of office 365; altering our plans, schemes of work etc. with the new data protection policies in mind and also in regards to the sharing of resources.

Subject Department Action Plan 2019-2020:

Having liaised with the Literacy coordinator, we have decided to implement a 'Display What We read' initiative. Whiteboards will be sourced and pinned to the doors where we will write up the title of the books we are reading and suggestions for students throughout the year. This is to encourage classroom discussion around books and the literacy culture of our school.

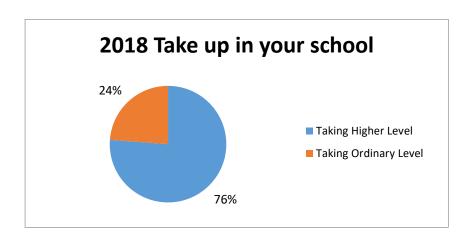
In addition, we will continue to encourage the use of thesauruses, enabled through the purchasing of class sets.

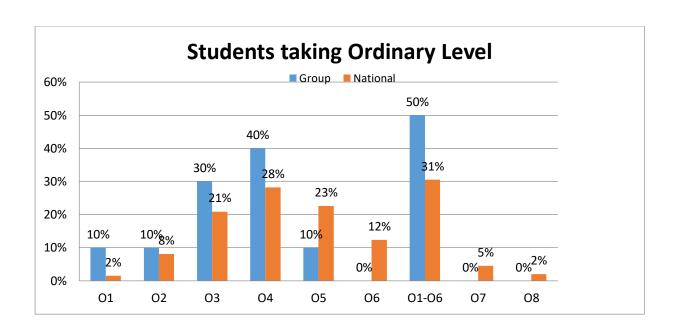
Lastly, teachers in the English department will continue to use formative feedback tools such as two stars and a wish.

General Analysis of State Exams 2018:

LC Results

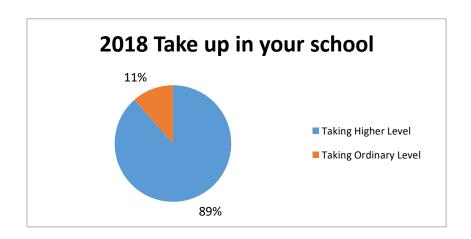
As a department we are happy with the results. 76% of our girls opted for a higher level paper with the national average being 72%. All of those students received an honor. We noticed that there is a bunching of students around the H5 grade which in the opinion of the English department is not a fair reflection of their abilities and a noticeable trend nationally. In terms of the ordinary level, 2% of our students received an O1 with the national average being 0%. All students received an O1 to O5 which accounted for 26% of our students. Nationally, 8% of students were awarded an O1 to O6.

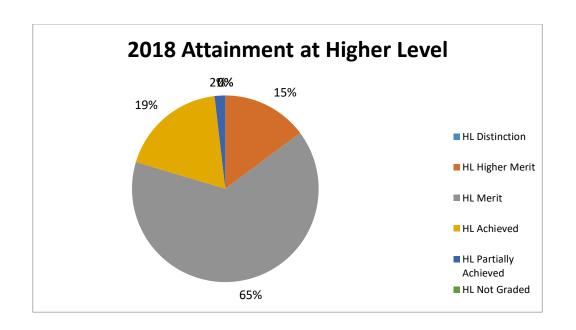


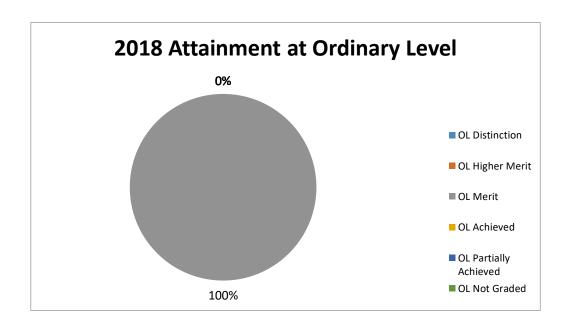


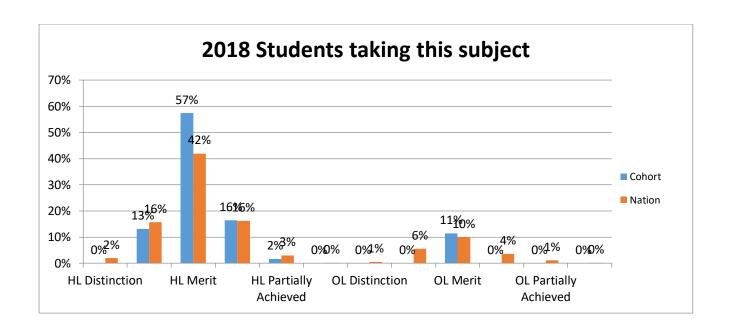
JC Results

As a department we were happy with the results. 89% of our students opted to sit a higher level paper which is significantly higher than the national average of 89%. 70% of students achieved a merit or higher whilst the national average was 60%. We were disappointed by the lack of distinctions awarded as this did not match the effort put in to the subject however, this is a rising trend nationally as a result of the 90-100% grade boundary.









Activities organised for students outside of the classroom in 2018-2019:

Throughout the year, the English department engaged with multiple activities and trips to enhance student understanding of English. These activities were extremely rewarding. Twenty TY students took part in the UCC Schools Debate competition with two teams reaching the quarter final and one team progressed to the semi-finals. This proved extremely beneficial in the development of persuasive/argumentative writing and growing students' public speaking confidence. We also took part in the 'Listowel Community Action on Alcohol' debate; making it to the final against Causeway Comprehensive.

In addition, our Fifth Years and TYs attended the wonderful Young Adult Literary Festival earlier in the year. It was an enormous hit with our girls and most definitely added to their appreciation of all things literary. Poet Annemarie Ni Churreanin came to the school to meet with second and third year students to enhance their understanding of poetry.

Furthermore, the TY students completed a mural dedicated to Nano Nagle, quoting the ethos of the school.

Theme Weeks 2018/2019:

The English department helped with the running of this year's 'Literacy Week'. Students wrote poetry, engaged with the 'Drop Everything and Read' initiative and poet Annemarie Ni Churreanin facilitated poetry workshops with many year groups.

Competitions entered

- UCC Philosophe Schools Debating.
- Listowel Community Action on Alcohol'
- MS Readathon
- Ballydonoghue Parish Magazine

GDPR considerations:

We have taken measures to ensure that GDPR is a priority in our department especially in the area of CBAs and copy corrections. We also use Office One Note as our tool for the storing of sensitive information.

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.

Student Teachers:

We were lucky to receive a student teacher from Louisiana University for six weeks. During Holly Smith's time at the school, she shadowed English classes and engaged with team teaching. She collaborated with Elaine Keane, Muireann O Sullivan and Gemma O Loughlin.

How we worked with coordinators:

Exam Coordinator: G. Tarrant

The importance of sending off the LC English exam papers <u>early</u> – within the first two to three days – has been recommended to facilitate the early return of scripts from correctors.

School Ethos and Book Rental: Margaret Daly

We inform Margaret when a change in textbook is required. We are very conscious of the financial constraints and try our best to stick with the stock we have.

Year Heads: Margaret Walsh, Muireann O Sullivan and Eileen Counihan

Consultation happens when different year groups are being taken to literary and cultural events or when same are in-house.

SEN Coordinator: Muireann O Sullivan

We check on the availability of resources for LS students. We verify our students' level of need and are alert to changes as documented in the SEN folder of Office 365.

Award Events coordinators: Anne O Neill and Elaine Keane

We decide individually and per class group, who merits an award – keeping in mind the criteria for such awards.

Wellbeing Coordinator: Mary O Connor

We promote a positive sense of self through interaction with the written word and via visual stimuli in the classroom.

Health and Safety Coordinator: Kay Kennedy

We engage with the instruction provided to us by the coordinator.

School Activities Coordinator: Anne O Neill

See awards and other activities

Literacy and Numeracy Coordinator: Jacqueline Normile

CUPS is an initiative that was promoted this year. We will promote it even more next year. We have made suggestions to the coordinator in support of her role. We actively engaged with the MS Readathon, as advised by the coordinator.

Programme Coordinator: Norma Dowling

We suggest and plan specific activities and/or speakers in or out of school for the different programmes – TY, LCA etc.

Microsoft office:

Microsoft office proved to be an invaluable tool to the sharing or resources, editing of schemes and storing of material. We will continue to build our bank of resources individually and as a department.

Team Teaching:

As part of the school's dedication to SEN students. Marguerite McSweeney attended multiple English classes with Gemma O Loughlin to facilitate team teaching.

Staff CPD within the Subject Department:

Individual teachers were to be responsible for their own CPD. Muireann O Sullivan regularly engages with the iNote conferences whilst Gemma O Loughlin attended training in the form of Forbairt and Batelle for kids.

All teachers engaged with training on the new Junior Cycle including group training, courses in the Tralee Education Centre and webinars on the topic. Muireann O Sullivan also engaged in multiple L2LP and SEN course days and she proves to be an undeniable asset to the English Department.

Wellbeing initiative

We as an English department plan to address the area of Wellbeing by focusing on engaging with topical poems that feature personal experiences of issues such as bullying and mental health. We also aim to encourage more personal writing and diary entries as a means of encouraging students to express themselves. It is clear that wellbeing and English go hand in hand as we read multiple novels and plays that deal with issues that are universally significant. Through the mode of competitions, we aim to continue our development of student wellbeing.

CBAs and SLARS

We are in our second year of official engagement with the CBA and SLAR process. CBA2 and the 'Assessment Task' for third years was conducted in November and December. This was facilitated by Gemma O Loughlin, third year teacher, and attended by all members of the English department. In addition to this, CBA1 was carried out in the month of April with the SLAR being conducted in May; facilitated by Gemma O Loughlin and attended by all members of the English department.

In regards to CBA2, which took place in December, Gemma O'Loughlin presented exemplars of standard from the students' 'collection of texts.' This 'collection of texts' spans two years of the students' work (ten pieces per student). These exemplars encompassed four descriptor levels — Exceptional, Above Expectation, In Line With Expectation and Yet to Meet Expectation. Lively discussion ensued and descriptors issued. We were honest in our appraisal of our students and satisfied that all the girls had given of their best. Following this, Gemma awarded descriptors to the work completed by all students in their respective classes. This will for part of the girls' JCPA when the Junior Cert results are issued in September next.

In regards to CBA1, which took place in May, Gerard Tarrant, Muireann O Sullivan and Gemma O Loughlin provided exemplars of standard, representing the various descriptor levels. We were treated to several clips of the girls' oral presentations. Some gave a solo presentation while others opted to present with another pupil. The presentations were three minutes long approximately. We discussed all aspects of the various speeches presented and set a standard accordingly. We have striven to be objective. Descriptors will be now attached to each student's work and students will be notified.

How well it worked: The allotted period of time worked well; the time was sufficient for us to support one another and reach a consensus on the quality of students' learning and the subsequent descriptors given. Exemplars were very helpful, and in fact, essential, for developing same. Last year we noted that a quieter setting would inhibit CBA1 which we implemented this year.

Concerns - implementing SLARS: The main concern is ensuring that the descriptors are precise and as objective as possible. This is achieved through interaction with teachers, albeit, it must be noted that 'student voice' was not considered inherent to developing descriptors.

L2LPs – Level 2 Learning Programmes

Level 2 Learning Programmes have been introduced as part of the new Junior Cycle framework of learning. These are invaluable as they allow educational access and certification to all students. A small percentage of pupils will avail of some or all of this. In other words, a student may opt to take some subjects at Level 3 while others might be taken at Level 2. We currently have one of our Third Year girls studying English at Level 2. The priority learning unit (PLU) being worked on is 'Communication and Literacy.' The main priority of the L2LPs is to focus the students towards independence and provide them with an opportunity to develop knowledge, skills and attitudes necessary for adult life. Some members of the English Department have engaged with L2LP Webinars, workshops and we have even had an in-school elective workshop with a member of the L2LP Junior Cycle team. High quality teaching and learning resources have been provided and are on the staff share drive for ease of access. These are certainly exciting times in education.

New Resources purchased

A programme of work was decided for senior cycle students. At higher level emphasis was to be placed on the single text, Macbeth for Sixth Year and Hamlet for Fifth Year. The three comparative texts were to be studied and it was envisaged that the poems of four of the prescribed poets be studied. Language, in terms of comprehension and/or composition, was to be introduced. A schedule of work was also put in place for Ordinary level students. Poetry, single text and comparative works were to be studied in conjunction with language development.

At Junior cycle work was to continue in preparation for the Junior Certificate examination. Different teachers have opted to cover different material in preparation for the Junior Cert exam. However, the end goal is the same.

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. Office 365 is used by all English teachers and we noted its value to the staff as a whole.

Initiatives in the Department

Literacy: The English Department has been to the forefront in the promotion of literacy in the school. This year was no exception. As part of Literacy Theme Week we actively promoted 'Drop Everything and Read'. It was a phenomenal success and got many of the lazy readers reading. Literacy is never a once off in the English department. It's part and parcel of what we are. In addition, we set up word walls and continued developing resources to encourage and promote literacy.

Numeracy: 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.

AFL: We continue to use Learning Intentions and Success Criteria with all Junior Certificate classes. We also use 'Two Stars and a Wish' when grading students and formative feedback is implemented throughout our marking.

Mind mapping: It is envisaged that mind mapping would be used by all teachers in connection to revision of the core ideas. All students completed mind maps in areas such as poetry etc.

Links with the School Self Evaluation and School Improvement Planning structure

We have engaged with all aspects of the improvement plans and one member of our Department, Gemma O Loughlin, was part of last year's Forbairt initiative which identified formative assessment as our target for improvement. The English department took part in the initiative which saw the use of four strands of formative feedback; two stars and a wish, student self-evaluation, comment only grading and ICT feedback. This worked extremely well and afforded teachers with the opportunity to measure student engagement with chosen topics.

Gemma O Loughlin was also on the Batelle for Kids programme, where she went to training days and carried out the online courses for its implementation. She was part of a team of teachers who surveyed the student voice in a bid to ascertain wellbeing in her classroom; focusing on students' hope, security, belonging and classroom management.

Student Voice:

Evaluate: We use surveys as a means of ascertaining information and evaluating the culture of our classroom. Based our findings we've striven to tackle any areas in need of addressing. For example, Gemma O Loughlin noted that the area of 'hope' needed to be addressed in her classroom and she increased her use of 'Two Stars and a Wish' to tackle this area.

Gaeilge Department Annual Report

Ceannaire na roinne:

Bridget O'Connor

Baill na roinne: Norma Dowling

Elaine Keane

Margaret Walsh

Kay Kennedy

Úsáid teicneolaíocht sa roinn:

Ríomhaire sa seomra ranga

Seó sleamhnán

Úsáid scannan

e-leathanach

Gaelchultúr

You tube

Rinne comhoibriú le co-ordaitheoirí

Na bréagscrúduithe agus scrúduithe scoile; ceannairí na bliana; sláinte agus sabháilteacht agus gach roinn eile

Microsoft Office 365

D'uaslódamar fillteáin.

Athbhreithniú ar phlean gníomhaíochta na bliana:

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

Plean gníomhaíochta na bliana 2019/2020:

Eagróimid comórtas labhairt na Gaeilge, ceol agus rince traidisiúnta do sheachtain na Gaeilge agus bronnfar duaiseanna ar na buaiteoirí.

Anailís na scrúduithe stáit:

Déanta againn agus sábháilte ar an comhad roinnte

Gníomhaíochtaí lasmuigh den seomra ranga / Téama na seachtaine

Lá na Gaeilge, Seachtain na Gaeilge, Ealaíon, Rince agus Tráth na gCeist

Gníomhaíochtaí na hIdirbhliana

Seachtain na Gaeilge, Comórtas cainte, Cluastuiscint

Ardteist Fheidhmeach

Béalthriail sa Ghaeilge, Eochairchleachtadh, Taighde na Ghaeilge taobh amuigh den scoil

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.

Comórtas

Sa scoil

GDPR

Gach rud a choiméad faoi rún. Ní raibh ach an ríomhaire glúine in úsáid againn ag cruinnithe na dtuismitheoirí

Naisc leis an bpobal áitiúil

Fuaireamar urraíocht agus bronntanais ó na síopaí áitiúla do Sheachtain na Gaeilge

Múinteoirí oiliúna

Ní raibh aon mhúinteoirí oiliúna again i roinn na Gaeilge

Cuairteanna leasmuigh den scoil

Ní dhearnamar turas i mbliana

Forbairt ghairimiúil 2018/2019:

Meitheal oibre sa chéad thearma

Forbairt ghairimiúil 2019/2029:

Meitheal oibre sa chéad thearma

Nascanna leis an Seirbhís um Fhorbairt Ghairmiúil do mhúinteoirí:

Susan Ormond

Cómhmhuinteoireacht

Ní dhearnamar é

MRB

Beidh cruinniú againn i Meán Fómhair chun na dátaí a eagrú

Folláine

Bhí straitéisí eagsúla in úsáid ag na múinteoirí chun na micléinn a spreagadh.

Acmhainní nua:

Leachair nua don leabharlann

Measanú chun foghlama

Rinneamar triail MRB – fianaise ar Microsoft Office

Tionscnaimh litearthachta agus uimhearthachta:

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

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

Féinmheasúnú na scoile

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.

Tuairiscí na ndaltaí

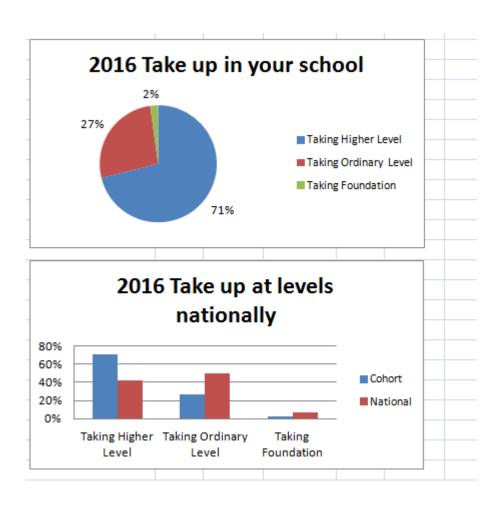
Déanta ar Eportal bunaithe ar an Teastas Sóisearach Nua

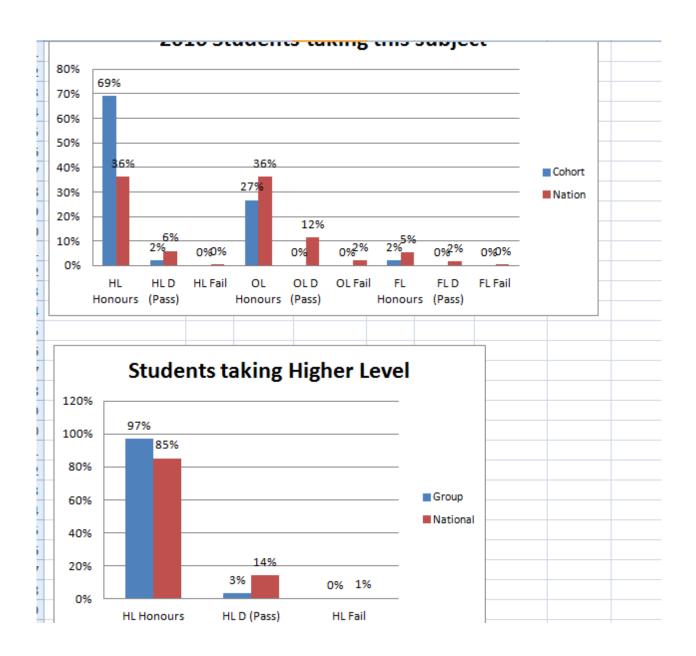
Battelle le haghaidh micléinn. Tá múinteoirí i Roinn na Gaeilge ar an bhfoireann Battelle.

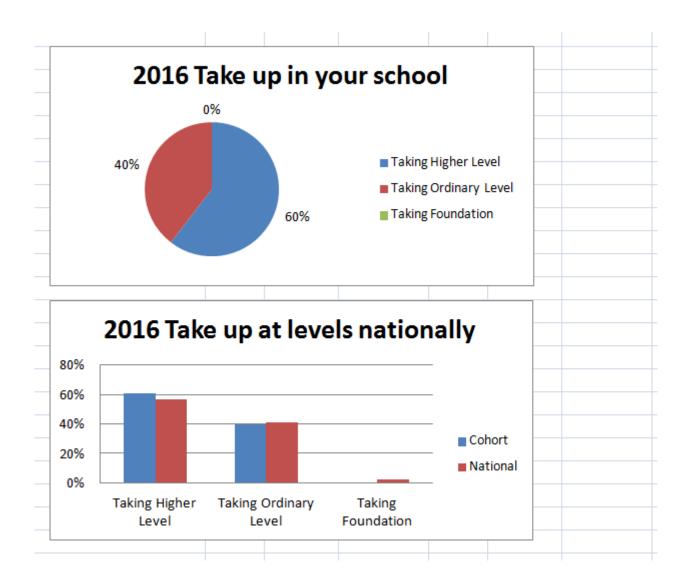
Guthanna na ndaltaí

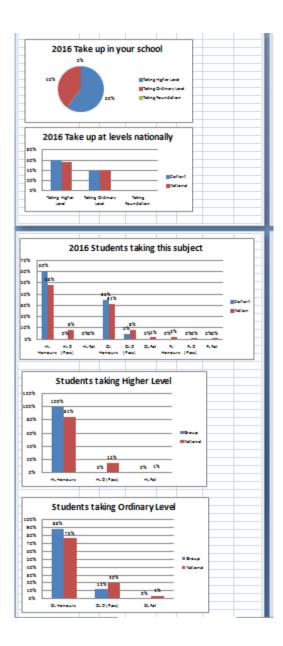
Roghnaíonn siad a scéalta agus a ndánta féin

Grafanna PDST:









Achoimre

Geography Department Annual Report

Department Members:

Margaret Daly Gemma O Loughlin

Report on the Geography Department Action Plan 2018/2019

- The Assessment For Learning for all first years continued with the teaching through the use of Learning Intentions and Success Criteria. This has proved very worthwhile.
- Continuous use of mind-mapping have helped to further develop literacy in the department.
- Display of student project work on classroom walls gives positive affirmation to the students. It was recommended that our geography project work reflected to standards of CBA assessment.
- Planned Open Night was very successful particularly with the invaluable help of students.
- Regular meetings within the department both formally and informally are invaluable to the successful running of the department.
- The organisation of the Leaving Certificate fieldtrip and completion of booklet is always a priority.
- Green Schools TY outings are beneficial to students who opt to take geography at senior cycle.

Details of Geography Department Action Plan 2019/2020

Targets:

- To ensure that all students achieve the highest academic progress by liaising with the Special Needs co-ordinator in the school. We aim to complete resources for L2LP students.
- To develop our CBA process as 2019 will be the first year of CBAs in geography.

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
Gemma O Loughlin

Success Criteria:

- To ensure that all students reach their full potential with regard to achieving highest grade possible for their ability in geography.
- Using the CBA standard exemplars as a marking tool.

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 2018

Junior Certificate

We in the geography department were pleased with the 2018 JC results. At higher level, 5% received an A grade, 32.5% received a B grade, 37.5% a C and 25% a D grade. 83.5% sat the HL paper with all students passing the exam. At ordinary level, 75% of the students received either an A or a B grade. 1 student received a D grade and 1 an E. This result was surprising and difficult to explain.

Leaving Certificate

We in the geography department were delighted with the 2018 Leaving Certificate results. 11% of the students received a H1 compared with 3.3% of the national cohort. 22% of students received a H2 compared with 12.5% nationally. 11% were awarded a H3 whilst 22% a H4 and 22% a H5. Only one student received a H6 at higher level. All students opted to sit the paper at higher level which is generally recommended and aspired to by the geography department.

Collaboration with the Assistant Principals

- Liaison with Mock and House Exams Coordinator Gerard Tarrant/ Bridget O'Connor in regards to ordering of exam papers and the discussion of exam length in regards to both February and Summer exams.
- As the School Ethos Coordinator and Book Rental Coordinator, I liaised with all department members regarding book list and I especially liaised with Chloe Daulton in relationship to all religious matters.
- o Liaison with the Years Heads in regards to student behaviour and wellbeing.
- Liaison with the SEN Coordinator Muireann O'Sullivan in regards to SEN matters and L2LP geography.
- I liaison with the coordinators of the Awards Event and Health Promotion
 Coordinator Ann O'Neill/Elaine Keane in regards to the geography awards.
- Liaison/ communication with the Wellbeing Coordinator Mary O'Connor by helping out with the bog walk and also in the organisation of 'Walking Wednesdays', an initiative to tackle climate change and improve student wellbeing.
- Liaison with the Health and Safety Coordinator Kay Kennedy in the preparation for the geography investigation to Killarney National Park.

 Liaison with the Programmes Coordinator Norma Dowling for the teaching of Environmental Science to all TY students.

Use of ICT in the Department

- Continuous use of desktop computer and Office 365.
- 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.
- In addition to this, we have found the introduction of Office 365 invaluable to the sharing of resources in the geography department, for colleagues and students. We aim to continue our development of this platform in the coming academic year.

Transition Year Activities/links

TY students entered the 'One Good Idea' competition sponsored by SEAI and progressed to final thirty. In addition, they carried out litter picking activities, liaised with 'Listowel Tidy Towns' and two TY students are members of the Junior Tidy Towns committee. All TY students took part in a tree planiting activity in the town park. Throughout the year, TYs have engaged with cleaning initiatives such as the removal of chewing gum.

Planning for New Junior Cycle Specification; Classroom Based

Assessments

We will plan the CBA in the forthcoming academic year as # it will ctive for Geography next year.

Wellbeing initiatives

We will continue to survey our students to gage their attitude in our classes. We will take the lens of wellbeing to ensure they feel hopeful, safe and supported in our classes.

L2LP

We developed worksheets and resources throughout the year to help L2LP students in our classrooms.

Cross Curricular links

We linked up with the Science Department with regard to environmental issues with particular emphasis on Climate Change.

Religion - climate justice

CSPE - Environmental issues

History - population studies

Maths - interpretation of graphs

Art - poster competition

Staff CPD within the Geography Department

Student Voice Seminar with emphasis on questioning techniques.

CPR training

JCT inservice

Webinar on JCT geography

Links with the PDST

Online information on Numeracy and Literacy

Graphic Organisers from PDST site

Revision aids from PDST and distributed to all students

<u>Literacy and Numeracy initiatives in the Department</u>

Literacy:

Word banks/word wall

Posters to aid numeracy/ literacy

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

Mocks papers made available to students via their school e mails

Numeracy:

Numeracy posters displayed in class

Cover sheet for exams to convert scores into percentages and decimals

Constant reference to graphs and interpretation of data through tables etc

Links with School Self Evaluation and School Improvement planning structure

We strictly adhered to the new reporting guidelines in addition to the continued use of two stars and a wish.

We used the 'Batelle for Kids' to survey the student voice to enhance our teaching.

School Self Evaluation

Literacy initiatives – we will continue with the use of word banks and mind-mapping.

Numeracy initiatives – analysing graphs and CSO information in line with curriculum.

AFL – we use questioning as a tool to enhance student understanding. This alongside various projects such as 'the design a world' and 'features of plate tectonics' were an invaluable tool for AFL development.

Guidance and Counselling Department Annual Report

Annual Report 2018-2019

GUIDANCE AND COUNSELLING DEPARTMENT

Guidance Planning Team:

Aisling O'Dwyer (Guidance Counsellor), Eileen Kennelly (Principal), Margaret Walsh (Deputy Principal) Muireann O'Sullivan (SEN Co-Ordinator), Mary O'Connor (Wellbeing Co-ordinator), Emma Kelly (SPHE teacher).

1. Report on Subject Department Action Plan 2018-2019

Action Plan These actions are in addition **Evaluation of Events** to the existing guidance provision September -**Evaluation of student** This evaluation was **Christmas** carried out and the targets. As part of the career results are highlighted interview students are asked to below. The results are estimate the number of points extremely informative they hope to achieve. It would for guidance practice be interesting to compare the going forward. * targets to the actual results and determine if students are accurate in their estimations. This could be carried out every year to determine any emerging patterns. If students are over ambitious or underselling themselves. It would be of huge use to Guidance Counsellors to have a better insight into what happens when meeting with students. ✓ School to provide more one ✓ The number of one-toto one appointment times for one appointments was increased to 10 for students 2018/2019. This has 2017/2018 had a total of 5 been of immeasurable one-to-one appointments. benefit to students. More appointments would be extremely beneficial for students.

	Update Guidance Plan – to	✓ Plan was updated but
	include New Children First Guidelines and Data Protection Updates and Wellbeing	needs to be updated further and brought to board for ratification in September 2019
✓ Christmas – Summer	✓ Introduction of the THINK ALCOHOL Programme with 6 th Years in the last term.	 ✓ This programme was not yet introduced. Needs to be implemented next year. ✓ Students were treated to a tea and treats class
	✓ Introduction of the Meditation / Relaxation Day for 6 th years. Let students themselves come up with ideas and help to organise the event. Student led initiative.	where TY students surprised them and treated them to a break in the school day. The meditation / relaxation day was not completed but remains in the plans for the coming year.
✓ Initiatives introduced that were NOT in the Action Plan	✓ There has been an increased emphasis on Apprenticeships and Traineeships. Students expressed an interest in this area during the year.	✓ 5 th year students visited the Kerry ETB Training Centre where they learned of the apprenticeships and traineeships available to them locally and nationally.
	✓ Past pupil speakers brought in to speak to students from Junior and Senior Cycle	✓ A past pupil currently studying Architecture visited the school to speak to Junior and Senior Cycle students. It was of great relevance to students and feedback was extremely positive.
	✓ Wellbeing initiatives – Some students who expressed concerns in relation to stress and anxiety during the year set about organising a Mindfulness Colouring Class and Reading Group	These were created in relation to an expressed need from students to have a space at lunchtime to meet, relax and de stress. They have proven very popular and are very much student led.

RESEARCH CARRIED OUT AS INITIATED FROM ACTION PLAN 2018/2019

* From the research carried out with 6th years — all students were asked at the beginning of 6th year as part of their Guidance Interview to assess realistically what they were aiming for in their Leaving Certificate exams. Students were asked to estimate a grade for each subject and then total what points they were hoping to achieve. A total of 31 students stated what they were aiming for and these results were documented.

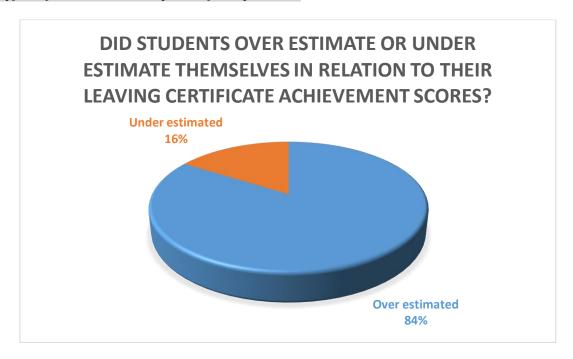
From this study it was found that 84% (n=26) had predicted a total score that was higher than what they actually achieved in the Leaving Certificate exam. What was most surprising was that the average number of points over estimated was 84. The number of points over estimated varied between 1 and 239.

Only 16% (n=5) scored better in their Leaving Certificate exam than what they projected. The average score they increased by was 17.4 which the scores increased between +2 and +68.

This is very useful information for Guidance Counsellors when meeting with students at the beginning of the year. While it is very positive that students are positive and motivated in what they hope to achieve it is also informative that the alternative options be put to students and the importance of highlighting Plan B and alternative options.

What would be really interesting for future studies would be to examine what student predictions would be like later in the year perhaps after the mock exams and not note if there would be any changes at this point.

While it is only a guessing game and points are a very unreliable focus it perhaps asks the question is it worthwhile asking this question as part of the guidance interview. How helpful is it at all asking students' to make such a guess in relation to future performance. It is very helpful information and helps to inform practice.

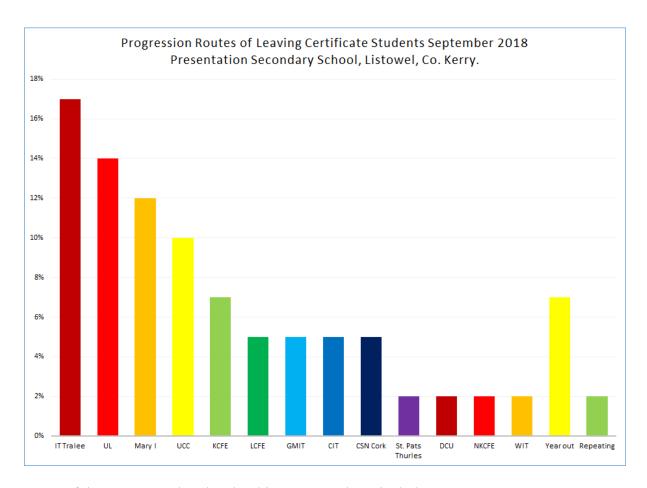


2. Details of Subject Department Action Plan 2019/2020

Time frame	These actions are in addition to the existing guidance provision	Evaluation of events
September – Christmas	Introduction of visit to NUIG – We have large numbers of students progressing to NUIG. As the result of a focus group students explained that many would not have the opportunity to visit the campus if the school were not attending. Attending this Open Day will be the first time for the school and the success of the event will be evaluated. ✓ Introducing a Careers Night – Attendance at the CAO Night was poor and several schools locally no longer provide a CAO Information night for students and parents. If a Career's Night were introduced where past pupils would speak of their career paths to date and the CAO information was also provided on the night this would be of far greater interest to students and parents. Feedback from students would suggest that this would be of value to students and Junior Cycle especially third year students would also be welcome to attend.	
January – June	 ✓ Visit Kerry ETB – to give students greater insight into Apprenticeships and Traineeships available ✓ Visiting GP – Invite a local GP to speak to 6th year students. ✓ Meditation / Relaxation Day ✓ Think Alcohol Programme 	

3. Progression Routes of Students 2018

The following is an outline of where our students from last year have progressed to:



Some of the courses undertaken by this years' students include:

- Science teaching UL
- Computer Science NUIG
- Primary School Teaching Mary Immaculate Limerick
- Engineering UL
- Psychology and Sociology UL
- Nutritional Science UCC
- Biological and Chemical Science UL
- Journalism and New Media UL
- Arts UL
- Social Care Limerick College of Further Education
- Business Studies and Irish Secondary Teaching St. Pat's Thurles
- Accounting and Finance DCU
- Veterinary Bioscience ITT
- Pre-Nursing Studies KCFE
- Social Science UCC

- Business Studies IT Tralee
- Art and Graphics LCFE
- Business Studies CIT
- Arts UCC
- Event Management GMIT
- Business Studies North Kerry College of Further Education
- Agricultural Science ITT
- Social Care WIT
- Music CIT
- Social Care Colaiste Stiofan Naofa Cork

4. Activities organised for students outside of the classroom in 2018-2019

• We attended the University of Limerick / Mary Immaculate / Limerick Institute of Technology Open Day on 18th October. The feedback was very positive from students as they had the opportunity to attend lectures and take tours of the campus and begin to imagine what college life is all about.



- Kerry ETB May 1st
 - To learn more about the Apprenticeships and Traineeships available at the college. Students were interested to learn more about alternative routes after completing the Leaving Cert. Feedback was positive from the event.
- UCC Spring Open Day May 16th
 We attended the UCC Spring Open Day with 5th years. We availed of a tour of the Castlewhyte Apartments and a general lecture as well as visits to the information stands in

the Health and Science building and in the Arts and Humanities department. When

evaluated students reported.



5. Cross curricular links

There are strong links with the area of Wellbeing especially in relation to Junior Cycle. Links are also strong with the Special Educational Needs Department especially in relation to DARE applications throughout the year. The Pastoral Care team are also closely linked with the Guidance Department. There are also links with the LCVP and LCA Coordinators in relation to work experience and other career related assignments.

6. Competitions entered

Reach + students have the opportunity to apply for the Careerskills competition. Students can enter the competition once they have completed work experience either within TY or LCA or LCVP. Prizes include a Go Pro Hero 6 camera and €1000 for the school.

7. Links with the local community

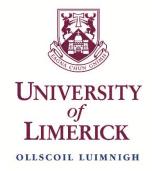
Strong links have been established with the local community especially the local colleges such as North Kerry College of Further Education, Kerry College of Further Education, IT Tralee, University of Limerick, UCC and NUIG. Speakers from these colleges visit the school throughout the year and keep us up to date on any events that may be of interest to students.

8. Guest Speakers

The following guest speakers have visited the school during the year:

IT Tralee
Mary Immaculate College Limerick
University of Limerick
UL OPEN DAY
Visiting Paramedic
Nursing IT Tralee (Lecturer & past pupil)
NUIG
LIT
WIT
Shannon College of Hotel Management
North Kerry College of Further Education
Arts Department UCC
Student Architect – UCC

17th September 20th September 4th October 18th October 8th November 15th November 22nd November 26th November 3rd December January March May













9. Staff CPD within the subject Departments

IGC Supervision2017/20185 sessionsIGC Supervision2018/20194 sessionsUL Guidance Counsellors Information SessionOctober 20182hrsUCC Guidance Counsellors Day2nd October 20182hrs

2017/2018 October – Jan 2019 18hrs 20th March 2019 3 hrs

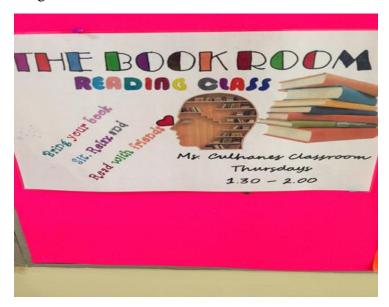
10. Wellbeing initiatives

Mindfuless Colouring Class



This has been set up by some second year students who would like a space to be available within the school for students to relax and chat at lunchtime. They felt that there was a need for lunchtime activities which promote positive mental health.

A further group has also been initiated which allows students with an interest in reading to sit and relax in the reading room.



The student responsible for such positive initiatives has received a school award for her great work and commitment to mental health and wellbeing within the school

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

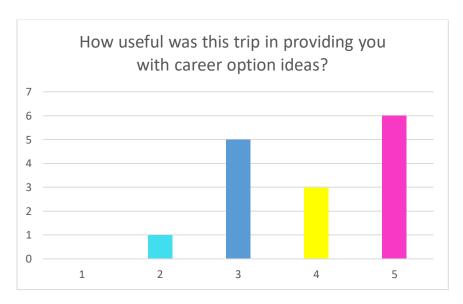
Evaluation of the trip to Training Centre – Kerry ETB



Q1. How useful was this trip in providing you with career option ideas?

1 2 3 4 5

Not helpful Very helpful



The average response was 4

Q2. Would you recommend this trip to future groups of 5th year students?



93% (n=14) of students recommended that this trip remain in the calendar for next year. It is however better to consider putting this trip in the career calendar earlier in the year as it was later in the year this year and there was a lot of trips happening at the same time for students.

Q3. What was the most helpful aspect of the day for you?

- Learning about alternative third level options you don't have to go to college
- To see all the different rooms and facilities available at the centre
- Seeing all the facilities
- Having a tour and talking to teachers
- Going to the media and photography room
- Visiting and seeing and having someone to give us information
- Knowing what they offer in Kerry ETB
- The talk in the photography room
- The tour
- Finding out about medical administration course
- Photography and media room
- The tour and hearing the teachers
- Learning there is more than just going to college

Q4. What could be improved for future visits?

- Go to see all parts of the building rather than spending too much time in one room
- To have more interaction with people studying there
- Better speakers x2
- A tour where we see everything
- A longer visit
- An activity

- Maybe go on a day when there is no exams as we were unable to see some rooms due to exams in progress
- To be able to see the hair and beauty rooms x4
- To try out some aspects of the courses
- Make it more interesting
- Nothing

Any other comments / feedback

- Thanks for taking us
- I found it useful as it broadened my outlook on career options
- Really opened my eyes to after school options. Thank you so much for bringing us. I have really benefitted from this trip.
- Very good really enjoyed the day. Could not have been better.
- Would highly recommend
- Would have liked to have seen the hair and beauty courses and rooms
- Would have loved to see the beauty room
- Thank you

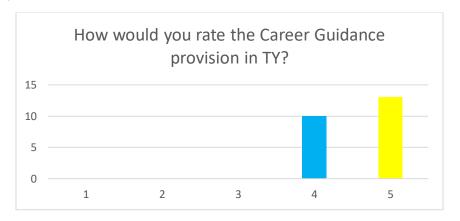


TY CAREER GUIDANCE Evaluation – 9th May 2019



Q1. How would you rate the Career Guidance Provision in TY?

1 2 3 4 5
Unsatisfactory Excellent



The average score was 4.6.

Q2. What worked well – what was most helpful?

Answers given	Number of responses
Personality tests	18
Interest tests	2
Options after school in Ireland	1
New system	1
Got me thinking about what I might like to do	1
Looking at different career paths	1
One-to-one session	1
Intelligence tests	1
Websites about careers	1
Good websites for colleges and courses	1

Q.3 Any suggestions for improvement for next year?

Answers given	Number of responses
Visit different colleges	7
None	7
More than one class per week – we missed a lot	3
of them and I loved them.	
Look at more courses	2

Look at more colleges	1
More on Leaving Cert. points scheme	
Look more into trades / apprenticeships	1
A personality / interest test that is more scientific than Myers Briggs	1
Very helpful and covered everything	1

Q4. What have you learned about yourself or future career?

- I know my strengths and weaknesses and how to deal with them. I know what jobs or values go along with my characteristics
- I know that I am socialist that I want to work with/around people and not on my own all the time
- I am a people person and would love to do something in agriculture or primary teaching
- I want to study Law or maybe Law and Irish
- I think I would like a career that I will have time on my own rather than working with large groups of people.
- That I really have no idea what I want to do, that it requires a lot more thought and research.
- I'm an introvert and a musical person
- I learned that I am very ambitious and with my personality I could become a lawyer as I have always wanted.
- I learned that I like doing things and being active in a work space and that the most suitable courses for me are in design and construction or in a hospital environment.
- I have learned that I am a very sporty person and my career choice will more than likely be something in sport.
- I have opened up to lots of different career ideas.
- All my skills, hobbies and characteristics according to different tests link back to primary school teaching.
- I have learned that my personality type is very much on the creative side. I learned about possible careers that I could pursue in the future that will suit me. I learned that everyone is not the same.
- That I should pick something that I am passionate about and something I can see myself doing.
- I'm an introvert
- Primary teaching is my career goal
- What my personality type is and what colleges I would like to go to.
- That I am an extrovert and that working with class groups would suit me

Q5. Are there any other topics you would like covered during the year?

- More information on post-graduate courses
- Guest speakers from different careers would be lovely
- Points and what subjects for what course
- No x14
- Look at more courses
- More on how CAO works

- Courses that would help you pursue your career and the things you'll be learning about in college
- Course finder more of this
- Talk about the best ways to figure out what course to do

Any other comments

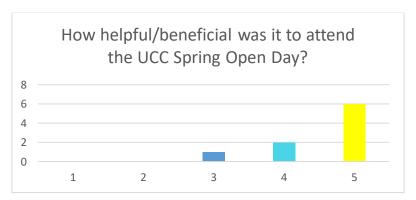
- In Spain we don't have any subject similar to career guidance and we should probably add one to show us our options because students are pretty lost. Thank you for this year!
- It was a very enjoyable stress free class. Thank you.
- Thank you
- Thank you for the lovely class. It made otherwise horrible Thursdays bearable!!
- You are an amazing teacher and so so kind.
- You were a great teacher and I had lots of fun in class and I've learned a lot about myself. Thank you very much. You also made me believe that everything is possible and I should believe in myself. CG was my favourite subject in Ireland. Thanks for a great year.
- Careers was very helpful this year as it helped me to figure out my personality type and what jobs would suit me and what subjects I should take next year.
- It was such a lovely environment to come into each Thursday morning.



Evaluation of UCC Spring Open Day – May 2019

- 1. How helpful was it to attend this Open Day?
- 1 2 3 4 5

Unhelpful Excellent



The average score was 4.56

- 2. What did you learn from the Open Day?
 - The entry requirements for the course I am interested in
 - The different courses available at UCC x2
 - Learned about the courses, campus, different buildings and layout x2
 - Accommodation, prices, space, courses and requirements
 - I learned that I would really consider going to UCC to study
 - Studying abroad is an option within the courses
- 3. What suggestions/feedback would you have for UCC?
 - Show more types of accommodation
 - More information on the courses
 - More information on specific courses and talks
 - See more accommodation around the campus and learn more about the fees/costs/prices and see the students union
 - Not to be rushed in and out of the areas with stands and to see more types of accommodation
 - See better apartments
 - Be able to avail of tours of the library and the sports facilities
- 4. Any suggestions for the school?
 - Leave later
 - No everything was good x9

Evaluation of Guidance Provision at Senior Cycle – May 2019

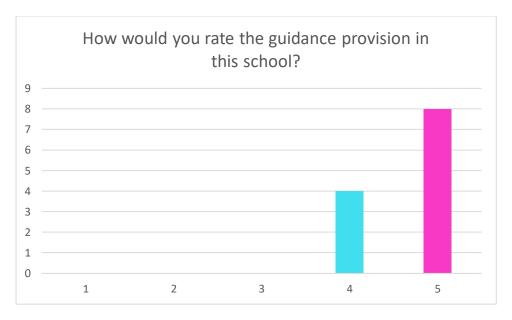
GUIDANCE & COUNSELLING EVALUATION 6th YEARS MAY 2019



1. How would you rate the guidance provision in this school?

1 2 3 4 5

Unhelpful Excellent



The average score was 4.6

Q.2 What were the most helpful aspects of the programme?

Answers	Number of responses
One to one appointments	10
Attending Open Days	5
Guest speakers	3

Information on taster courses	1
Filling out CAO forms online in school	1

Q3. Are there any areas that you would like to see improved?

Answers	Number of responses
None	6
More information on specific content of	2
courses	
More information on college	2
accommodation	
Attend more open days	1
More information on PLCs and Interview	1
Prep	
Advance notice on guest speakers	1
More motivational work – hard to stay	1
motivated	

Q4. How helpful are Open Days?

1 2 3 4 5

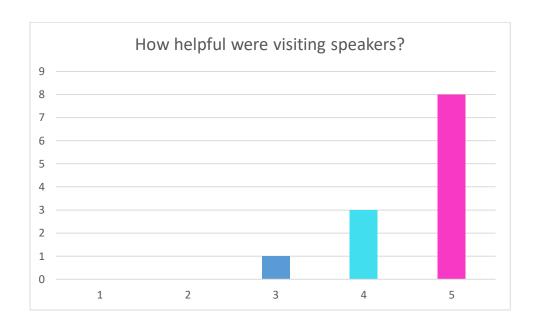
Unhelpful Excellent



Q5. How helpful were visiting speakers?

1 2 3 4 5

Unhelpful Excellent



Any other comments:

- I found making many appointments with the guidance counsellor regarding what course to pick very helpful. I also like that during my appointment it wasn't all about college. It was about how we are feeling and how we find 6th year. It is a good opportunity for somebody to say how they are feeling.
- Thanks for all your help and kindness.
- What was most helpful was the meetings with Ms. O'Dwyer because it gave me ideas that I hadn't thought of.
- Thank so much I really enjoyed these classes.
- Thank you so much for everything. You have been the most helpful. It has been a tough year for me and also a really indecisive year even still but I now know that I don't have to worry about having a set career for the future. Thanks.



12. **Involvement in Battelle**

- ✓ The Battelle evaluation was carried out with a Senior Cycle Guidance Class and the results are available within the Guidance Plan.
- ✓ Results were very positive in relation to student engagement, classroom management, hope and belonging.
- ✓ Further evaluations and reviews in relation to whole school guidance planning are available in the Guidance Plan which is available in the Guidance Office.

History Department Annual Report

Annual Report 2018-2019: History

Members of Department

Eoin Hilliard

Collaboration with Assistant Principals (Leadership & Management Team)

- Liaison with Mock and House Exams Coordinator Gerard Tarrant/ Bridget O'Connor: Department consulted with both co-ordinators in relation to length of exams, format, selection of mock papers from DEB /Examcraft and compatibility with ongoing TY activities.
- **Liaison with School Ethos Coordinator and Book Rental Coordinator Margaret Daly:** Book lists provided to co-ordinator for 1st years and 5th years for the forthcoming junior and senior cycles. As TY co-ordinator and year head, I regularly do a start of term talk on discipline, lockers, expectations in class and when representing the school.
- Liaison with the Years Heads Margaret Walsh/Muireann O'Sullivan/ Eileen Counihan: Lean in/ Lean out in conjunction with Guidance Department, discussion and follow up on emails to relevant students, following up and collaboration on issues regarding discipline/code of conduct.
- ♣ Liaison with the SEN Coordinator Muireann O'Sullivan: Highlighting of any issues in relation to SEN/L2P2, IEPs, analysis of SEN documents available on Sharepoint.
- Liaison with the Coordinators of the Awards Event and Health Promotion Coordinator Ann O'Neill/Elaine Keane: Nomination of award recipients for each class in each year, Nano Nagle and School Spirit nominations, assistance for any additional tasks in run up to event. Coaching where applicable in sports such as soccer and rugby.
- Liaison/ communication with the Wellbeing Coordinator Mary O'Connor:

 Participation in events organised as part of wellbeing in the school e.g. bog walks,

 Darkness into Light, TY outdoor activities e.g. Galway activity centre overnight trip.
- Liaison with the Health and Safety Coordinator Kay Kennedy: Participation and review of fire drills, regular safety and accessibility checks in classrooms, risk assessment completions as part of significant activities such as trips etc.
- Liaison with Coordinator of school Activities Coordinator Ann O'Neill:
 Assistance for events such as Christmas mass, wellbeing, guest speakers etc. Taking

an active role in organisation and facilitation of play e.g. rehearsals during New Year period, facilitating of practices prior to staging of play, role in play itself. Open night in October 2018.

- Liaison with the Literacy and Numeracy Coordinator Jacqueline Normile:

 Promotion of literacy and numeracy in the classroom, facilitation and promotion of events such as drop everything and read, book in the bag, highlighting of extra reading material for relevant topics within the syllabus at both Junior and Senior level. Personal use of library to highlight benefits of such a wonderful resource so easily assessable.
- **↓ Liaison with the Programmes Coordinator Norma Dowling:** Person the department collaborates most with due to role as TY coordinator. As regards History, history related activities and events are highlighted continuously as part of external trips / extracurricular activities etc. These include:

Black Taxi tour / Titanic Tour and Exhibition / Queen's University as part of their main Belfast trip.

Highlighting of historical attractions in North Kerry such as Listowel Castle, The Famine Graveyard, Carrigafoyle Castle and the Seanchai Centre.

Regular planned trips to Dingle for TY history and Irish trip (subject to supervision availability / finances / approval).

Social Justice - liaising with social justice placement locations such as Nano Nagle, Aras Mhuire, Listowel Community Hospital and Ard Churam Day Centre, organisation of student rota, implementation of student sign in/sign out process, visits to placement locations, organisation of one off events e.g. end of year party at Nano Nagle.

Year Head.

Contact with parents.

Information night planning and/or implementation.

Constant consultation with group regarding events, planning etc.

The benefits of Microsoft Office to facilitate collaboration between colleagues

- Communication email, sharing of documents.
- ♣ Outlook email: contact regarding student issues, sharing of documents, emailing of groups regarding assignment, instructions for activities / trips especially for TYs.
- Access to relevant information/documents for TY / SEN / Management instructions / Timetabling for mock and house exams.
- Sharing of resources between departments
- Forms for school activities such as purchase order forms.
- Lean in / Lean Out.

1. Report on Subject Department Action Plan for 2018-2019

(Italics taken from Subject Department Action Plan 2018-2019):

- ♣ Planning of trips; 5th and 6th Years to Belfast 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 if time allows (weather issues put paid to this trip this year). More trips to be possibly added depending on availability and supervision.
 Evaluation May 2019: 5th and 6th Year trip to Berlin in the Spring a great success. Activities included a guided tour of the City Centre, a visit to Sachenhausen Concentration Camp, Berlin Technological and Science Musuem and a guided tour at night of the Reichstag, Germany's national parliament. Special thanks to Ms.
 O'Loughlin and Ms. Dalton for their assistance and guidance with the group. TY trip included many historical aspects such as Black Taxi Tour etc went well, special thanks to Ms. Dowling. 1st and 2nd Year trips usually planned for last term postponed for September due to truncated term / other events pencilled in / commitment to TY programme and other trips.
- ♣ History Week Evaluation May 2019: History week was more a series of events throughout the academic year as outlined above due to time constraints e.g. trips, implementation of new Junior Cycle curriculum highlighting more skilled approach in classroom e.g. role playing, use of primary source material in class etc.
- ↓ Further work on the History Room; more displays around the room and building up the mini library of history sources is needed. A History and TY noticeboard in the hall outside the room was suggested last year and installed this year but more attention if time allows is needed during the next academic year. Evaluation May 2019: Room progressing nicely, purchase of material both online and during trips e.g. Cold War era flags and student materials emphasing subject specific nature of room. History and TY noticeboard removed due to remodelling of prefabs for the purposes of lockers. Notices regarding History and TY e.g. Social Justice Rota now posted outside History Room.
- Additional Points to note with year complete:

 Successful implementation of new Junior Cycle curriculum with 1st year group.

 New Lesson Plans / schemes / notes / teaching methodologies / curriculum and assessment requirements created and implemented as part of JCT implementation in subject.

 In-service training in conjunction with ICT / PDST / Cork History Teacher's

In-service training in conjunction with JCT / PDST / Cork History Teacher's Association.

2. Details on Subject Department Action Plan 2019-2020

4 Trips:

6th Year trip to Belfast / Derry / London dependent on survey of students / costs / permission of management.

3rd Year trip to Cork.

 $2^{nd}\ Year\ trip\ to\ Kerry\ County\ Museum\ in\ September\ and\ Cork/Limerick\ in\ the\ Spring.$

1st Year trip to Kerry County Museum.

TY trip with elements of history relevant to curriculum.

Guest Speakers

K.C.C. archaeologist (subject to availability)

Head of Irish Holocaust Trust

Others that become available or become highlighted by department through further research

♣ Preparation and implementation of CBAs for 2nd Years in 2019/2020

Further in-service in the Autumn.

Organisation of 3 week period for completion of CBA 1.

SLAR afterwards in conjunction with external history teachers due to 1 person department.

Further education for members of department

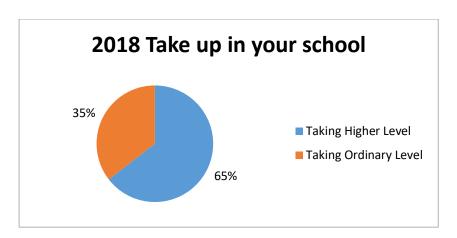
In areas such as guidance, the Holocaust and exam skills for Leaving Cert History.

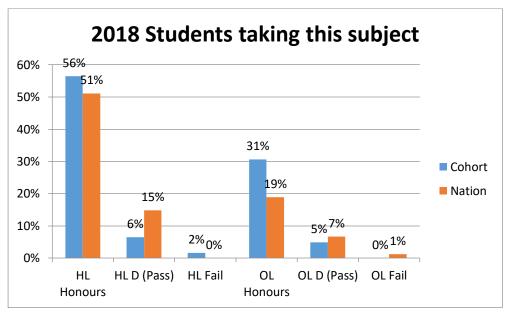
Further possible points of action will be discussed in September.

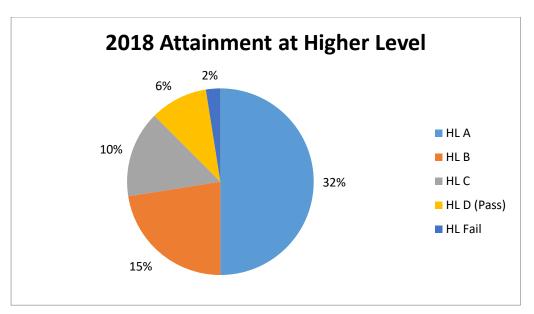
3. State Exam results

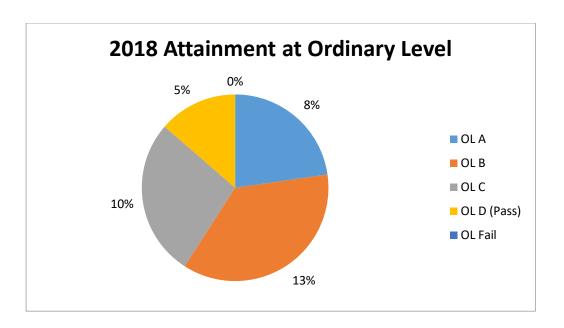
Junior Cert History

- ♣ 62 students completed the Junior Cert History programme in 2018. 40 took the HL paper while 22 took the OL paper.
- Analysis: Exceptional results. 20 As out of 40 at higher level was a credit to the group in what was a testing paper. Ordinary level students also excelled with no Es or Fs in that group. While last year's group did well, undoubtedly there was a marked improvement in this year's group. Some practices like mindmaps utilised more this year will be focused on again with this year's group. 50% of HL group getting As in comparison to the national average of 17% is remarkable and admirable. 80% of the group achieving an honour compared to 70% at national level is also commendable. While it was disappointing for 1 student to fail, the percentage here (3%) is significantly lower than the national average. No fails at ordinary level was also a significant achievement for some weaker students.



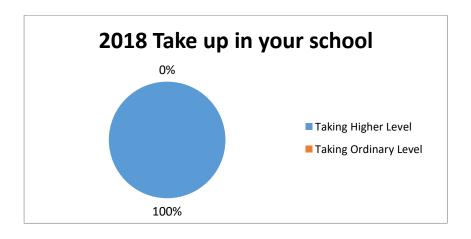


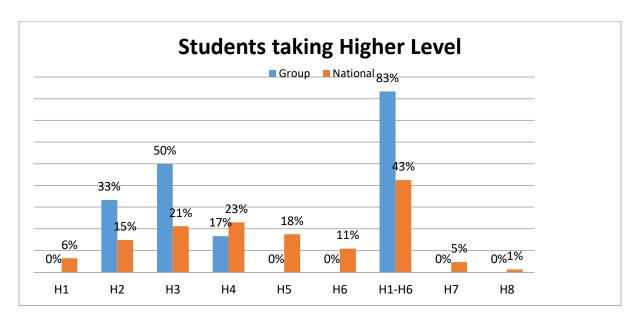


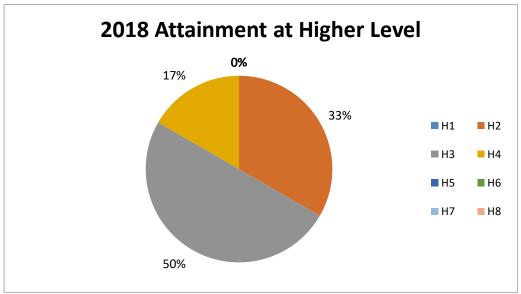


Leaving Cert History

- ♣ 6 students completed the Leaving Cert. course in June 2018. All 6 took the HL paper.
- ♣ Analysis: Great results for what was a small group. Disappointing to not have an H1 student amongst the cohort but students by and large met or exceeded their expectations bar 1. Results have remained consistently high and above the National Average over the last 2 years. 5/6 students received a H3 or higher (83%). The national average for the same subset is 32%. 100% completed the subject at HL and attained a H1-H6 grade, well above the national averages.







4. Activities organised for students outside of the classroom in 2017-2018 to reflect the Other Areas of Learning at Junior Cycle Level / Visits outside the school

- ♣ Berlin trip for Senior Cycle students
- ♣ Belfast Trips for TY students with many historical aspects included.
- ♣ Trips to Kerry County Museum and Cork (Blarney Castle / Cork Gaol) postponed until September 2019 due to truncated last term and lack of additional supervision.

5. Theme Weeks 2018-2019 list the activities for the week

History week was more a series of events throughout the academic year as outlined above due to time constraints e.g. trips, implementation of new Junior Cycle

curriculum highlighting more skilled approach in classroom e.g. role playing, use of primary source material in class etc.

6. Transition Year Activities/links

- History related activities and events are highlighted continuously as part of external trips / extracurricular activities etc. These include:
- ♣ Black Taxi tour / Titanic Tour and Exhibition / Queen's University as part of their main Belfast trip.
- ♣ Highlighting of historical attractions in North Kerry such as Listowel Castle, The Famine Graveyard, Carrigafoyle Castle and the Seanchai Centre.
- Regular planned trips to Dingle for TY history and Irish trip (subject to supervision availability / finances / approval).
- Social Justice liaising with social justice placement locations such as Nano Nagle, Aras Mhuire, Listowel Community Hospital and Ard Churam Day Centre, organisation of student rota, implementation of student sign in/sign out process, visits to placement locations, organisation of one off events e.g. end of year party at Nano Nagle.
- ¥ Year Head.
- Contact with parents.
- **♣** Constant consultation with group regarding events, planning etc.

7. LCA Activities/links

Not applicable due to subject not offered as part of curriculum / no member of department involved in provision of syllabus.

8. LCVP Activities/links

Liaising with Co-ordinator for events / compatibility with subject or TY events (in conjunction with Programmes Coordinator).

9. 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
- **♣** Team teaching where applicable
- **♣** Debating in conjunction with English Department
- Team teaching where applicable
- Liaising with other subject teachers in schools for purposes of material collaboration, assessment, events etc.

10. Competitions entered

♣ Look into Law Transition Year Programme

- **↓** UCC English Short Story Competition
- ♣ Various TY competitions entered by individuals

11.GDPR considerations

With GDPR protocols coming into effect in May 2018, the department has to be mindful of upholding GDPR protocol. Measures include using email / lean in-lean out and using a secure platform approved by the Department of Education and Skills such as Microsoft Office 365. Also ensuring passwords are kept secure, files are disposed of properly and screens / projector images are kept out of the public domain are pivotal.

12.Links with the 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 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.

13. Student Teachers

None this academic year.

14. Guest Speakers

Seamus Whitty (individual classes) / Rhona Tarrant / Louise Galvin (as part of TY activities)

15. Staff CPD within the subject Department 2018-2019 CPD plans for 2019-2020

- Cork HTA seminars on Junior and Leaving Cert History
- ♣ 2019 HTAI online in-service on new Document Study topics for Leaving Cert History
- ♣ Various Croke Park in-services and training sessions through school
- ♣ JCT whole school in service days and subject specific in service in both History and Geography.
- ♣ 2019/2020: Will attend any available or suitable in-service for the subject during the forthcoming academic year. 2019 HTAI conference in October. Cork HTA seminars held sporadically throughout the year. Possibility of returning to college to add further subjects to staff in department if time allows. Interest in looking into Higher Education qualifications in the Holocaust in UCD and Guidance.

16.Links with PDST

Use of resources e.g. new document study guides on the USA topic prescribed for 18-19 and 19-20. Online information on Literacy and Numeracy in History. Attending of conferences / in services for History.

17. Collaboration with other subject Departments

- ♣ Assistance with material for CBAs in English
- 4 Assistance with play e.g. rehearsals, organisation with music department.
- Assistance with any P.E. activities
- ♣ Use of art material for various projects (thanks to Ms. O'Riordan)
- Consultation and advice with various departments over implementation and completion of CBAs in new JC.

18. **Team Teaching**

No opportunity within the school arose this year but the department continues to collaborates on material, grading, LC RSRs etc. with other history teachers in Kerry and Limerick.

19. Planning for New Junior Cycle Specification / Classroom Based

Assessments

- **♣** In service (ongoing).
- ♣ Lesson adaptation to ensure Learning Intentions and Success Criteria are met.
- **♣** Continuous research on JCT website / Twitter feed.
- Use of new syllabus specific text and skills book.
- Preparation before 2019/2020

20. Wellbeing Initiatives

As part of the whole school approach, wellbeing is the responsibility of every department. In history, we promote discussing of issues such as exam stress, management of time, revision planning, and the notion that a happy student is a successful student. Participation by the department in areas such as sports/wellbeing events, the TY play and other mental and physical health events hopefully portrays to the students that school can be fun and rewarding.

21.**L2LP**

A number of students in first year and one in second year are currently engaged in L2LP programmes for Junior Cert. Depending on the ability of the student, lessons have been catered for each student depending on the course material for the main class. Examples of this include reduced and focused information, enlarged powerpoints, L2LP specific exam papers and discussion of student's needs and goals in conjunction with management and the SNA department.

22.**SEN**

A number of SEN students are currently in Junior Cert. In conjunction with the L2LP programmes, the department strives to provide a suitable level of learning tailored to each student while maintaining high standards within the mainstream class. The department was allocated Learning Support with a group of 4 fifth years and has worked throughout the year to assist them in the areas of History and Agricultural Science.

23. New resources purchased in 2018-2019

- Displays and Flags for history room.

24.ICEPE courses taken

None this academic year, a number completed in SEN and ICT in the past.

25. Role of the Department in promoting the Literacy and Numeracy initiatives as part of the School Improvement Plan / School Self Evaluation

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

4 AFL

AFL initiatives used in class and expanded across other class groups 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.

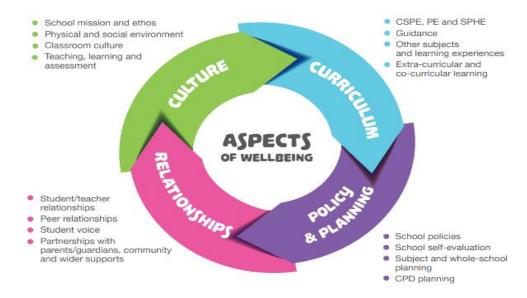
4 Mind Mapping

Mind mapping has been integrated into classes this year, especially when revising topics with 3rd years and planning essays with 6th years.

♣ School Improvement Plan 2018—2019

The school improvement plan is focused Literacy and Numeracy within the subject and the school. These are outlined in literacy initiatives / Numeracy initiatives above.

Also:



Wellbeing Classroom Culture/Formative Feedback.

As part of the Batelle for Kids Initiative a whole school approach has been taken to improve classroom culture and teaching, learning and assessment practices. The History Department has developed formative feedback strategies to improve the quality of feedback given to students. These include lengthy feedback on work submitted, especially for Leaving Cert content.

Use of grade descriptors as outlined as part of JCT.

Two stars and a wish where applicable.

Wellbeing co-ordinator assigned as part of their role as an APII.

All students took part in wellness walks / events over the course of the year.

HIIT classes were arranged for Wednesday evenings as part of well-being for students to keep active and fit.

Numerous lunchtime activities are scheduled for students during the week this includes; mindfulness colouring, badminton, table tennis and book club. Promotion of local organisations and clubs that department has connections to from personally playing or coaching with them in the past e.g. Listowel RFC.

Reporting Guidelines

Exams reports are sent out to parents/guardians via ePortal.

Grades and comments are provided with suitable template comment regarding the progression of the student's ability/ progress/ behaviour.

 1^{st} years results are now provided in the JCT descriptors format such as distinctions, merit etc. as well as final grades. This will be extended to 2^{nd} year next year.

Feedback is given to parents/ guardians via notes in journals / Parent-Teacher meetings / contact via email or phone if issues or information needs to be conveyed.

The department has an open door policy regarding School-Parent relations and actively encourages dialogue between them. Advice on what parents can do to help their offspring within the subject is periodically offered where suitable e.g. ask your daughter to name 3 things they learned in history class today.

4 Battelle For Kids Surveys

Battelle for kids relates to our student's wellbeing and belonging within the school.

During this academic year the school embarked on this initiative with the aim being to improve the quality of student feedback in order to improve teaching, learning and assessment practices.

This initiative allows our student's voice to be hear and provides them with ownership in their learning.

Surveys and the use of various forms of feedback e.g. formative feedback in Leaving Cert History has helped to shape the department's assessment criteria.

Student Voice

2 teachers attended an in service in relation to the concept of "Student Voice" within the school. The Student Council in conjunction with Ms. Kennedy continues to provide a forum for student concerns and suggestions to be heard. The department continuously consults with classes as regards either or options within the curriculum, suitable times for tests, information regarding suitable levels for state / house exams, progress within the curriculum, extra classes for

exam classes e.g. extra 3rd year revision seminar on Thursday afternoons, one to one revision sessions at both JC and LC level.

4 Looking at our School - Teaching & Learning

Area	Key Ideas	Practice in action /
		Feedback
Learner Outcomes	Learning outcomes are	Students are willing
	provided at the start of each	to get involved in
	lesson.	class assignments and
	These are provided by both	activities.
	the textbook and the	Class tests and
	teacher as the new topic	written assignments.
	commence.	Student attitude and
		enthusiasm towards
		the subject.
		Positive feedback
		from trips / activities
Learner Experiences	Students participation in	Group work
r	the classroom and beyond	Pair work
	Teacher-student rapport is	Teacher Observation
	encouraged	Focused Q and A
	Students are encouraged to	Highlighting of Local
	look into history beyond the	History aspects
	classroom e.g. relevant	History Trips /
	Youtube channels on board,	activities e.g. Berlin,
	highlighting of interesting	Belfast etc.
	documentaries / films	
	relevant to topic	
	Relevant L2P2 material	
Teacher's Individual	CPD Training	Registration with TC
Practice	Continued registration with	Students results
	Teaching Council	Subject Dept.
	Updating of Garda Vetting	meetings
	(Spring 2019)	Action plans
	Membership of Cork	Lesson plans and
	History Teachers	schemes
	Association	Collaboration with
	Differentiated Teaching and	other history
	Learning methodologies	teachers in the region
	Subject Plan	6
	Variety of teaching and	
	learning methodologies	
Teacher's	Microsoft Office 365	Student results
Collaborative	Consultation with other	Subject Department
Practice	history teachers in the	meetings
	region	Action plans
	19	Press

Attendance at inservice / conferences held by HTAI / CHTA / PDST	Lesson planning New approaches / highlighted by relevant organisations Sharing of notes etc.
	with other history teachers

Lead of the Evaluation / Assessment

Formative assessment .e.g. feedback on how to improve answers at JC and LC level.

Summative assessment e.g. grades, grade relevant to descriptor at JC level, grade relevant to result attainable at JC and LC level.

Use of ePortal for grade and comment provision.

Procurement of Student Feedback

Q and A

Homework

Written assignments e.g. essays at LC level

Periodic tests

One to one feedback when possible

Assessment of on average 3 drafts for RSR project worth 20% at LC level Observation during class time / S and S times / school activities Informal and formal discussions within the classroom environment

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

♣ See "Procurement of Student Feedback" above.

27. Up take at Leaving Cert and Junior Cert Level for Subject

- **♣** 5 currently taking the HL paper in June 2019
- **4** 23 (to be confirmed) taking LC History for the 2019-21 course.
- **57** students taking the JC exam in June 2019

28. Comments on Subject Uptake at Leaving Cert and Junior Cert

- **♣** Subject like Geography is compulsory at JC level due to management policy, something the department is very grateful for as it is a pivotal part of any young person's education in 21st century Ireland as we celebrate the centenary of events such as the Irish War of Independence and the Rise of Fascism in Europe.
- **4** 23 (to be confirmed) for next year's firth year history class is a great indication of students in the school excelling in the subject. This varies from year to year of course but long may it continue.

Year Head Role - Transition Year - E. Hilliard

Class group

4th Year

4 Assemblies

Held when possible, usually at start of term to keep things up to standard e.g. behaviour, forms, expectations, forthcoming events, issues that come to light etc.

Links with Year Heads

Various meetings in conjunction with management Consultation on any student issues that occur

4 Behaviour Code implementation

Referral to Code of Conduct intermittently when applicable Implementation of new aspects of Code e.g. recording of leaving of class in journal Consultation with management and other staff members e.g. staff meetings.

♣ Absenteeism

Monitored and recorded in conjunction with Vice Principal using ePortal.

Activities with the class group:

Numerous activities include:

History Projects.

Family Tree / Who I am displays.

Trips e.g. Belfast.

Activities e.g. Galway Outdoor Education Centre, Gaisce Walk.

Short and Long Term Modules e.g. Personal Safety Ireland / Self –Defence.

Backing for individual activities / initiatives e.g. Looking into Law TY Programme.

Social Justice: organisation, implementation and management.

Constant consultation with Programmes Coordinator and Management.

Day to day contact with group to assess productivity of group, any issues and consultation on upcoming plans / events.

Home Economics Department Annual Report

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

Please outline collaboration with the assistant principals (Leadership and Management Team)

- Liaison with Mock and House Exams Coordinator Gerard Tarrant/ Bridget O'Connor Collaborated with Mock and Exam Coordinators to order Mock papers for Junior cycle, Leaving Cert Home Economics. We also ordered LCA HCT mock papers. We collaborated with B. O'Connor in relation to the length of papers for house exams.
- Liaison with School Ethos Coordinator and Book Rental Coordinator Margaret Daly We collaborate with M. Daly in relation to Junior cycle and Senior cycle Home Economics books.
- Liaison with the Years Heads Margaret Walsh/Muireann O'Sullivan/ Eileen Counihan
 - We collaborate with relevant year heads when necessary in relation to implementing the code of discipline.
- Liaison with the SEN Coordinator Muireann O'Sullivan
 We collaborate with M. O'Sullivan as she distributes information at staff meeting in
 relation to SEN students. We access Microsoft office 365 for related SEN information
 and resources.
- ↓ Liaison with the Coordinators of the Awards Event and Health Promotion Coordinator Ann O'Neill/Elaine Keane We collaborated with A. O'Neill/E. Keane by nominating Home Economics/HCT students for subject awards and we nominated students for school spirit and Nano Nagle awards.
- ♣ Liaison/ communication with the Wellbeing Coordinator Mary O'Connor
 We collaborated with M. O'Connor by participating with students in the Fitness
 Friday walk and by completing the staff survey on Four Aspects of Wellbeing.
- Liaison with the Health and Safety Coordinator Kay Kennedy
 We collaborated with K. Kennedy by completing Health and Safety audit for all
 rooms in the Home Economics Dept. and we participated in all fire drills and
 completed feedback forms.
- Liaison with Coordinator of school Activities Coordinator Ann O'Neill We collaborated with A. O'Neill by informing her of details of Home Economics theme week.
- Liaison with the Literacy and Numeracy Coordinator Jacqueline Normile We collaborated with J. Normile by participating along with students in D.E.A.R.
- Liaison with the Programmes Coordinator Norma Dowling

We collaborate with N. Dowling by giving her return of credits for HCT. We communicate with N. Dowling in relation to arrangements for HCT Task and HCT practical exam. We consulted with N. Dowling in relation to TY exams.

Benefits of Microsoft Office

Department meetings are saved to Microsoft office.

SEN resources are shared on Microsoft office.

Lean in Lean out makes staff aware of students in need of support.

Calendar is very useful to share information in relation to school activities.

SharePoint is used for staff announcements.

Documents are shared with staff in staff documents folder.

Report on subject department action plan for 2018-2019 We evaluated the 2018-2019 Action plan as follows:

- Next year, deliver the Healthy Food Made Easy in term 1 and adapt programme to suit our needs.
- Home Economics theme week went very well at the beginning of November.
 TY's entered the Bord Bia schools competition and won 1st prize in the senior category. Students attended and enjoyed the food academy as part of Listowel Food Fair.
- We will continue to develop units of learning for new Junior Cycle Home Economics for the next 2 years.
- Team teaching in 1st Year has been very beneficial for teaching and learning especially for SEN students.
- 6th Year Home Economics found the visit to O'Brien's cheese very informative about cheese production and running a successful food business.
 LCA's got an informative account about living in a castle when they visited a local tourist site Listowel Castle.

Details of Subject Department Action Plan 2019 – 2020

We will continue to develop our Action plan from 2018-2019. We intend using KWHL as AFL/teaching strategy. We plan on adapting and delivering Healthy Food Made Easy to Transition Years in term 1. We will review 1st Year Units of Learning and will continue to develop new units of learning for new Junior Cycle Home Economics for 2nd Year students. We will also continue to develop L2LP resources.

State Exam results:

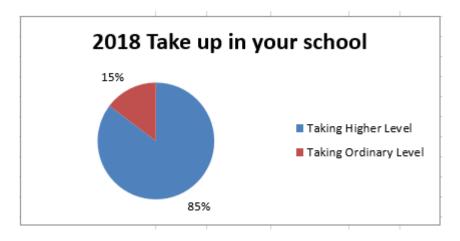
Junior Certificate Home Economics

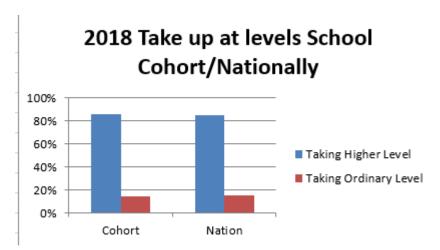
2018 Analysis of results

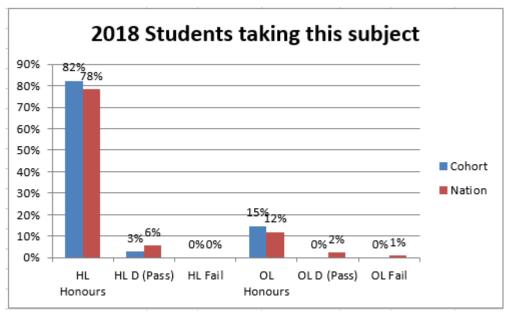
34 students sat the Junior certificate Home Economics exam.

Our students are encouraged to take Higher level. 85% sat the Higher level paper and 15% sat Ordinary level which is on a par with the national average. At Higher level 97% achieved Honours which is 4% above the national average. 100% of those taking ordinary level achieved honours which is 23% above the national average. We are happy with our Junior Cert results 2018. Click here to comment

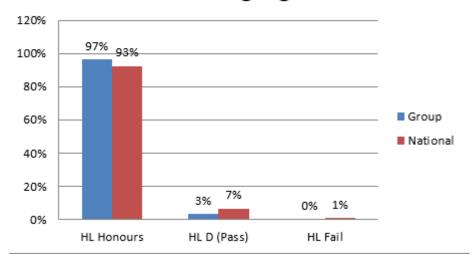
	Among School Cohort/Nation			Within each level		
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	85%	85%	1%			
Taking Ordinary Level	15%	15%	-1%			
HL A	6%	11%	-5%	7%	13%	-6%
HL B	53%	42%	11%	62%	49%	13%
HL C	24%	26%	-2%	28%	31%	-3%
HL Honours	82%	78%	4%	97%	93%	4%
HL D (Pass)	3%	6%	-3%	3%	7%	-3%
HL Fail	0%	0%	0%	0%	1%	-1%
OLA	3%	0%	3%	20%	1%	19%
OL B	9%	5%	4%	60%	32%	28%
OL C	3%	7%	-4%	20%	44%	-24%
OL Honours	15%	12%	3%	100%	77%	23%
OL D (Pass)	0%	2%	-2%	0%	16%	-16%
OL Fail	0%	1%	-1%	0%	6%	-6%



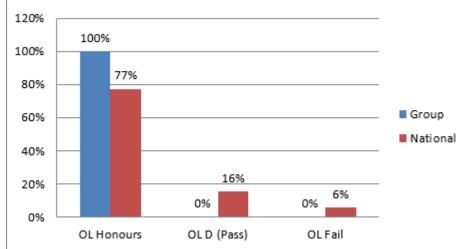


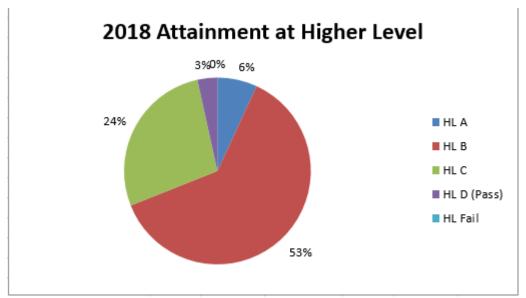


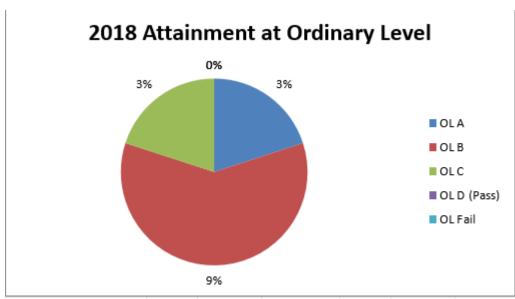
Students taking Higher Level







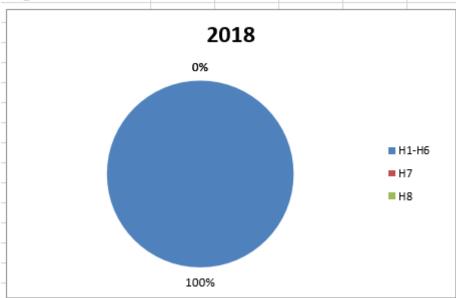


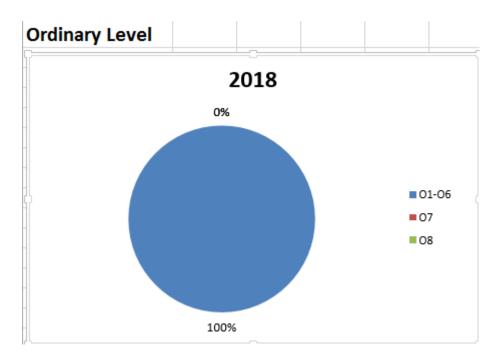


2018 Leaving Cert Home Economics - analysis of results

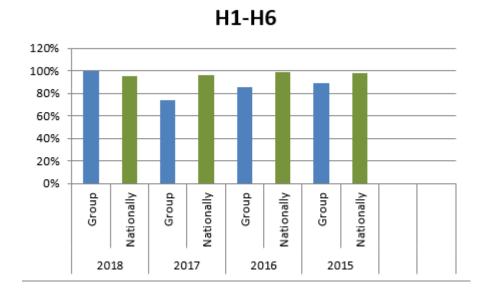
Our students are encouraged to take higher level Home Economics .Fifteen students sat the Leaving Certificate Home Economics exam. Of this group 80% (twelve students) sat the higher level paper which is the same as the national average and is a high uptake at this level. 20% (three) of the group sat ordinary level which is the same as the national average. At higher level 8% got H1 which is 5% above the national average.17% got H2 which is the same as the national average .42% got H3 which is 18% above the national average.25% got H4 which is 1% above the national average 8% got H5 which is below the national average and due to the excellent grades between H1 and H4.We are delighted with our higher level Leaving Certificate Home Economics results. At Ordinary level 67% got O3 which is 47% above the national average and 33% got O4 which is 6% above the national average .These results are excellent, at ordinary level, as the group was a mixed ability group.



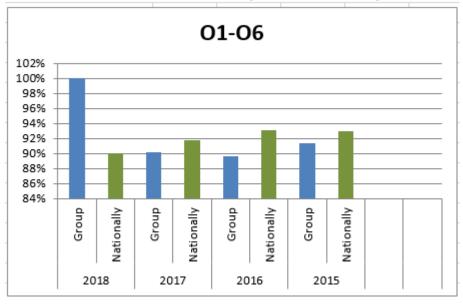


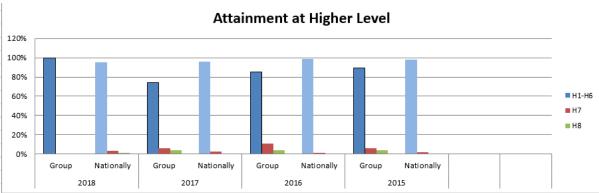


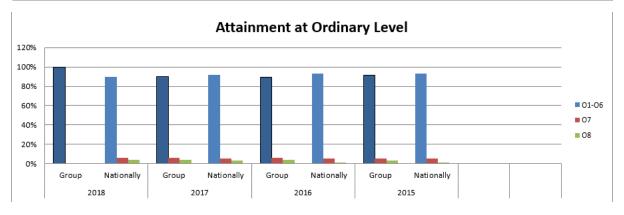
Attainment at Higher Level over 5 years



Attainment at Ordinary Level over 5 years







Activities organised for students outside the classroom 2018 - 2019

Leaving Certs visited O'Brien's Cheese as part of Home Economics week.

Transition Years and $5^{\rm th}$ Years attended the Food Academy in Listowel Community centre as part of Listowel Food Fair.

LCA Hotel, Catering and Tourism students visited Listowel castle.

Theme weeks 2018 – 2019

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

Date	Year	Activity
Mon 5 th Nov	6 th H Ec	Visit O'Brien's Cheese
	6 th LCVP	
	10.15-1.15	
Wed 7 th Nov	1st Years	That's Life Education Programme
	9.40-11am	Margaret Crean
	3 rd Years	That's Life Education Programme
	11.15-1.15	Margaret Crean
		School Food Company kindly sponsored free
		fruit at lunch time.
Thurs 8 th Nov	All Year	Invite entries for "Cake Bake Off". Design,
	Groups	bake and decorate a novelty cake. Use basic
		madeira mixture with flavouring of your
		choice. You may use roll of icing. Submit
		entries to Kitchen 2, Thursday morning
		before 9am.
Fri 9 th Nov	2 nd Yr H Ec	Food Academy
	TY's	Listowel Food Fair
	5 th Yr H Ec	Venue: Listowel Community Centre
	9.30-1.30	

Collaboration with other subject departments

LCA Activities/Links

LCA Hotel, Catering and Tourism students visited Listowel castle.

LCA 1 and 2 participated in meal events this year.

LCA 2 completed HCT task and practical cookery exam.

LCVP Activities/links

Leaving Cert Home Economics students along with LCVP students visited O'Brien's Cheese as part of Home Economics week.

Cross curricular links

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

Relationships and Sexuality Education: Margaret Crean, That's Life Education, Seamus Whitty, Kerry Lifeskills, Southwest Counselling, Anti Bullying, Pat Courtney and Listowel Gardai.

Team building – Bog walk, Fitness Friday, 2^{nd} year orienteering , 3^{rd} years Sports Academy, TY, Manuela Programme, Kristy McFetridge & Healthy Lifestyle programme, TY – Skin Solutions, Louise Galvin -Motivational Speaker, 1^{st} Year Riobard Pierse-Irelands Fittest Family, Cheerios Childline Breakfast, CPR Training, Literacy Week

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

Student Council: Wellbeing Week

Science: Nutrition; Human Physiology; Micro-biology

Business Studies: Consumer Studies; Budgeting; Finance; Letter of complaint

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

Religion: Meditation, Food choice, Social & Health

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

Morgan, Study Skills, Pat Murphy, Mentor Training

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, weighing & measuring.

Competitions entered

TY's entered the Bord Bia schools competition and won 1st prize in the senior category.

Two TY students entered the Ceist Bake Off.

GDPR considerations

Whole staff training in relation to GDPR would be beneficial.

Links with the local community

Leaving Certs visited O'Brien's Cheese as part of Home Economics week.

Transition Years and 5^{th} Years attended the Food Academy in Listowel Community centre as part of Listowel Food Fair.

LCA Hotel, Catering and Tourism students visited Listowel castle.

Guest speakers

That's Life Education Programme – Margaret Crean

Staff CPD/ Links with PDST

School	PDST/JCT	Organised	Date & Venue	
		personally		
SLSS SEN			20/09/18	
Rosemarie Flanagan			School	
		Healthy Food made	02/10/18	
		easy	Brehon Hotel,	
		Health promotion	Killarney	
		training		
	Wellbeing		3/10/'18	
	Whole school		School	
		Cork/Kerry Branch	13/10/18	
		ATHE	Silver Springs Hotel,	
		Autumn meeting	Cork	
		Stand Up Awareness	16/10/18	
		Week Teacher	Limerick Education	
		Training	Centre	
SLSS SEN		8	19/10/18	
Rosemarie Flanagan			School	
Dr. Maureen Griffin			29/10/18	
Internet Safety consultant			School	
		ATHE annual	09/11/18 & 10/11/18	
		conference	Athlone	
	Wellbeing for all in		Nov. '18	
	education			
	webinar			
	Junior Cycle cluster		17/01/19	
	day		School	
	Home Economics			
SLSS Learning Support in			23/01/19	
service			School	
Rosemarie Flanagan				
L2LP Advisory Visit			28/01/19	
			School	
SchoolWise presentation			31/01/19	
Leslie Turner			School	

		Manuela Programme	07/02/19
		Training	Tralee Education
		Kristy McFetridge	Centre
CPR training:Marguerite			07/03/19
McSweeney			School
Catherine Kennedy			
	Active Learning in		22/05/2019
	Home Economics,		Tralee Education
	Ciara Sloan		Centre
		An introduction to	22/05/2019
		Positive Psychology	Tralee Education
		& the Weaving Well-	Centre
		Being Programme	

Will attend PDST/jct Home Economics in service if provided for in 2019-2020 school year. We will continue to use PDST resources that are on padlet and on pdst.ie and jct.ie.

Team Teaching

Team teaching occurred in 1st Year Home Economics this year. Team teaching in 1st Year has been very beneficial for teaching and learning especially for SEN students. It helped greatly in the delivery and implementation of practical cookery as students have a varied skillset. It was very useful for planning units of learning for the new specification and for planning & delivery of PLU's for L2LP students.

Planning for New Junior Cycle Specification classroom based assessments:

We are awaiting in service in relation to CBA's in Home Economics. Date for CBA's next year will be agreed at staff meeting at the beginning of 2019 - 2020 school year.

Wellbeing

Home Economics is essential part in delivering the Wellbeing indicators: responsible, connected, resilient, respected and aware. Home Economics aims to develop students' knowledge, understanding, skills, attitudes and values to achieve optimum healthy and sustainable living for individuals and families. Wellbeing issues are covered relating to food, nutrition, diet and health, consumer issues, sustainability in the home, social concerns, family resource management and clothing and textiles. Students will develop food and health literacy skills in order to make informed decisions to adopt a healthy lifestyle.

L2LP

We work closely with the L2LP co-ordinator when planning for these students. We are developing a file of resources to use with L2LP students. We refer to Microsoft office for information on planning for L2LP students. We use jct.ie website to guide us with our planning for L2LP students. We were given a file with resources to use when planning for L2LP students. We are filing evidence of work completed by L2LP students.

SEN

We work closely with the SEN co-ordinator and the SNA's. A member of the Home Economics Department is on the SEN team. We differentiate classwork and tests for SEN students. Please to refer to staff CPD above for SEN in-service.

New resources purchased in 2018-2019

Replaced some weighing scales and utensils in Kitchens.

Role of the Department in promoting the Literacy and Numeracy initiatives as part of school improvement plan

We collaborated with J. Normile by participating along with students in D.E.A.R. We continue to improve and share our literacy teaching resources. We will use crosswords, word searches, quizlet as part of literacy initiative. We will continue to develop word banks in copies and write key words on board. We continue to use Active Learning Boards as a literacy initiative.

We continue to use percentage conversion cover page for tests. We refer to tables and interpretation of information from tables to complete exam questions. Food labels are used for analysis of nutritional information. Our students regularly cost dishes. We purchased a poster that displays proportions in cooking. We display charts on the following – weighing scale, spoon measurements, margarine measuring chart and measuring liquids.

School Self Evaluation

Please refer to literacy and numeracy initiatives above.

AFL: Learning intentions - we outline these at the beginning of lessons and practical cookery classes .We recap on these at the end lessons. We used market place as a teaching strategy for AFL.

SSE is discussed at staff meetings, Home Economics subject meetings, Senior Management meeting, Teaching and Learning committee meeting and Board of Management meeting. Students, staff and parents are surveyed to gather information and results are shared with all concerned in Annual Report. The school has participated in the Learning School Project and targeted the following areas of improvement which we have engaged in: 2013/2014 (Literacy), 2014/2015 (Numeracy), 2015/2016 (Learning Intentions & Success criteria) and 2016/2017 (Mind maps). The school participated in Forbairt in 2017/2018. The New Junior Cycle and Wellbeing with a focus on culture was the area researched. The school participated in Battelle for Kids in 2018 – 2019 focusing on Wellbeing in the classroom and formative feedback. We have used 2 stars and a wish which the students have found to be helpful.

E-portal has been adjusted in line with the introduction of the New Junior Cycle reporting.

Looking At Our School 2016-2020

In Home Economics classes - our students grow as learners through respectful interactions and experiences that are challenging and supportive. The interactions among students and between students and teachers are respectful, positive, and conducive to well-being

They also experience opportunities to develop the skills and attitudes necessary for lifelong learning in practical classes

In Home Economics subject department meetings:

- we select and use planning, preparation and assessment practices that progress students learning
 - we respond to individual learning needs and differentiate teaching and learning activities as needed in our classes
- We also work together to devise learning opportunities across and beyond the curriculum with outside visits and Home Economics week
- We assess our students by monitoring copies and recording class tests and questioning
- We use focus groups to evaluate the Home Economics programmes and to evaluate our student experiences.
- At subject department meetings and informally we discuss teaching strategies that work in team teaching of first years and reflect on the Healthy Food Made Easy programme which was introduced to TYs

Any questionnaires given to students during the year to evaluate subject:

We evaluated the Healthy Food made Easy programme with TY's using a questionnaire. We used focus groups to evaluate Senior and Junior cycle Home Economics.

Uptake of Home Economics at Leaving Cert and Junior Cycle:

34 students sat the Junior certificate Home Economics exam. Our students are encouraged to take Higher level. 85% sat the Higher level paper and 15% sat Ordinary level which is on a par with the national average. Our Leaving Certs are encouraged to take higher level Home Economics. 15 students sat the Leaving Cert Home Economics exam. Of this group 80%(12 students) sat the higher level paper which is the same as the national average and is a high uptake at this level. 20% (3 students) sat Ordinary level which is the same as the national average.

All current 6th Years are taking higher level paper in 2019 and 20 Third Years are taking Higher level for Junior cycle. One Junior cycle student is taking the Ordinary level paper in 2019.

Incoming 3^{rd} Years -15 are doing Higher level and 4 students are doing Ordinary level. Incoming 6^{th} Years -13 students are doing Higher level and 2 students are doing Ordinary level Home Economics.

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Mathematics Department Annual Report

Members of Maths Department:

- Elaine Hickey
- Marguerite Linnane
- Norma Dowling
- Bridget O' Connor
- Jacqueline Normile

Collaboration with Assistant Principals

- The Maths department liaised with the Assistant Principals during the academic year 2018-2019.
- Liaison with Mock and House Exams Coordinator: Gerard Tarrant and Bridget O'Connor
- Liaison with School Ethos Coordinator and Book Rental Coordinator: Margaret Daly
- Liaison with the Years Heads; Margaret Walsh, Muireann O'Sullivan and Eileen Counihan
- Liaison with the SEN Coordinator: Muireann O'Sullivan
- Liaison with the Coordinators of the Awards Event and Health Promotion Coordinator: Ann O'Neill and Elaine Keane
- Liaison and communication with the Wellbeing Coordinator: Mary O'Connor
- Liaison with the Health and Safety Coordinator: Kay Kennedy
- Liaison with Coordinator of school Activities Coordinator: Ann O'Neill
- Liaison with the Literacy and Numeracy Coordinator: Jacqueline Normile
- Liaison with the Programmes Coordinator: Norma Dowling

Report of Subject Department Action Plan for 2018-2019

The subject department action plan for 2018-2019 incorporated:

• As part of the schools 2018-2019 SSE initiative *Battelle for Kids*, the maths department engaged with developing formative instructional practices to improve the quality of teaching and learning for our students. In addition, were involved in capturing student



- voice and opinion with regard to the quality of their learning experience through the medium of digital student surveys. We were involved in strategies to improve our methods of reporting.
- As part of the school's Forbairt initiative, formative feedback was prioritised this year
 and the previous academic year. The maths department took part in this initiative and
 engaged with four forms of formative feedback. They included 2 stars and a wish,
 comment-only grading and digital feedback
- We continued with our mind mapping initiative in line with our SIP for 2017-2018. 1st years were introduced to them as a tool to aid student learning of keywords and revision of topics. 2nd year students continued to use them as part of their learning experience
- We continued with the school wide initiative on teaching the drawing of graphs using a common approach. All teachers have 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 and success criteria identified as part of the classroom based teaching and learning
- Keywords on individual topics were 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.
- The new Junior Cycle Maths was introduced this academic year and teachers planned and coordinated for this.

Details of Subject Department Action Plan 2019-2020

For the coming academic year we will implement the following:

- The new Junior Cycle will see CBA's for our second year students. The Maths department will plan, liaise and timetable for these CBA's.
- Continue using *Battelle for Kids* were necessary and applicable to aid students learning and improve teaching practices.

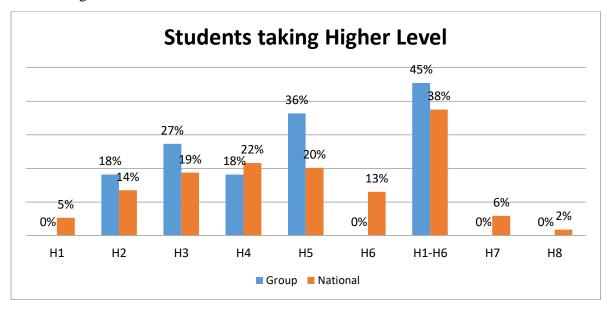
- Continue using AFL formative feedback methods to improve the quality of teaching and learning in the maths department
- Continue implementing Mind Maps to incoming 1st Years. This is a continuation of the LSP 2016-2017.
- Continue implementing the common approach to the teaching of graph drawing (Is there S.A.L.T. on your graph?).
- AFL continues to outline learning intentions at the beginning of lessons and identifying the success criteria as part of the lesson.
- Continue to teach problem solving skills.
- Common teaching methodologies and common tests.
- We will strive to increase the uptake of the higher level paper.

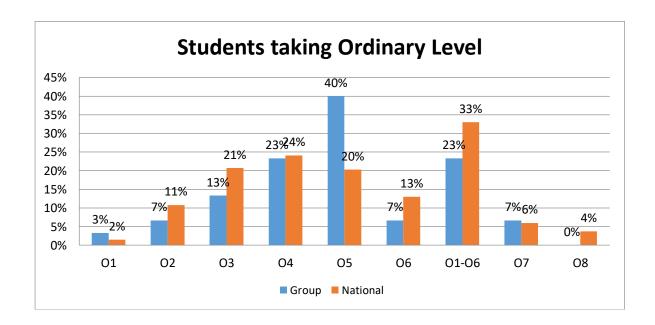
Uptake of Higher and Ordinary Level in Junior and Senior Cycle

- Student uptake of the current Leaving Cert Higher Level is 43% which is well above the National Average. We will strive to maintain this percentage going forward.
- Student uptake of the incoming Leaving Cert Higher Level is 32% which is on par with the National Average. We will strive to maintain this percentage going forward.
- Student uptake of the current Junior Cert Higher Level is 74% which is well above the National Average. We will strive to maintain this percentage going forward.

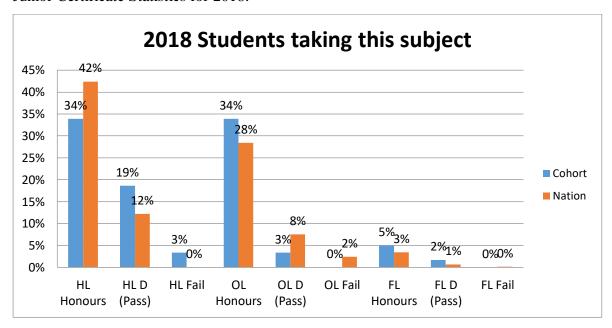
State Exams Results

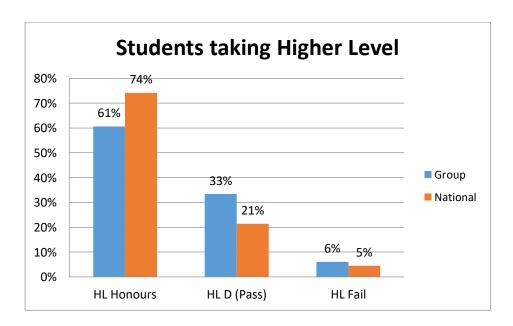
- Student uptake of Leaving Cert Higher Level in 2018 was 26% which was below the National Average of 32%. The department will strive to increase this level of uptake going forward.
- Leaving Certificate Statistics for 2018:

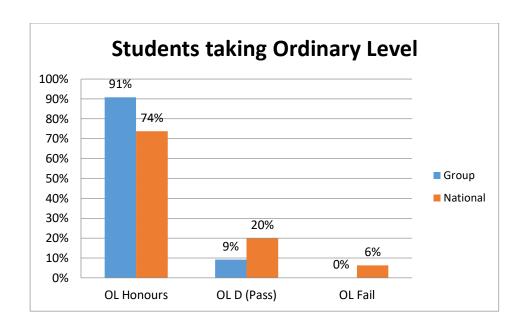


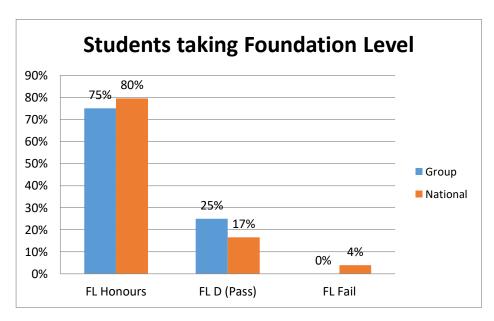


- Student uptake of Junior Cert Higher Level in 2018 was 56% which was on par with the National Average of 57%. The department will strive to maintain this level of uptake going forward.
- Junior Certificate Statistics for 2018:









Weeks, Competitions Entered and Activities

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

Student Teacher

We had no student teacher this academic year. We look forward to any future student teachers and the enthusiasm and new methodologies they bring.

Staff CPD

The JCT provided in-service for the new JC specification.

All department staff will attend any in-service development provided by Education Centres or the Project Maths Development Team in the coming academic year, 2019-2020.

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.

Some members of the department also attended Forbairt & Battelle for Kids link days.

Planning for New Junior Cycle Specification

All members of the department attended the New Junior Cycle information day held in the school and the follow up subject related (mathematics) information day. Planning is ongoing with regard to the New Junior Cycle Specification for Mathematics which is being introduced to the incoming first years. In terms of changes the department noted that because of the recent overhaul of Project Maths since 2010, there are relatively few changes to syllabus content. However the schemes of work have now to be redefined as Learning Units and the department is making this a priority for 1st year next year.

Wellbeing Initiatives

The Maths department intends to review all schemes of work and design the new Learning Units through the Wellbeing lens. The departments' initiatives around formative instructional practices and feedback will help us ensure that the learning experience for our students is a positive one where everyones' opinions are valued and respected and each student is supported and encouraged to fulfil their potential.

We also hope to develop analytical thinkers who will become better decision makers and problem solvers in all aspects of their lives. This will help them become more responsible and enable them to take action to protect and promote their wellbeing and that of others. It will also help them know when and where their safety is at risk and enable them to make the right choices.

L2LP

There are a number of students in first and second year following a Level 2 Learning Programme and working on Priority Learning Units. The department strives to ensure that these students will benefit from an L2LP as it purposely focuses on development and learning in the area of numeracy and social and personal development.

Numeracy is not simply a subset of mathematics. It is also a life skill that focuses on reasoning and sense making. The department supports students in their efforts to developing the following skills through their PLUs:

- Managing money
- Developing an awareness of number
- Developing an awareness of temperature
- Developing an awareness of weight and capacity
- Developing an awareness of length and distance
- Using a calculator
- Developing spatial awareness
- Using data for a range of different purposes
- Using shapes
- Developing an awareness of time

Some members of the Mathematics Department have engaged with L2LP Webinars, workshops and we have even had an in-school elective workshop with a member of the L2LP Junior Cycle team. High quality teaching and learning resources have been provided and are on the staff share drive for ease of access.

SEN

Tailoring teaching and learning to individual learning needs is necessary to achieve the best possible progress and outcomes for all students. All teachers liaise with the SEN team regarding student needs. The SNA team in the school is also a highly effective team with whom the maths department also collaborates in order to ensure that the needs of all students are being met.

New resources purchased

No new resources were purchased.

SSE 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.

AFL – teachers continue to outline the Learning Intention and Success Criteria during their lessons. They use mind mapping as a learning and revision tool. They were continued to be used where appropriate with 2nd year students and were introduced to First Years. This is a

continuation of the LSP 2016-2017. Having been involved in this years' SSE initiative, the department has also engaged in reflecting on and improving their feedback strategies.

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.

<u>AOB</u>

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.

An upgrade in ICT would be beneficial as current laptops are very slow. Wifi would also be beneficial.

It was felt this year that a lot of class contact time was affected due to school activities, particularly in the last term. If activities could be planned and coordinated earlier in the year, this would be advantageous.

Modern Foreign Language Department Annual Report

MFL Department

Eileen Counihan

Muireann O'Sullivan

Kay Kennedy

Collaboration with leadership and management team

As a department we liaised and met with Mr Gerard Tarrant regarding ordering and correcting of mock papers. We discussed timetabling of February and summer exams with Bridget O' Connor.

We consulted with Margaret Daly regarding booklists and new textbooks and workbooks.

We worked with year heads throughout the year to keep them informed and stay up to date on the welfare of our students.

We met with Muireann O' Sullivan regarding SEN matters.

We completed a health and safety audit.

We liaised with Ann O' Neill and Elaine Keane around awards in our department.

We discussed matters regarding assessment of Transition years during the year.

The benefits of Microsoft Office to facilitate collaboration between colleagues.

We are beginning to use Microsoft Office to compile plans, notes and exams in MFL. We aim to use this facility more in the coming year.

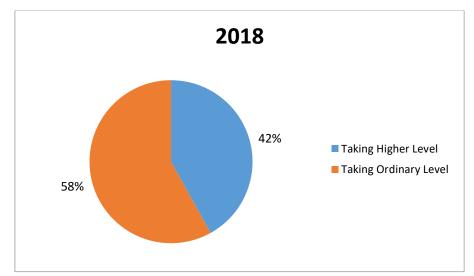
Subject Department Action Plan 2018-2019

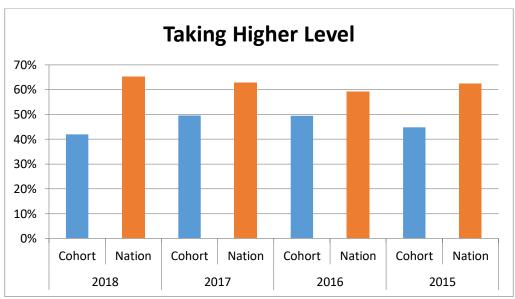
Having met and consulted at the beginning of the academic year we put in place plans of work for the different year groups (see subject file). We discussed the area of assessment for February and summer exams and decided to work on the themes covered. We committed to availing of CPD if this was available.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

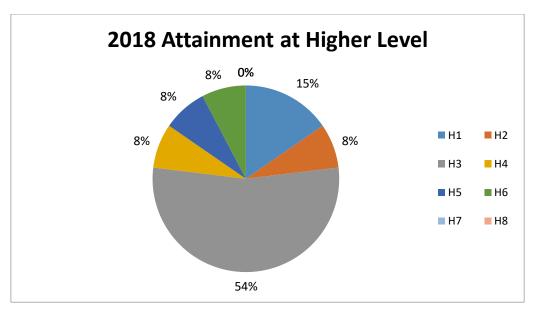
Details of Subject Department Plan 2018/19

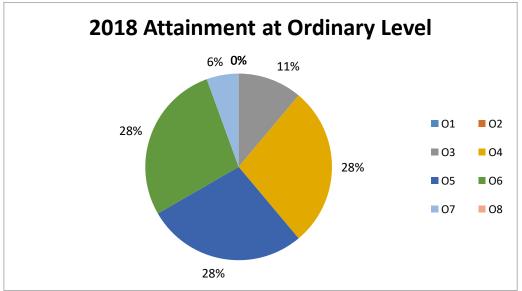
We conducted French Orals as part of the Junior Certificate exam. This has highlighted the importance of language as communication. We will review our yearly plans and make changes where and if necessary. We are working on learning units for the First and Second Year programme. A taster programme was introduced for the First Years. First Years had a month of French and German and then chose their preference in October.

Proportion of students taking French at higher and ordinary level

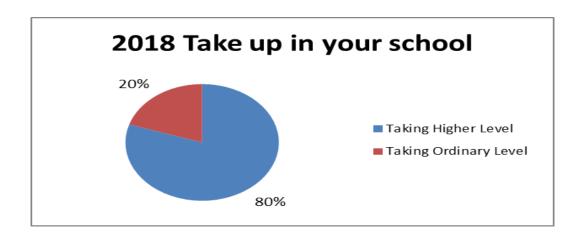


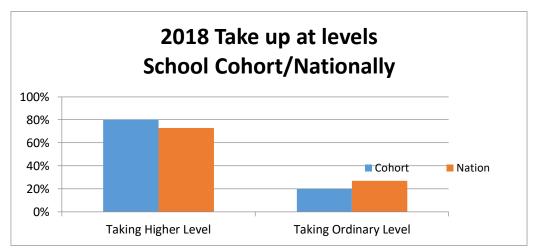


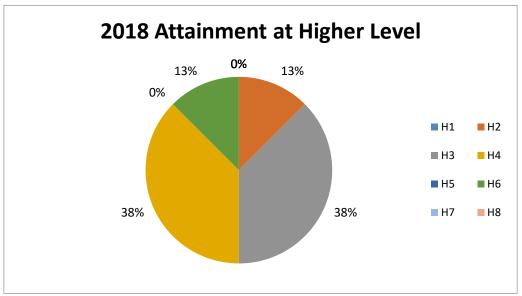


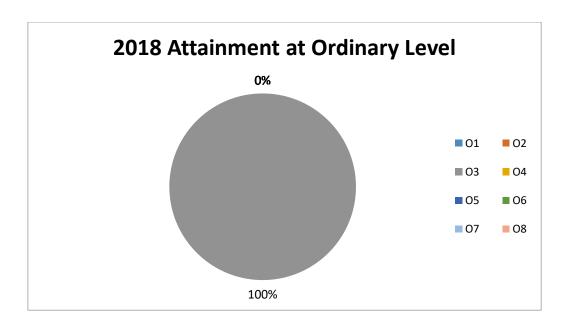


Proportion of students taking German at higher and ordinary level









Theme weeks and Activities:

Due to large class sizes in Sixth Year a lot of extra time was given by teachers from September to April. We also had reduced class contact time in Third Year during which we had to deliver the old course. We had the additional challenge of the new Junior Cert specification.

A singing workshop was organised for TYs and Fifth Year students. This was hugely enjoyable and very beneficial for the students.

Cross Curricular links

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

o Music: French composers

Art: French artists

o Home Economics: Ethnic cuisine

o Religion: French philosophers

 English: French expressions that have been incorporated into the English language and film studies

Science: French scientists and their discoveries

o Geography: Study of the Paris Basin

o Maths: Dates, page number and time

Staff CPD within the Subject Department

Eileen Counihan attended a one day inservice on new Junior cert in Listowel. Muireann O'Sullivan attended a one day inservice in Tralee.

CPD plans 2019/20

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 particularly in the introduction of the new First Year course. We have also engaged with webinars.

New Resources purchased

A new textbook will be used in Fifth Year, an updated version of the current book - 2018/19. We may also consider *Le Nouveau Français Plus* to supplement the textbook being used.

Classroom Based Assessments

CBAs took place in May in Second Year classes. Students were given a three week window to prepare an oral presentation of their choice. Students presented their chosen topic in May and found the assessment challenging but worthwhile. The large class sizes in French made it very difficult to improve the pronunciation of students. A SLAR meeting took place and was attended by all members of our MFL department and a French teacher from St Michael's College Listowel. Overall we learned a lot from this new experience and feel recording devices will need to be purchased by the school as the quality of sound was not clear in all recordings.

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 acknowledged 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 MFL department aims to assist students in improving and developing their literacy and numeracy skills.

With regard to literacy, the MFL department regularly uses 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/German class. Each day, numeracy is used in relation to page numbers, dates and time. Moreover, patterns are used to reinforce verbs and verb endings.

Assessment for learning

Students were engaged in the assessment process and were encouraged to learn what a good performance entails. Clear feedback was given on all written production and tests. We encourage students to direct their own learning and reflect on their performance, strengths and weaknesses. Students are required as part of the new Junior Cycle to self- evaluate. We highlight the importance of goals and peer evaluation.

Level Two Learning Programme

This is a new departure in teaching and learning and makes the whole process more inclusive. However we have found that SEN students generally tend to opt out of MFL – with parental consent. We currently have no student engaging with MFL at this level. Department members availed of in-house CPD on L2LPs early in the academic year.

Music Department Annual Report

Ann O Neill & Emma Kelly

Liaison with Mock and House Exams Coordinator Gerard Tarrant/ Bridget O'Connor

Discussions with Gerald Tarrant

- Ordering Leaving Cert and Junior Cert papers, correct number of CD's.
 - Availability of hall for practical, rehearsals and shows

Discussions with Bridget O'Connor

- Centres and timing of Leaving Cert and Junior Cert Exams
- Audio equipment availability during exams
- Breaks between papers (Leaving Cert only)

Liaison with School Ethos Coordinator and Book Rental Coordinator Margaret Daly

- School Ethos
 - All prayer services
 - Nano Nagle Mass
 - Leaving Cert Mass

Re: - Book Rental

Filling in Books required for coming year

Liaison with the Years Heads Margaret Walsh/Muireann O'Sullivan/ Eileen Counihan

Discussions Re: - concerns for students in various year groups

Liaison with the SEN Coordinator Muireann O'Sullivan

Head meetings with Muireann and linked with her throughout the year regarding students with special educational needs.

Liaison with the Coordinators of the Awards Event and Health Promotion Coordinator Ann O'Neill/Elaine Keane

Was involved in planning and organising the Awards Day event.

Liaison/ communication with the Wellbeing Coordinator Mary O'Connor

Had a discussion with Mary Re: The First Year Trip to see the Cork Pops Orchestra in UL and shopping afterwards.

The trip linked music and wellbeing was involved in the various walks for wellbeing.

Liaison with the Health and Safety Coordinator Kay Kennedy

- Forms were filled for various trips
- H&S Audits for classrooms
- First year trip to UL
- 5th and 6th year trip to Dublin
- LCA trip to Limerick

Liaison with Coordinator of school Activities Coordinator Ann O'Neill

• Information emailed on students nominated for School Spirit Award

Liaison Literacy and Numeracy – Jacqueline Normile

Took part in "Drop Everything and Read" had discussions with Jacqueline Normile Re: Library Books

Liaison with the Programmes Coordinator Norma Dowling

Discussions Re: Open Night
Awards Day
Class Trips
End of Year Show

The benefits of Microsoft Office to facilitate collaboration between colleagues

- Communication
- The calendar very informative at a glance
- Emailing very easy
- Access to relevant information/documents
- Allows for the sharing of resources between departments
- All forms are available online
- Lean in- Lean Out documentation is easy to view and allows all staff to remain inform on our students well-being and needs

29. Report on Subject Department Action Plan for 2018-2019

- First year students have now completed their first year of the new junior cycle music course
- Within the tasters students were taught rudiment note values, rhythms and the orchestra to provide them with prior knowledge for the Cork Pops Concert
- Senior Class attended Les Miserable in December as part of the Music and Art Trip
- 2 books have been published in regard to this new course (currently under review in selecting a book to carry forward)
- The Dept. continues to use 2 stars and a wish to provide feedback, which can be found on test cover pages

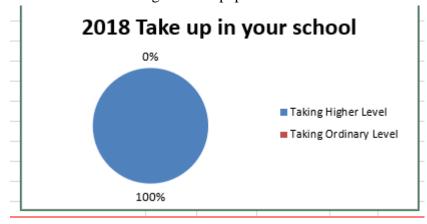
30. Details on Subject Department Action Plan 2019-2020

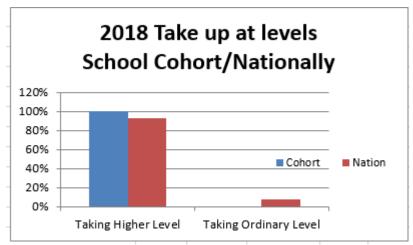
- New junior cycle students will be undertaking their first CBA; CPD will be scheduled to prepare for this
- Liaison with other departments on the timetabling of the CBAs
- Facilitate a SLAR after the CBAs
- Choose a textbook for all junior students once the 2^{nd-}3rd year books have been published
- We will review the scheduling of the musical events during the academic year; with regards to event being scheduled too close to one another (rehearsal times were then shortened) and events clashing with practical examinations
- Research prices of keyboard to purchase in the new school term (Sept-Dec 2019)

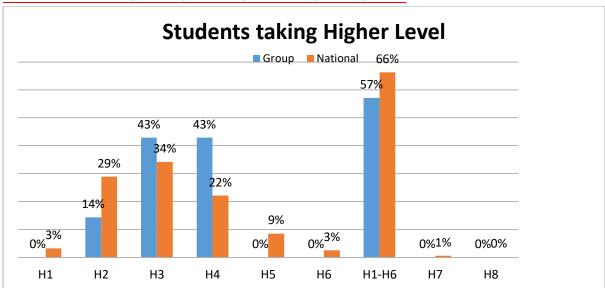
31.State Exam

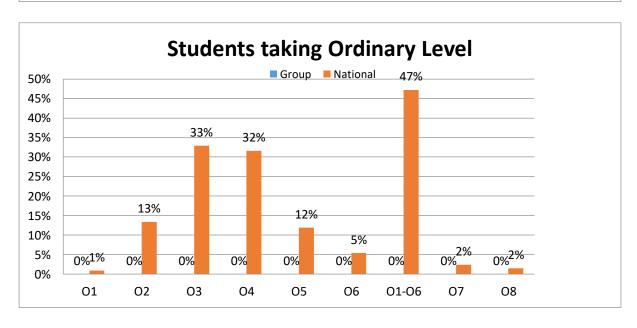
Leaving Certificate Graphs

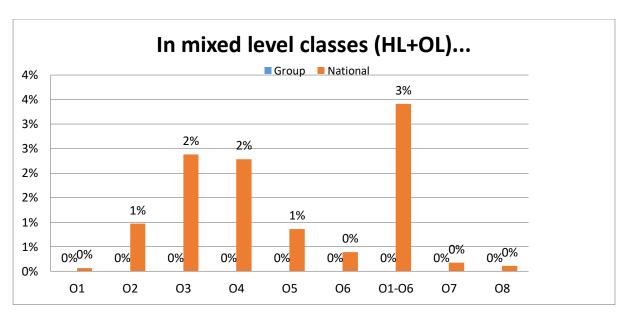
- 7 students sat the Leaving Certificate exam
- All 7 sat the higher level paper

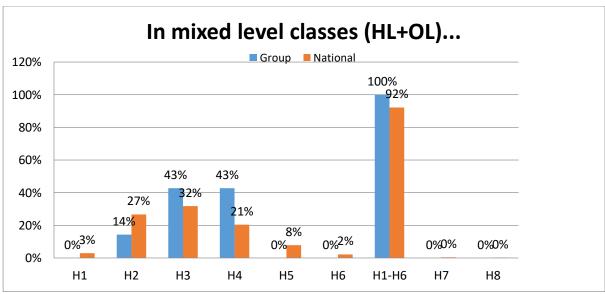


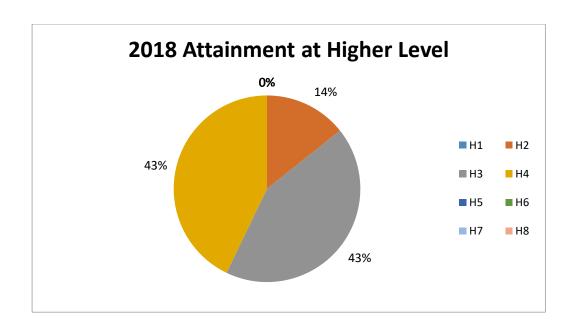






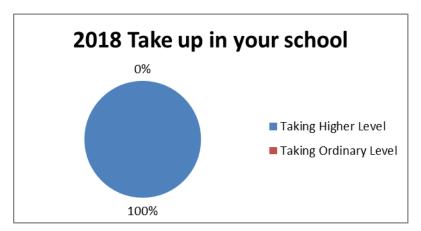


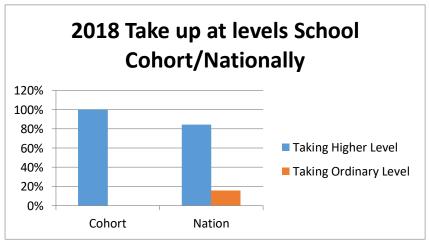


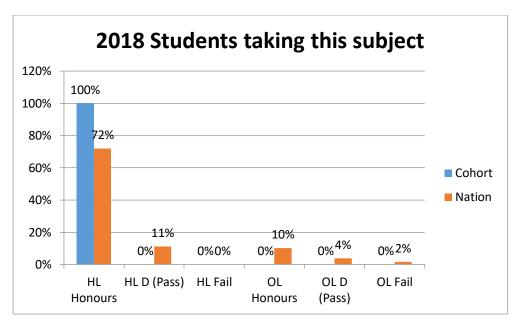


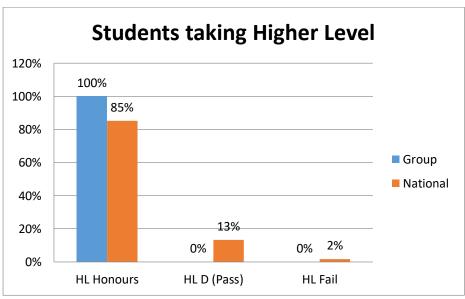
Junior Cert Graphs

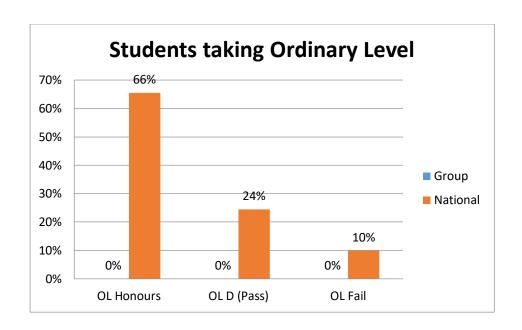
- 11 students sat the Junior Certificate
- All students sat the higher level paper

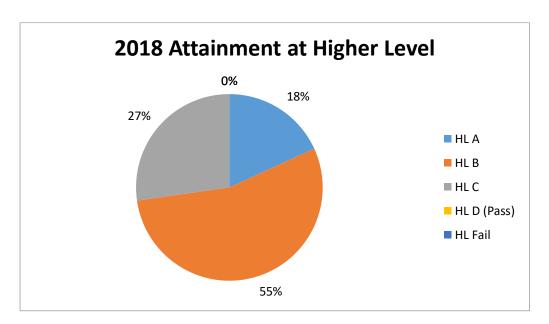












32. Activities organised for students outside of the classroom in 2017-2018 to reflect the Other Areas of Learning at Junior Cycle Level

Cork Pops Concert; students social skills are developed while this trip is also associated with well-being indicators (aware, responsible)

Carol Service and Nano Nagle; students are taught pronunciation of different languages (song lyrics) and made aware of religious occasions in the year

Open Night performances

33.Theme Weeks 2018-2019

Music/Art week – 19th to 22nd March

- Lunch time recitals daily
- Music students from all year groups performed

34. Transition Year Activities/links

Nano Nagle Mass
Christmas Concert
T.Y. Musical
Links with school and community

35.LCA Activities/links

- Visit to a recording studio
- Links with music and media
- Social skills; surveying people
- Computer skills
- Presentation skills
- Editing music using Audacity software

36.LCVP

37. Cross curricular links

Music	(1)	Computers	- Sibelius (5 th and 6 th yr)
			- Assignments (LCA)
	(2)	Religion	- Nano Nagle Mass
			- Prayer Services
			- Graduation Mass
			- Christmas Concert
	(3)	English	- Musical Definitions
	(4)	Art	- Props for Musical
			- Periods in Music Art
			- Baroque/Modern
	(5)	Irish	- Seachtain na Gaeilge
			- Song and Dance
((6)	History	- Composers J.C. and L.C. & Eras/Time periods
	(7)	Geography	- Nationalist Composers
	(8)	French	- Song on Awards Day "Je Chante"
	(9)	Maths	-Use of time signature, note values and rhythms

38. Competitions entered

39.GDPR considerations

- All staff are aware of the regulations relating to GDPR; within the music department we ensure that our computer screens that have personal data displayed (ePortal) are facing away from students
- Students are asked for permission if photos are being taken
- No photos/personal data are stored on teacher's personal devices
- Student's personal data are stored in the school (tests etc)

40.Links with the local community

- Nano Nagle Mass
- Christmas Concert
- Transition Year Musical
- Awards Day
- Graduation Mass

41. Student Teachers

Links with P.E. student teacher when using the P.E. hall for performances

42. Guest Speakers

43. Visits outside the School

- First year trip to UL to see the Cork Pops Orchestra
- Visit to the recording studio
- Visiting the local hospital and nursing home
- Art/music trip to Dublin

44. Staff CPD within the subject Department

2018-2019

P.P.M.T.A. - Cluster meeting in Limerick

- Conference in Limerick

- Webinars

Student Voice

JCT Clusters Music

JCT Cluster CSPE

JCT Clusters Well-being

CPD plans for 2019-2020

- Considering the PPMTA Conference 2019-2020
- JCT Training relating to SLARS and CBAs

45.Links with PDST

Reference to website

46. Collaboration with other subject Departments

Religion - Various prayer services

Nano Nagle MassChristmas ConcertGraduation Mass

Computers - Assignments

- Sibelius – Musical Practical

- Posters – Music/Art Week, T.Y. Musical

Art - Props for the T.Y. Musical English/Drama - T.Y. Musical

Irish - Seachtain na Gaeilge Singing and Dancing

47. Team Teaching

Learning songs for performances – Nano Nagle Mass and Christmas Concert

48. Planning for New Junior Cycle Specification Classroom Based

Assessments

We are in the process of updating our new Junior Cycle Plan, our current first years will be undertaking the first CBAs in 2019-2020. We are hoping for more clarification on this assessment during the teaching year 2019-2020 from JCT.

49. Wellbeing Initiatives

- A well-being co-ordinator has been assigned as part of their role as an AP2
- All students took part in wellness walks during the year. This year the concept of Fitness Friday was also introduced where students were encouraged to complete laps of the school in their year groups during an assigned time. They were also encouraged to continue this trend during their lunches to promote healthy living.
- HIIT classes were arranged for Wednesday evenings as part of well-being for students to keep active and fit
- Numerous lunchtime activities are scheduled for students during the week this includes; mindfulness colouring, badminton, table tennis and book club
- All first year students were taken on a class trip to University Limerick as part of their music studies, this was an enjoyable day for all as it introduced them to different styles of music and instruments, while they also got to socialise and

- enjoy each other's company as they embarked on their first year in Presentation Secondary.
- LCA music students were taken on their class trip to Limerick also which involved a class building exercise of recording a song together.
- Leaving Cert music students travelled to Dublin on an overnight Music and Art trip which consisted of a visit to many art galleries and a musical in the evening.
- All music students are encouraged to build confidence by performing during music week and various events during the year. The Music Department promotes performance as an outlet for stress and as a tool to express one's emotions; through the practice of music students can develop resilience and responsibility. They set achievable goals and make decisions with regard to their studies and performance which they can reflect on at the end of the school year.

50.L2LP

- Linked with Marguerite McSweeney. Constraint dialogue between Subject Teacher and Resource Teacher to ensure all the needs of the students were met.
- Students are undertaking L2LPs in first and second year. Differentiated worksheet and activities are planned and used in class. The department works closely with the SNAs to cater for each students individual needs and to ensure that each student is working and achieving to the best of their ability.

51.SEN

- Muireann O'Sullivan had meetings with Subject/Resource Teachers.
 Information given, planning I.E.P's in August/September reviews to be completed in May.
- The music department strives to be inclusive, we include all students in our lesson and extra-curricular activities.
- During assessment we differentiate all summative assessments including our class and end of term tests, while questioning students we select questions based on the student's abilities which builds confidence and allows us to assess our students understanding of each topic.
- We use different methodologies to cater for all learning needs in our classes.
 We encourage group work and a scaffolding approach where supports are provided to all students and gradually taken away as the student's knowledge and confidence increases.

- 52. New resources purchased in 2018-2019
 - Choral Books
 - Music Books
 - Textbook (JCT)
- 53.ICEP courses taken
- 54. Impact of visiting students (Modern Languages Departments only)
- 55.Role of the Department in promoting the Literacy and Numeracy initiatives as part of the School Improvement Plan.

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

Literacy

- Posters explaining key terms decorate the classroom walls.
- Definitions of new terminology are provided and highlighted in each lesson.
- To aid in our students learning we continued to start our lessons by outlining the Learning Intentions and Success Criteria.
- This year we promoted the Drop Everything and Read Week, in which all students were encouraged to have a book in their bag to read during assigned times.

Numeracy

- 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 as a class

 In line with the new junior cycle specifications, students are encouraged to creates and perform their own body percussion compositions and rhythms.

56. School Self Evaluation

- Literacy initiatives
 - o As mentioned above the dept. encourages the Drop Everything and Read
 - A member of staff has been assigned as Literacy and Numeracy Co-ordinator as part of their APII role

Numeracy initiatives

- A member of staff has been assigned as Literacy and Numeracy Co-ordinator as part of their APII role
- O Numeracy is a vital part of the rudiments in music, therefore an emphasis is placed on the importance of counting rhythms and note values in the first term and continue this focus throughout each year group.

AFL

- o Forbairt Initiative: All cover pages used in our exams contain an area to highlight 2 stars and a wish which provides students with feedback on what they are doing correctly and what they can do to improve their grade.
- Written feedback is provided on assignments during the year, to allow students to gather knowledge on what they can improve in certain areas/topics
- As part of the Forbairt initiative our department focussed on formative feedback using comment only grading which provided no grades/percentages; students were only given comments on how they approached the question and were given advice on how to improve their answer.
- The department uses feedback and motivational stampers, to encourage and assure our students on their progress
- o Learning intentions and success criteria are outlined at the start of all lessons

Mind Mapping

The Music Department continues to use mind maps as a visual learning tool in line with the initiative undertaken in the Learning Schools Programme 2017-2018

 Students are encouraged to utilise different learning methodologies including mind maps in class, as a department we find this method very useful when covering theory (Irish music essays and categorising instruments into families)

School Improvement Plan 2018—2019

- Wellbeing Classroom Culture/Formative Feedback
- As part of the Batelle for Kids Initiative a whole school approach has been taken to improve classroom culture and teaching, learning and assessment practices.
- The Music Dept. took part in this initiative by developing formative feedback strategies to improve the quality of feedback given to students. This was done by providing comment only grading and providing more constructive written feedback (2 stars and a wish)
- A well-being co-ordinator has been assigned as part of their role as an APII
- All students took part in wellness walks during the year. This year the concept of Fitness Friday was also introduced where students were encouraged to complete laps of the school in their year groups during an assigned time. They were also encouraged to continue this trend during their lunches to promote healthy living.
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Reporting Guidelines

 Exams reports are sent out to parents/guardians via ePortal, the department includes grades and comments on our students ability/ progress/ behaviour

- 1st years results are now provided in the JCT descriptors format ie.
 Distinctions, merit etc.
- Feedback is given to parents during the year via notes in journals and during the Parent-Teacher meetings held during the year

The use of Battelle for kids surveys

- O Battelle for kids relates to our student's wellbeing and belonging within the school. Our school is focusing on the reporting and classroom culture.
- During this academic year the embarked on an initiative with the main aim being to improve the quality of student feedback in order to improve teaching, learning and assessment practices.
- This initiative allows our student's voice to be hear and provides them with ownership in their learning which in turn enriches their education
- Students were surveyed on the current feedback practices and those piloted by each department.
- The data gathered found that most students preferred 2 stars and a wish and digital feedback

Student Voice

- 2 staff members attended a workshop on Student Voice.
- Students are involved in their learning within our department. We encourage all students to voice their opinion and where appropriate choose parts of the course to study (revision topics, exam questions, songs to study and performance pieces)
- We encourage a culture of respect and collaboration within the department, asking for student's input and feedback on topics.

Looking at our School 2016 – 2020

Teaching & Learning

Statement	How Do We Know
Learning outcomes are provided at the start of each lesson Students are motivated to learn within the music department	Students are willing to get involved in class assignments and activities Class tests and written assignments Student attitude and
	enthusiasm towards the subject and our extra-
	Learning outcomes are provided at the start of each lesson Students are motivated to learn within the music

		curricular activities
		and events
Learner Experiences	Students participate in	Group work
_	focussed activities	Pair work
	Teacher-student rapport is	Teacher Observation
	encouraged and developed	Questioning (Informal
	throughout their time in	Surveys)
	school	Carol Services, Nano
	Students are encouraged to	Nagle Mass, Music
	perform and take part in	Week, Musical, Awards
	various musical events	Ceremony, Graduation
	during the year	Mass
Teacher's Individual	CPD Training	Registration
Practice	Qualified Music teachers	Students results
	(registered with the	Subject Dept. meetings
	Teaching Council)	Action plans
	Differentiated Teaching and	Lesson planning
	Learning methodologies	Teacher collaboration
	Follow the Music Dept. Plan	and resource sharing
	Use a variety of teaching	
	and learning methodologies	
	that are suitable and well	
	prepared	
Teacher's Collective and	Use of 365 to share	Registration
Collaborative Practice	resources	Students results
	CPD Training	Subject Dept. meetings
	Collaboration; performance	Action plans
	Subject Dept. meetings	Lesson planning
		Teacher collaboration
		and resource sharing

- How do you Evaluate/Assess

- We use both formative and summative assessment in the Music Dept.
 Formatively we question students, listen to and provide feedback on their practical performances, carry out pair work, as well giving written assessments (aural, composition and theory)
- What has the Teachers/Subject Department done to find out what the students think/know?

- Informal surveys, students are asked their opinion on how they topic was taught and if they understand
- o Questioning
- o Assessment/Written assignments
- Performances
- o Homework

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

Our form of surveying would be described as informal; our knowledge/data is gather by questioning the students on what they prefer/like/dislike/comprehend. We find as a department that this is a way of encouraging student voice and a great way of receiving honest feedback.

58. Up take at L.C.

- Banding could be looked at in regard to subject choice and their groupings on each line
- Up take at J.C. –currently we are happy with the uptake at junior cycle, as students get to sample the subject in 1st year it allows all students to make a choice with an open mind and some prior knowledge with regard to Music

59. Comments on Subject Uptake

L.C. – 6th yr Music

All 10 students are sitting Higher Level in the subject

 $J.C. - 3^{rd}$ yr Music

Out of 18 students there are 15 sitting Higher Level.

The 3 students taking Ordinary Level are doing so, to suit their needs.

In coming 6th yr Music Class

The 7 students are all taking Higher level in the subject.

Incoming 3rd yr Music Class

There are 23 incoming 3rd year students (1 OL, 5 L2LPs, 17 HL)

Physical Education Department Annual Report

Staff: Mr. Gerard Tarrant.

The main change this year has been the introduction of a double P.E class for all 5th Year students and this is very positive initiative dovetails well with the emphasis on Wellbeing and Mindfulness at Junior Cycle. The students have responded well to the extra time allocation and are availing of the opportunities it provides.

The 2ND Year students competed in the Kerry Orienteering Rich Task in Ballyseedy Wood, Tralee and despite the larger area to cover over 2km and an increase in controls to over 24 per course all students acquitted themselves well and completed their assigned courses. This annual favourite is very well organized and efficiently run by Cappanalea Outdoor Centre staff and its scheduling in October is works very well as a six week block of work can be started and completed before the midterm break. An added bonus is that orienteering also provides many opportunities for numeracy activities with sections such as pacing and map scales being very prominent aspects of the sport.

The Sive Walk and Bog Walk have both been very beneficial in getting our students to 'be active be alive' outdoors when the weather permits. One class period is sufficient to complete the former, while most students can complete the latter within three class periods making it a suitable for a late morning or early evening activity. This great local amenity for the school is still under threat from the proposed Listowel Town bypass. Ominously the digging machines and advance work has noticeably increased and it would appear that it is only a matter of time before this leisure treasure is torn up and concrete and tar will envelop this idyllic recreation walk. The 1st and 2nd Years completed the 6km Bog Walk in May in collaboration with the Wellbeing Coordinator and Health and Safety Officer who both were also instrumental in the recent initiative 15 minute Walk around the school grounds in March and was very worthwhile and enjoyable for all student and staff participants.

Our 3rd Years as part of their Wellbeing travelled to the Kerry GAA Centre of Excellence in March to work out in the state of the art gym and play gaelic football on the green sward of Currow Currans. They were also taken on a tour of the other fantastic facilities in the Mecca of Kingdom football.

The TY and LCA 1 students swimming module in Ballybunion Health and Leisure Centre over a six week block was not feasible this year for a variety of reasons including financial. With the increased number of TY students next year it might make sense logistically to include a module just for the TY students alone cost permitting of course.

The LCAs were enthusiastic in their participation for the module on health and fitness which included sessions in the Listowel Community Centre that featured the very popular spinning class as well a individual weight training instruction which all the girls actively availed of.

The LCA 2 in the coming year will build on this great work they have started this year and are looking forward to making further use of the wonderful facilities and professional expertise available there.

The PE Dept. also intends to move to the use of more formative comments in reports apart from the standard range of comments provided by the reporting software and this will link up nicely with the overall school improvement plan for 2019. The first reports will be sent out in February 2020.

The services of the UL Student Placement for teaching practice was availed of again this year and this has a major benefit for all involved and the visiting students have all had a very positive input into everyday school life.

This year in coordination with Health Promotion Coordinator Elaine Keane a FITT Exercise Programme was held over a six week period in the hall each Wednesday from 3.30 pm to 4.15 pm and Cian Counihan, our PE Placement students did a superb job in encouraging and sustaining the enthusiastic students who attended each week.

Presentation Listowel has a long and proud tradition in extra curricular sports, such as Athletics, Badminton, Basketball, Gaelic Football, Soccer and Tag Rugby .This cannot happen without the goodwill and selfless giving of their time by the volunteers coaches.

The sporting highlight this year was the performance of our senior Badninton team on reaching the All Ireland Finals , held in Mosney, Co. Meath where did us all proud by winning silver medals. Well done to Emma and Mrs Carmel Hudson who both give freely and generously of their time not only each Thursday during lunch time but also at the various qualifying tournaments throughout the year.

The Dept action plan for 2019-2020 will focus on developing some more activities than will not only provide a good outlet for the physical aspects but will also be used in Mindfulness and Wellbeing related activities as well . Specifically this would include setting up permanent maze sites on the school ground (painted) where student can get an opportunity to unwind while also engaging the mind while taking part. This will be in conjunction with the coordinators of Wellbeing and Health Promotion. The cost of setting up these mazes will not prove a burden on the finances of the school and with the help of the school caretaker can be completed, either over the summer, or when school reopens in late August.

PE Dept. May 2019.

Religion Department Annual Report

Members of the department:

Chloe Dalton, Margaret Daly, Lisa Whelan and Sr.Eilish.

Collaboration with the Assistant Principals (Leadership and Management Team):

- 1. Liaison with Mock and House Exams Coordinator Gerard Tarrant/ Bridget O'Connor:
 - Discussions were held throughout the year with Gerard and Bridget regarding planning exam schedules (house exams), journal work and pre junior cert examinations.
- 2. Liaison with School Ethos Coordinator and Book Rental Coordinator Margaret Daly: Many discussions were held relating to all the liturgical events throughout the year. I spoke with Margaret and held many meetings with the ethos co-ordinator regarding any school masses, prayer services and feast days throughout the school year. We also spoke about planning for incoming first years, informing them of what books and resources are required for religious Education.
- 3. Liaison with the Years Heads Margaret Walsh/Muireann O'Sullivan/Eileen Counihan:
 - Throughout the year, any concerns relating to students were discussed with the appropriate member of the year head team.
- 4. Liaison with the SEN Coordinator Muireann O'Sullivan:
 Regular discussions with Muireann discussing concerns relating to students with possible SEN. Strategies for students completing level 2 (L2LP's) were also discussed on a regular basis.
- 5. Liaison with the Coordinators of the Awards Event and Health Promotion Coordinator Ann O'Neill/Elaine Keane: Conversations with Ann took place to determine students who warranted an award, due to their work ethic and efforts made throughout the year. Collaboration with Elaine for mental health week took place. C. Dalton worked closely with both Elaine
- 6. Liaison/communication with the Wellbeing Coordinator Mary O'Connor: Discussions held throughout the year to promote student wellbeing, including mindfulness practices.
- 7. Liaison with the Health and Safety Coordinator Kay Kennedy: Discussed Health and Safety concerns in my prefab.

and Anne to the awards event.

- 8. Liaison with Coordinator of school Activities Coordinator Ann O'Neill Informed Ann of any upcoming events with Religion classes.
- 9. Liaison with the Literacy and Numeracy Coordinator Jacqueline Normile

Update Jacqueline with literacy and numeracy strategies being practiced in the classroom.

10. Liaison with the Programmes Coordinator Norma Dowling Regular discussions with Norma regarding LCA and TY

The benefits of Microsoft Office to facilitate collaboration between colleagues:

We found that Microsoft office was very beneficial because it allowed each teacher to establish every event that was being held by the school on the calendar. Each teacher could easily identify classes they potentially could be otherwise busy and therefore it aided with our planning for the week ahead. We also found Microsoft office very beneficial for storing PowerPoints and activities for the classes with easy access to them afterwards and sharing these resources. We used email to communicate with staff and students when necessary.

Report on Subject Department Action Plan for 2018-2019:

As a religion department we use AFL. Each day we display the learning intentions at the beginning of each class, with a desired learning outcome.

The purpose of our homework policy is so that is helps reinforce the work that was done in class.

Details on Subject Department Action Plan 2019-2020:

Chloe Dalton is the junior cycle teacher. In preparation for the Junior Certificate examination she will follow the prescribed syllabus and prepare students for the journal which was completed this year by April 12th. Incoming first years in 2019/2020 will begin the new junior cycle course. Margaret Daly, Lisa Whelan and Sr. Eilish are the senior cycle RE teachers. They follow the non-exam syllabus for senior RE.

State Exam Results:

School Overview

Within each level /Nation

		2018		2017		016	2015	
	Group	Nationally	Group	Nationally	Group	Nationally	Group	Nationally
HL A	42%	13%	0%	13%	0%	14%	0%	13%
HL B	42%	39%	0%	39%	0%	39%	0%	39%
HL C	16%	35%	0%	34%	0%	35%	0%	34%
HL Honours	100%	87%	0%	87%	0%	88%	0%	86%
HL D (Pass)	0%	11%	0%	12%	0%	11%	0%	16%

2017

2015

2016

HL Fail	0%	2%	0%	2%	0%	1%	0%	1%
OL A	0%	11%	0%	12%	0%	11%	0%	12%
OL B	20%	35%	0%	37%	0%	33%	0%	37%
OL C	80%	35%	0%	35%	0%	34%	0%	36%
OL Honours	100%	81%	0%	83%	0%	78%	0%	85%
OL D (Pass)	0%	13%	0%	13%	0%	16%	0%	13%
OL Fail	0%	5%	0%	4%	0%	6%	0%	3%

Theme Weeks 2018-2019 list the activities for the week:

The RE department has been busy over the past year:

- We started our new school year with a lovely mass for the staff on August 27th, celebrated by Fr. Declan O'Connor.
- Again this year all students were encouraged to take part in the "shoe box appeal". This was a huge success, seeing nearly 150 boxes collected during November for such a worthy cause.
- 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 weeks leading up the 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 area.
- This year our "Presentation Mass" was celebrated by Canon Declan O'Connor in Listowel Church during the month of November. It was a very well attended event. Many students across the years took part to make this event a success, and represented our school so well in the community.
- This year being 300 years since Nano Nagles birth, we also held a prayer service in the school hall on the 21st of November we remember this special day and the contribution that Nano Nagle had on our presence in Presentation Secondary School.
- Catholic Schools Week was marked at the end of January. Pupils from each year read a daily reflection on the theme of that day. A visual display on the themes was created and on view in the social area for the duration.
- The beginning of Lent, which began on Ash Wednesday 6th of March was, marked by staff and pupils with the wearing of the ashes, distributed by Sr.Eilish.
- Confessions were held in the school by Fr. Declan and Fr. Hegarty during the season of Advent and during Lent.
- Feast Days were also celebrated throughout the school year such as St. Patrick's Day, St. Blaise and St. Bridget's Day.
- Finally, our sixth year group celebrated their graduation mass on Thursday 24th of May. 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.
- ➤ C.S.P.E Linking "Laudato Si" to our role as being stewards of the "common home" we live in = one of the key concepts in CSPE.

GDPR Considerations:

As a Religion Department we comply with all the policies and procedures regarding GDPR laws. We understand that this is for our students benefit and we will continue to learn to apply the correct procedures regarding students grades and records to the best of our ability.

Links with the local Community:

Canon Declan celebrates masses in the school with students

Team HOPE with regards to the shoe box appeal

SVP with regards to the food appeal

Distribution of St Bridget day crosses in the local nursing home.

Masses in the local Church for carol service at Christmas and Presentation Day in November.

Staff CDP within the subject Department 2018-2019

Chloe Dalton attended:

12-9-18	Ceist introduction to new teachers.
25 10 10	Kerry Diocesan advisor Tomas Kenny
25-10-18	
17-1-19	Cluster Day with JCT based on Religious Education
5-2-19	Ceist Conference based on meditation and Tom
	Gunning
14-2-19	Kerry Diocesan advisor Tomas Kenny

CPD plans for 2019-2020:

All teachers in the department will attend any in service provided throughout the year.

Planning the New Junior Cycle Specification (CBA):

As the Religion Junior Cycle will not begin until September 2019 for 1st years therefore there will not be a CBA to be completed for another 2 years. 2nd years and junior certs will continue completing their journal work going forward.

Wellbeing initiatives:

As a religion teacher I feel very strongly on the importance of the religion syllabus for students wellbeing. During religion class students will learn about their morals and different moral issues. Different religions interruption of morals and moral codes and I believe this will aid students as they develop and progress in their lives. It is through studying religion that students learn different values, morals and consequences which are lessons that will contribute to students' development and will contribute to how they live their lives in the future.

L2lp:

This year 9 L2LP students took part in religion classes. Students were working from booklets throughout the year and achieved a total of 18 PLU'S throughout the year. Evidence of work in present in the school. Some PLU'S achieved were in the area of numeracy, presentation and literacy.

SEN:

We were provided SEN in-service training during the year on two occasions. Here we developed strategies and resources to use with students with SEN.

New resources purchased this year

There were no new resources purchased this year.

Literacy and Numeracy initiatives in the department:

Keywords are used and highlighted at the beginning of new lesson material.

Students are invited to paraphrase new concepts verbally in class which allows them to internalise the meaning of new words and phrases.

This also allows peer teaching to flourish in class.

Dates are represented on timelines to give students a visual display of time. This allows them to calculate how old things are and how long ago did certain people live etc.

udents are enco	uraged to striv	a to taka tha	higher lovel	DE paper for	Junior Cort
udents are enco	uraged to striv	e to take the	mgner level	KE paper for	Jumor Cert.

Science Department Annual Report

Department members: Catherine Kennedy, Chris Kiely, Jacqueline Normile

Collaboration with the Assistant Principals (Leadership and Management Team)

- Liaison with Mock and House Exams Coordinator Gerard Tarrant/ Bridget O'Connor: Discussions were held throughout the year with Gerard and Bridget, planning exam schedules and practical examinations for LCA, junior certificate and leaving certificate students.
- ♣ Liaison with School Ethos Coordinator and Book Rental Coordinator Margaret Daly: Main discussions held were relating to planning for incoming first and fifth years, informing them of what books and resources are required for the various science subjects.
- Liaison with the Years Heads Margaret Walsh/Muireann O'Sullivan/ Eileen Counihan:
 - Throughout the year, any concerns relating to students were discussed with the appropriate member of the year head team.
- Liaison with the SEN Coordinator Muireann O'Sullivan:

 Regular discussions with Muireann discussing concerns relating to students with possible SEN. Strategies for students completing level 2 (L2LP's) were also discussed on a regular basis, as well as short course plans for the coming year.
- Liaison with the Coordinators of the Awards Event and Health Promotion Coordinator Ann O'Neill/Elaine Keane:

 Conversations with Ann took place to determine students who warranted an award, due to their work ethic and efforts made throughout the year. Collaboration with Elaine for mental health week took place. C. Kennedy organised posters and tips for positive mental health to be placed on all classroom doors to encourage changes to lifestyle to improve mental health.
- ♣ Liaison/ communication with the Wellbeing Coordinator Mary O'Connor:

 Discussions held throughout the year to promote student wellbeing, including mindfulness practices. Also, short course for L2LP's were discussed, integrating activities to promote wellbeing into the course.
- Liaison with the Health and Safety Coordinator Kay Kennedy: Discussed Health and Safety concerns in science laboratories.
- Liaison with Coordinator of school Activities Coordinator Ann O'Neill Informed Ann of any upcoming events with Science classes.
- ♣ Liaison with the Literacy and Numeracy Coordinator Jacqueline Normile
 Liaised with Jacqueline regarding literacy and numeracy strategies being initiated in
 the classroom.
- Liaison with the Programmes Coordinator Norma Dowling Regular discussions with Norma regarding LCA and TY.

The benefits of Microsoft Office to facilitate collaboration between colleagues

Microsoft Office has been invaluable in the Science department to enable teachers to share resources and to keep up to date minutes of department meetings, SLARs and any event being carried out throughout the school year.

60. Report on Subject Department Action Plan for 2018-2019

Classroom Based Assessments have been completed with both 2nd and 3rd year classes.

Work in progress: Linking of learning outcomes from various strands have been developed over the year and unwrapping of learning outcomes in Junior Cycle Science.

61. Details on Subject Department Action Plan 2019-2020

Continue to develop linking of learning outcomes from various strands and unwrapping of learning outcomes in Junior Cycle Science.

Development of the new Agricultural Science Leaving Certificate Programme with continued CPD.

Removal of unwanted chemicals from both laboratories.

Address concern regarding overcrowding in laboratories, under regulations of 24 students as maximum number in the classroom.

62. State Exam results include the overview of 2018 PDST graphs indicating LC and JC Results.

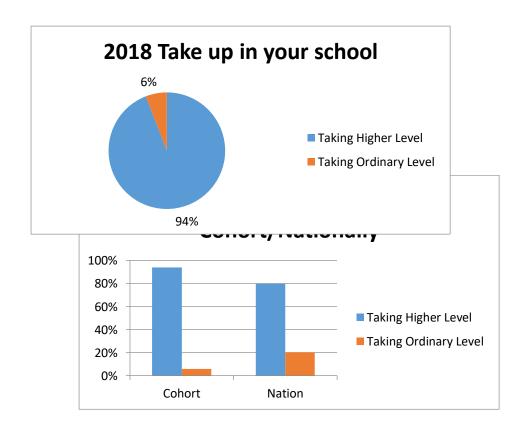
General overview, **comments** on the analysis of the state exams 2018 at Junior Cycle and Leaving Cert

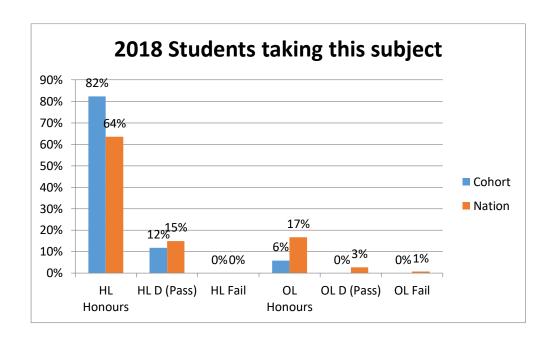
Overview for 2018

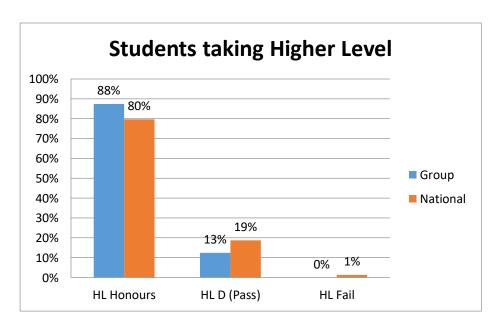
Among School Cohort/Nation

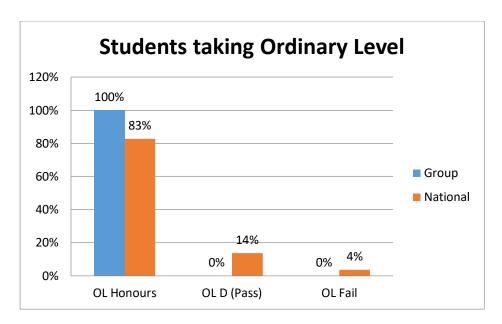
Within each level

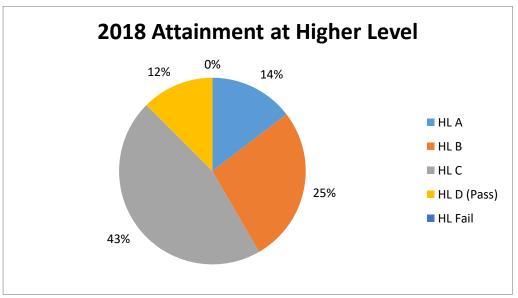
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	94%	80%	14%			
Taking Ordinary Level	6%	20%	-14%			
HL A	14%	7%	6%	15%	9%	5%
HL B	25%	26%	0%	27%	32%	-5%
HL C	43%	30%	13%	46%	38%	8%
HL Honours	82%	64%	19%	88%	80%	8%
HL D (Pass)	12%	15%	-3%	13%	19%	-6%
HL Fail	0%	0%	0%	0%	1%	-1%
OL A	2%	0%	2%	33%	1%	32%
OL B	2%	7%	-5%	33%	34%	0%
OL C	2%	10%	-8%	33%	48%	-15%
OL Honours	6%	17%	-11%	100%	83%	17%
OL D (Pass)	0%	3%	-3%	0%	14%	-14%
OL Fail	0%	1%	-1%	0%	4%	-4%

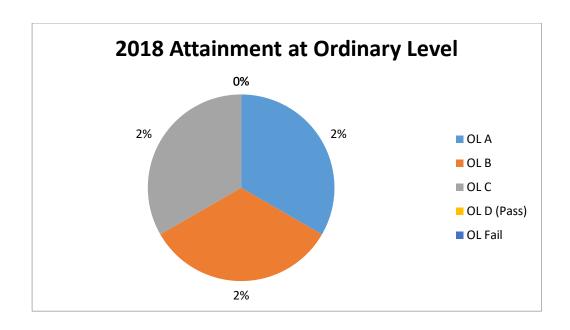












Comment:

Overall as a Science Department, we were pleased with the grades students achieved, with 14% achieving A grade in Higher Level, as opposed to 7% of the National average.

Also, 94% of our students sat the Higher Level paper, comparing to 80% of the National average.

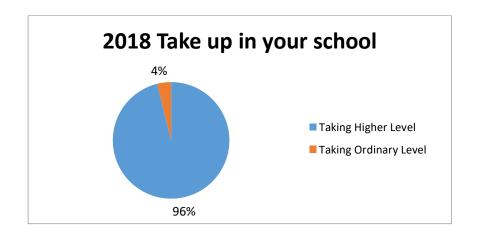
Leaving Certificate Biology

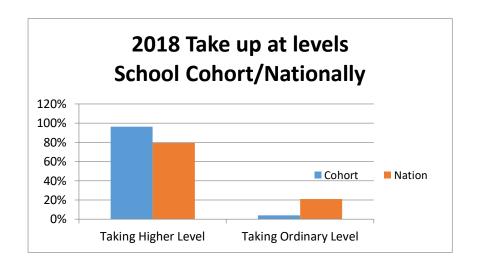
Overview for 2018

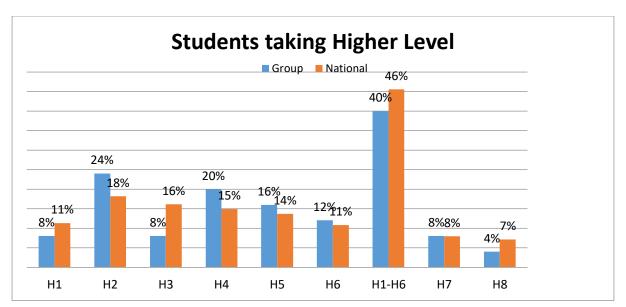
Among School
Cohort/Nation Within each level
Cohort Nation Difference Group National Difference

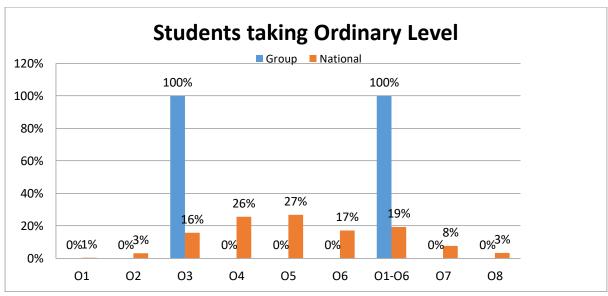
Taking Higher Level	96%	79%	17%			
Taking Ordinary Level	4%	21%	-17%			
H1	8%	9%	-1%	8%	11%	-3%
H2	23%	14%	9%	24%	18%	6%
Н3	8%	13%	-5%	8%	16%	-8%
H4	19%	12%	7%	20%	15%	5%
H5	15%	11%	5%	16%	14%	2%

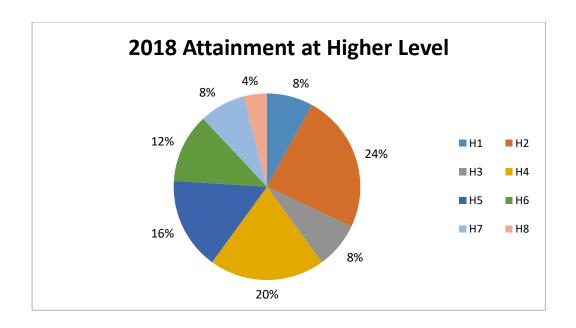
Н6	12%	9%	3%	12%	11%	1%
Н1-Н6	85%	67%	17%	40%	46%	-6%
H7	8%	6%	1%	8%	8%	0%
H8	4%	6%	-2%	4%	7%	-3%
01	0%	0%	0%	0%	1%	-1%
O2	0%	1%	-1%	0%	3%	-3%
O3	4%	3%	1%	100%	16%	84%
O4	0%	5%	-5%	0%	26%	-26%
O5	0%	6%	-6%	0%	27%	-27%
O6	0%	4%	-4%	0%	17%	-17%
01-06	4%	4%	0%	100%	19%	81%
O7	0%	2%	-2%	0%	8%	-8%
O8	0%	1%	-1%	0%	3%	-3%

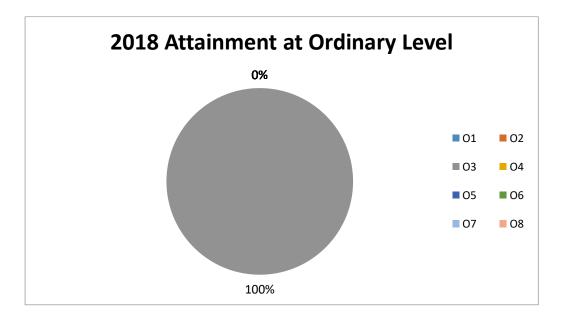












Comment:

Overall pleased with the results. 96% of students are sitting the higher level paper, comparing to 79% of the National average. Also, 23% achieved H2 as opposed to 14% of the National average.

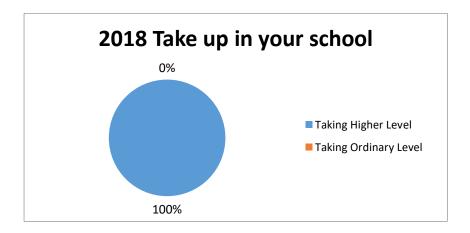
Leaving Certificate Chemistry:

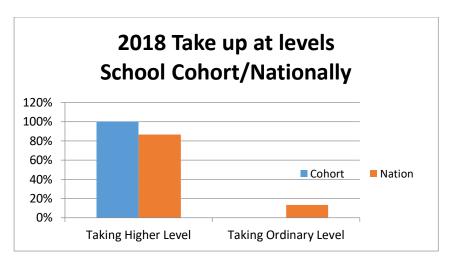
Overview for 2018

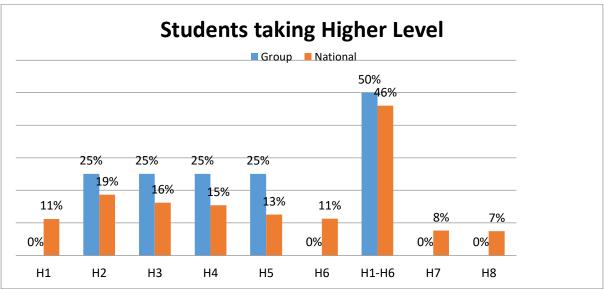
Among School Cohort/Nation

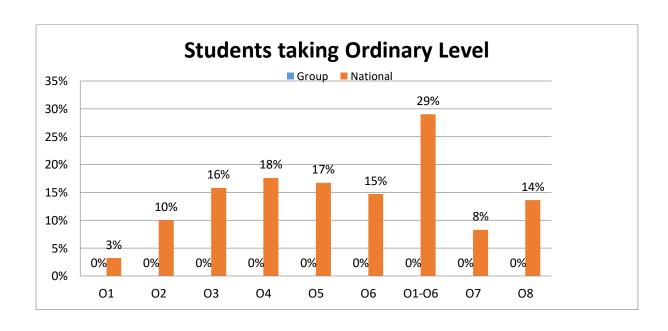
Within each level

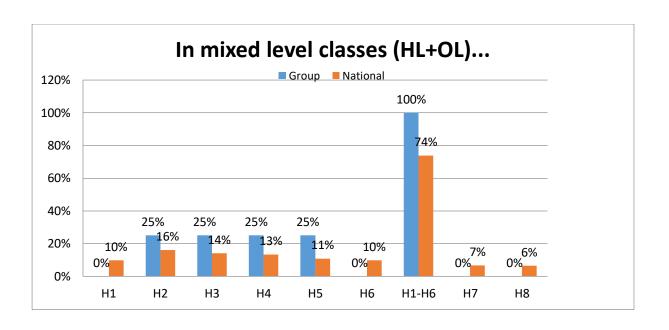
	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	100%	87%	13%			
Taking Ordinary Level	0%	13%	-13%			
H1	0%	10%	-10%	0%	11%	-11%
H2	25%	16%	9%	25%	19%	6%
Н3	25%	14%	11%	25%	16%	9%
H4	25%	13%	12%	25%	15%	10%
H5	25%	11%	14%	25%	13%	13%
Н6	0%	10%	-10%	0%	11%	-11%
H1-H6	100%	74%	26%	50%	46%	4%
H7	0%	7%	-7%	0%	8%	-8%
H8	0%	6%	-6%	0%	7%	-7%
01	0%	0%	0%	0%	3%	-3%
O2	0%	1%	-1%	0%	10%	-10%
O3	0%	2%	-2%	0%	16%	-16%
O4	0%	2%	-2%	0%	18%	-18%
O5	0%	2%	-2%	0%	17%	-17%
O6	0%	2%	-2%	0%	15%	-15%
01-06	0%	4%	-4%	0%	29%	-29%
O7	0%	1%	-1%	0%	8%	-8%
O8	0%	2%	-2%	0%	14%	-14%

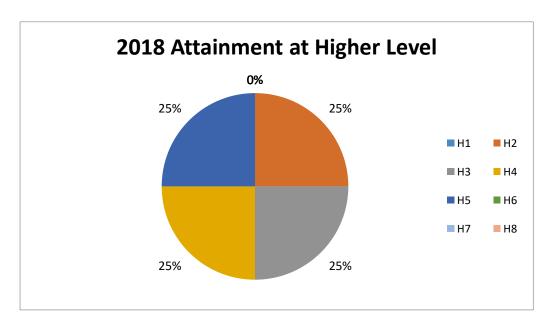












Comment:

Overall, the results were pleasing with 25% of students achieving H2, comparing to National average of 16%. Also, 100% of students sat the Higher Level paper, comparing to the National average of 87%.

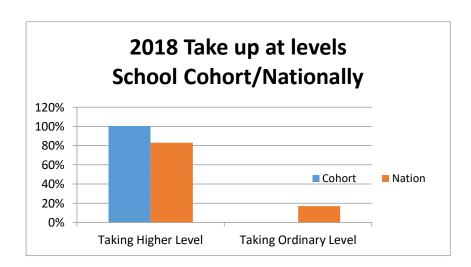
Leaving Certificate Physics

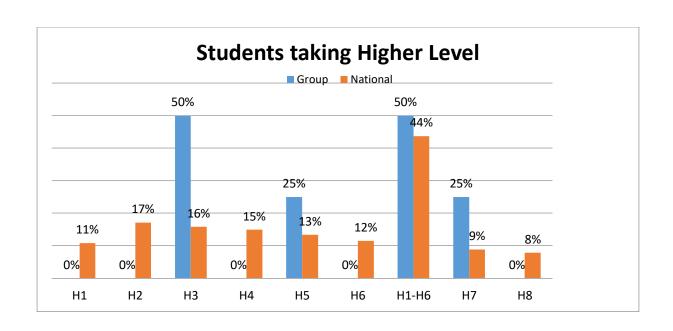
Overview for 2018

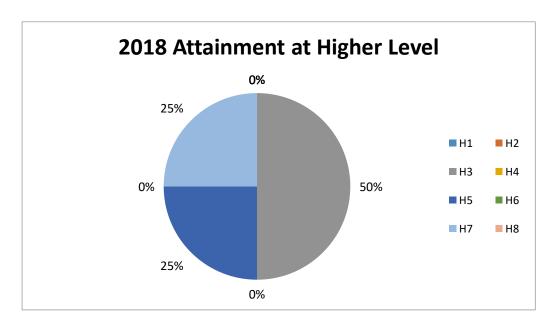
Among School Cohort/Nation

Within each level

	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	100%	83%	17%			
Taking Ordinary Level	0%	17%	-17%			
H1	0%	9%	-9%	0%	11%	-11%
H2	0%	14%	-14%	0%	17%	-17%
Н3	50%	13%	37%	50%	16%	34%
H4	0%	12%	-12%	0%	15%	-15%
H5	25%	11%	14%	25%	13%	12%
Н6	0%	10%	-10%	0%	12%	-12%
Н1-Н6	75%	69%	6%	50%	44%	6%
H7	25%	7%	18%	25%	9%	16%
H8	0%	6%	-6%	0%	8%	-8%
01	0%	1%	-1%	0%	4%	-4%
O2	0%	2%	-2%	0%	14%	-14%
O3	0%	3%	-3%	0%	21%	-21%
O4	0%	3%	-3%	0%	18%	-18%
O5	0%	3%	-3%	0%	16%	-16%
O6	0%	2%	-2%	0%	11%	-11%
01-06	0%	7%	-7%	0%	39%	-39%
O7	0%	1%	-1%	0%	7%	-7%
O8	0%	1%	-1%	0%	9%	-9%







Comment:

I felt my Physics students obtained the grade that I expected. One student wanted to take the ordinary level paper but I encouraged her to continue with higher level and both she and I were very pleased with the grade she obtained in her leaving cert. The student who attained the H7 attended very few physics classes in 6th year in particular. Due to the small number of students taking physics for leaving cert, the number of classes in 5th year and in 6th year has been reduced from 5 classes per week down to 4. As a teacher, it is difficult to get the course covered in the time allocated and difficult to give students the time to practice doing exam style questions during class. Due to the loss in class time, some students saw physics as their 7th subject for which they didn't depend on points. Due to this reduction in class contact time, I see a big change in student's overall attitude to physics.

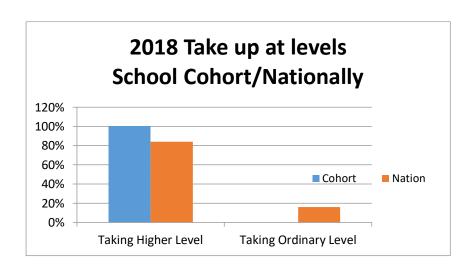
Leaving Certificate Agricultural Science

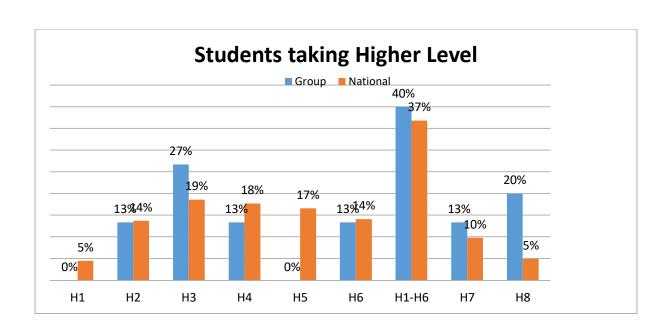
Overview for 2018

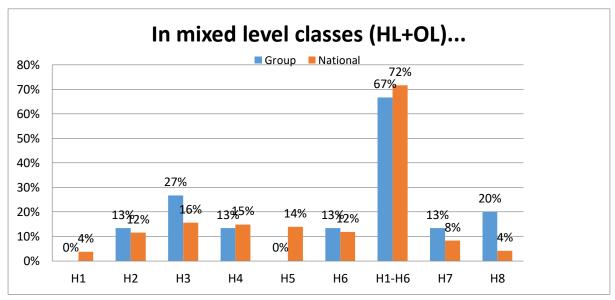
Among School Cohort/Nation

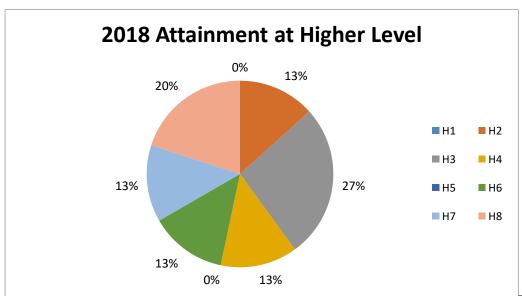
Within each level

	Cohort	Nation	Difference	Group	National	Difference
Taking Higher Level	100%	84%	16%			
Taking Ordinary Level	0%	16%	-16%			
H1	0%	4%	-4%	0%	5%	-5%
H2	13%	12%	2%	13%	14%	0%
Н3	27%	16%	11%	27%	19%	8%
H4	13%	15%	-2%	13%	18%	-4%
H5	0%	14%	-14%	0%	17%	-17%
Н6	13%	12%	1%	13%	14%	-1%
Н1-Н6	67%	72%	-5%	40%	37%	3%
H7	13%	8%	5%	13%	10%	4%
Н8	20%	4%	16%	20%	5%	15%
01	0%	0%	0%	0%	0%	0%
O2	0%	0%	0%	0%	1%	-1%
O3	0%	1%	-1%	0%	6%	-6%
O4	0%	2%	-2%	0%	15%	-15%
O5	0%	4%	-4%	0%	24%	-24%
O6	0%	4%	-4%	0%	28%	-28%
01-06	0%	1%	-1%	0%	6%	-6%
O7	0%	3%	-3%	0%	17%	-17%
O8	0%	2%	-2%	0%	10%	-10%









Overall the results were pleasing as 100% of students sat the Higher level paper, comparing to the National average of 84%. Also 27% of students achieved a H3, comparing to 16% in the National average.

63. Theme Weeks 2018-2019 list the activities for the week

Science Week co-ordinated by CK, CK, JN.

Experiments carried out at lunch times, magic show, daily questions in the social area, competitions for 6th class students, competitions for labelling the skeleton among students, table quiz for all first year students.

Literacy week co-ordinated by JN & GOL.

64. Transition Year Activities/links

Sci-Fest: 2 students attended this competition in May.

Students also entered BT Young Scientist in January.

Trained all students in basic CPR.

65. LCA Activities/links

Guest speaker from the ambulance services to speak about first aid and duties in the emergency services.

Trained all students in CPR.

66. Cross curricular links

Maths for numeracy

Physical Education linking exercise and heart rate

Home Economics linking food, balanced diet

ICT researching for CBAs and creating presentations

Geography linking the environment and sustainability

SPHE dealing with human reproduction, energy, the environment and sustainability

67. Competitions entered

BT Young Scientist Sci-Fest

68. GDPR considerations

Complying with school policy in terms of results and student records

69. Links with the local community

Using local beauticians to research services for LCA

UL visit to Leaving Certificate Biology

UCC visit to Leaving Certificate Chemistry

UL visit to Junior Cycle Science

Neilus o' Connor working with the Agricultural Science students

70. Student Teachers

Niamh Leen from September – December 2018 Niall Collins from February – May 2019

71. Visits outside the School

Leaving Certificate Physics students went to UL to attend a workshop for experiments Leaving Certificate Biology students went to Killarney National Park to attend an Ecology fieldtrip

Leaving Certificate Agricultural Science students attended a potato farm in Ballyduff as part of their project

Leaving Certificate Agricultural Science students attended a dairy farm organised by Teagasc and Munster Bovine

Leaving Certificate Agricultural Science students visited Pallaskenry Agricultural College for open day

72. Staff CPD within the subject Department 2018-2019

Catherine Kennedy:

17th September 2018 Genetics workshop PDST (2 hours)

20th September 2018 SEN in-service

27th September 2018 PDST LCA Hair & Beauty workshop (6 hours)

3rd October SSI Webinar JCT (1 hour)

10th October 2018 wellbeing whole school in-service

6th December CPR 4 Schools (2 hours)

17th January 2019 cluster day JCT

6th April 2019 First Aid and First Responder (6 hours)

Chris Kiely:

3rd October 2018 SSI Webinar JCT (1 hour)

17th January 2019 cluster day JCT

17th January 2019 Rates of reaction PDST (2 hours)

19th March 2019 Agricultural Science PDST (9-4pm) 27th March 2019 Chemistry workshop PDST (2 hours)

Jacqueline Normile:

20th September 2018 SEN in-service 10th October 2018 wellbeing whole school in-service 25th October 2018 Isaac Physics workshop 3rd October 2018 SSI Webinar JCT (1 hour) January 2019 UL visit to revise physics experiments 27th February 2019 UL visit to school Sofia project 17th January 2019 cluster day JCT 17th January 2019 Rates of reaction PDST (2 hours)

73. Planning for New Junior Cycle Specification Classroom Based Assessments
Titles have been developed for experiments for CBA1 and research topics for CBA2.

Rubrics for assessment guidelines have also been developed.

74. Wellbeing initiatives

The new Junior Cycle Science discusses how lifestyle choice affect the human health and how to make informed decisions to promote health and wellbeing.

75. SEN include all SEN in-service this year

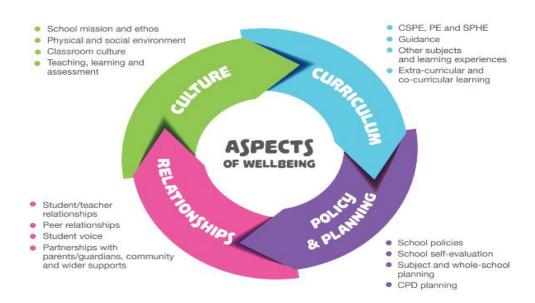
We were provided SEN in-service training during the year on two occasions. Here we developed strategies and resources to use with students with SEN.

76. New resources purchased in 2018-2019 Chemicals and glassware.

77. ICEP courses taken General Learning Difficulties – Catherine Kennedy

78. Role of the Department in promoting the Literacy and Numeracy initiatives as part of the School Improvement Plan, Contact with Assistant Principal responsible for Literacy and Numeracy

Using key words in every lesson, creating word banks, using graphs and calculations and learning how to interpret data and manipulate formulae.



SPHE Department Annual Report

Name the members of the Departments: Mary O'Connor, Lisa Whelan and Emma Kelly

Please outline collaboration with the assistant principals (Leadership and Management Team)

- Liaison with Mock and House Exams Coordinator Gerard Tarrant/ Bridget O'Connor We collaborated with B. O'Connor in relation to the length of papers for house exams and that all students were covered and were able to sit all option subjects in exams
- Liaison with School Ethos Coordinator and Book Rental Coordinator Margaret Daly We collaborated with M. Daly in relation to ordering junior cycle SPHE books
- Liaison with the Years Heads Margaret Walsh/Muireann O'Sullivan/ Eileen Counihan We collaborate with relevant year heads when necessary in relation to implementing the code of discipline.
- Liaison with the SEN Coordinator Muireann O'Sullivan
 We collaborate with M. O'Sullivan as she distributes information at staff meeting in relation to SEN students. We access Microsoft office 365 for related SEN information and resources.
- Liaison with the Coordinators of the Awards Event and Health Promotion Coordinator Ann O'Neill/Elaine Keane
 We collaborated with A. O'Neill/E. Keane when we nominated students for school spirit and Nano Nagle awards. We collaborated with Elaine Keane for Wellbeing Week
- ↓ Liaison/ communication with the Wellbeing Coordinator Mary O'Connor
 We collaborated with M. O'Connor by participating with students in the Fitness
 Friday Walk, first and second year Bog Walks, taking first years to TY Alcohol
 Debate Final in the Listowel Community Centre and by completing the staff survey
 on Four Aspects of Wellbeing.
- Liaison with the Health and Safety Coordinator Kay Kennedy
 We collaborated with K. Kennedy by completing Health and Safety audit for all
 rooms; SPHE is delivered in the Home Economics rooms and we participated in all
 fire drills and completed feedback forms. We completed risk assessment forms for the
 activities listed above.
- ↓ Liaison with Coordinator of school Activities Coordinator Ann O'Neill
 We collaborated with A. O'Neill by informing her of details of Home Economics
 theme week
- Liaison with the Literacy and Numeracy Coordinator Jacqueline Normile We collaborated with J. Normile by participating along with students in D.E.A.R.
- Liaison with the Programmes Coordinator Norma Dowling

We collaborate with N. Dowling by reminding 3rd year students of Programmes Night and covering Thinking Ahead in SPHE.

Benefits of Microsoft Office

Department meetings are saved to Microsoft office.

SEN resources are shared on Microsoft office.

Lean in Lean out makes staff aware of students in need of support.

Calendar is very useful to share information in relation to school activities.

SharePoint is used for staff announcements.

Documents are shared with staff in staff documents folder.

Emails sent weekly where teachers share SPHE classes to communicate class progress

Report on subject department action plan for 2018-2019

We evaluated the 2018-2019 Action plan as follows:

- We decided to communicate class progress by email between teachers sharing classes for continuity.
- Delivering the whole programme of Friends for Life in first year was much more beneficial this year as we had 2 classes scheduled per week
- Alcohol was covered in November 2018 before we started the second year unit "Substance Use –How Drugs Work"
- The second year SPHE programme was reviewed and updated
- Diamond 9 was useful in getting class groups to prioritise the qualities they value in a friend.
- Group Work: In term 1 next year we will use group work cards to teach roles.

Details of Subject Department Action Plan 2019 – 2020

Encourage students to participate fully during group work by assigning group roles using group work cards (inspection). To shorten delivery of Friends for Life programme to all First Years. To include Substance Use; Alcohol in the 2nd year scheme of work and give students short project on Substance Use. To review Third year programme of work for Junior Cycle SPHE in line with Wellbeing guidelines. Incorporate Active Learning boards as an AFL technique in SPHE.

Activities organised for students outside the classroom 2018 – 2019

Seamus Whitty did a workshop with incoming First Years

Pat Courtney delivered Anti- Bullying workshops to students and staff.

Pat Murphy delivered Mentor Training to Fifth Years and he worked with the student council.

Transition Years and Fifth Years attended The Food Academy in Listowel Community Centre as part of Listowel Food Fair.

First Years and Third Years attended a talk from Margaret Crean, That's Life Education Programme.

Sport Academy was attended by Third Years at the Kerry GAA Centre of Excellence ,Currow

Dr. Maureen Griffin delivered Internet safety workshops to students

Transition Years completed the Manuela Programme. The Manuela Programme is an evidenced informed education programme for 15-17 year olds that is focused on healthy relationships and sexual violence prevention.

Southwest Counselling did Healthy Sexuality workshops with 1st Years, Transition Years,5th and 6th Years.

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

Brenda Morgan delivered a study skills seminar to interested students.

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

First and Second Years Completed the Bog Walk

Second years went Orienteering in Ballyseedy

Healthy Lifestyle Programme -TY

Home Economics week (see theme week)Transition Years and 5th Years attended the Food Academy in Listowel Community centre as part of Listowel Food Fair.

CPR Training -all class groups

As part of Wellbeing Week students were encouraged to engage in "random acts of kindness", lunchtime walks ,Trevor Horan spoke to TYs on Fitness ,Riobard Pierse ,Irelands Fittest Family spoke to 1st Years ,Anne Mc Grath did a Yoga session and Jaromir Sedlacek did a Zumba Fitness class

First Years attended TY Alcohol Debate Final

HIIT Training Class at lunchtime

Students are encouraged to participate in lunch time activities eg. Zumba, Basketball, Badminton, Table tennis, Board games, Mindful colouring, Football, Reading Club, Gardening, Themed Bench Painting etc.

Transition Years – Self Defence

Mentoring of First Years

Theme weeks 2018 – 2019

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

Date	Year	Activity
Mon 5 th Nov	6 th H Ec	Visit O'Brien's Cheese
	6 th LCVP	
	10.15-1.15	
Wed 7 th Nov	1st Years	That's Life Education Programme
	9.40-11am	Margaret Crean
	3 rd Years	That's Life Education Programme
	11.15-1.15	Margaret Crean
		School Food Company kindly sponsored free fruit at
		lunch time.
Thurs 8 th Nov	All Year	Invite entries for "Cake Bake Off". Design, bake and
	Groups	decorate a novelty cake. Use basic madeira mixture
		with flavouring of your choice. You may use roll of
		icing. Submit entries to Kitchen 2, Thursday morning
		before 9am.
Fri 9 th Nov	2 nd Yr H Ec	Food Academy
	TY's	Listowel Food Fair
	5 th Yr H Ec	Venue: Listowel Community Centre
	9.30-1.30	

Collaboration with other subject departments

PE Department

Collaboration took place around Fitness Friday Walk, Bog Walk, HIIT classes

Guidance Department

We collaborated around setting up Mindful Colouring and Reading Room

LCA Activities/Links

LCA Hotel, Catering and Tourism students visited Listowel castle

Health Promotion Coordinator

Collaboration took place around activities for Wellbeing Week

Cross curricular links

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

Relationships and Sexuality Education: Margaret Crean, That's Life Education, Seamus Whitty, Kerry Lifeskills, Southwest Counselling, Anti Bullying, Pat Courtney and Listowel Gardai.

Team building – Bog walk, Fitness Friday, 2nd year orienteering, 3rd years Sports Academy, TY Manuela Programme - Kristy McFetridge & Healthy Lifestyle programme, TY – Skin Solutions, Louise Galvin -Motivational Speaker, 1st Year Riobard Pierse-Irelands Fittest Family, Cheerios Childline Breakfast, CPR Training, Literacy Week

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

Student Council: Wellbeing Week

Science: Nutrition; Human Reproduction

Business Studies: Consumer Studies; Budgeting;

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

Religion: Meditation, Food choice, Social & Health, Morality, Decision Making

S.P.H.E.: Meditation, Food choice, Health Hazards, Health and Hygiene, Brenda Morgan, Study Skills, Pat Murphy, Mentor Training

C.S.P.E.: Environmental awareness

Biology: Human Physiology,

Maths: Statistics

Career Guidance :Wellbeing Talks,Past pupils give tips and advice to 6th year students,UCC and UL Open Days

GDPR considerations

Whole staff training in relation to GDPR would be beneficial.

Links with the local community

Transition Years and 5th Years attended the Food Academy in Listowel Community centre as part of Listowel Food Fair.

LCA Hotel, Catering and Tourism students visited Listowel castle.

Guest speakers

That's Life Education Programme – Margaret Crean

Brenda Morgan delivered a study skills seminar to interested students.

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

Dr.Maureen Griffin delivered Internet Safety workshops to all students Southwest Counselling workshops – 1^{st} Years, 6^{th} Years and Transition Years Kristy McFetridge, Manuela Programme – Transition Years Past Pupils talked to 6^{th} Years

Staff CPD/ Links with PDST

School	PDST/JCT	Organised	Date & Venue	
		personally		
SLSS SEN			20/09/18	
Rosemarie Flanagan			School	
		Healthy Food made	02/10/18	
		easy	Brehon Hotel,	
		Health promotion	Killarney	
		training		
	Wellbeing		3/10/'18	
	Whole school		School	
		Cork/Kerry Branch	13/10/18	
		ATHE	Silver Springs Hotel,	
		Autumn meeting	Cork	
		Stand Up Awareness	16/10/18	
		Week Teacher	Limerick Education	
		Training	Centre	
SLSS SEN			19/10/18	
Rosemarie Flanagan			School	
Dr. Maureen Griffin			29/10/18	
Internet Safety consultant			School	
		ATHE annual	09/11/18 & 10/11/18	
		conference	Athlone	
	Wellbeing for all in		Nov. '18	
	education			
	webinar			
	Junior Cycle cluster		17/01/19	
	day		School	
	Home Economics			
SLSS Learning Support in			23/01/19	
service			School	
Rosemarie Flanagan				

L2LP Advisory Visit			28/01/19
			School
SchoolWise presentation			31/01/19
Leslie Turner			School
		Manuela Programme	07/02/19
		Training	Tralee Education
		Kristy McFetridge	Centre
CPR training:Marguerite			07/03/19
McSweeney			School
Catherine Kennedy			
	Active Learning in		22/05/2019
	Home Economics,		Tralee Education
	Ciara Sloan		Centre
		An introduction to	22/05/2019
		Positive Psychology	Tralee Education
		& the Weaving Well-	Centre
		Being Programme	

We will attend PDST/jct SPHE in service if provided for in 2019-2020 school year. We will continue to use PDST resources and resources on jct.ie.

Planning for New Junior Cycle Specification classroom based assessments:

We have updated our new Junior Cycle Plan in SPHE for second years. In term 1 next year we will update 3rd Year SPHE plan. We are awaiting in-service in SPHE /Wellbeing in 2019-2020

Wellbeing

SPHE is a fundamental part of the Junior Cycle Wellbeing programme. SPHE provides opportunities for teaching and learning directly related to health and wellbeing. SPHE aims to develop student's positive sense of themselves and their physical, social, emotional and spiritual health and wellbeing. It also aims to build the students capacity to develop and maintain healthy relationships. SPHE provides learning opportunities to enhance the six wellbeing indicators—Active, Responsible, Connected, Resilient, Respected and Aware.

All students took part in the Fitness Friday Walk, first years and second years completed the Bog Walk and third years took part in the Sports academy in Currow. All students had opportunities to attend workshops from Seamus Whitty, Kerry Lifeskills, Dr. Maureen Griffin, Internet Safety; Pat Courtney, Anti-Bullying Workshops; first years, TYs, fifth and sixth years attended Southwest Counselling. All students are encouraged to do lunchtime activities; basketball, football, badminton, reading club, mindful colouring etc.

L2LP

We work closely with the L2LP co-ordinator when planning for these students. We are developing a file of resources to use with L2LP students. We refer to Microsoft office for information on planning for L2LP students. We use jct.ie website to guide us with our planning for L2LP students. We were given a file with resources to use when planning for L2LP students. We are filing evidence of work completed by L2LP students. SNAs accompany L2LP students in class

SEN

We work closely with the SEN co-ordinator and the SNA's. A member of the SPHE department is on the SEN team. We differentiate classwork for SEN students. Please to refer to staff CPD above for SEN in-service.

Role of the Department in promoting the Literacy and Numeracy initiatives as part of school improvement plan

79. Literacy initiatives as part of the School Improvement Plan

We collaborated with J.Normile by participating along with students in D.E.A.R continue to improve and share our literacy teaching resources. We will use posters to aid literacy. We will continue to develop word banks in copies and write key words on board. We find using Active Learning Boards useful as a literacy initiative.

80. Numeracy initiatives within the Subject Department

Statistics used in relation to Wellbeing topics covered in programme. We write a study plan with 1st Years. Activity audit is carried out with 2nd Years. We develop a revision time table with 3rd Years to assist them with preparation for the Mock Exams.

School Self Evaluation

Please refer to literacy and numeracy initiatives above.

AFL: Learning intentions - we outline these at the beginning of lessons .We recap on these at the end lessons. We used diamond nine as a teaching strategy for AFL.

SSE is discussed at staff meetings, SPHE subject meetings, Senior Management meeting, Teaching and Learning committee meeting and Board of Management meeting. Students, staff and parents are surveyed to gather information and results are shared with all concerned in Annual Report. The school has participated in the Learning School Project and targeted the following areas of improvement which we have engaged in: 2013/2014 (Literacy), 2014/2015 (Numeracy), 2015/2016 (Learning Intentions & Success criteria) and 2016/2017 (Mind maps). The school participated in Forbairt in 2017/2018. The New Junior Cycle and Wellbeing with a focus on culture was the area researched. The school participated in Battelle for Kids in 2018 – 2019 focusing on Wellbeing in the classroom and formative feedback. We have used 2 stars and a wish which the students have found to be helpful.

E-portal has been adjusted in line with the introduction of the New Junior Cycle reporting.

Looking At Our School 2016-2020

In SPHE /Reflection classes - our students grow as learners through respectful interactions and experiences that are challenging and supportive. The interactions among students and between students and teachers are respectful, positive, and conducive to well-being.

They also experience opportunities to develop the skills and attitudes necessary for lifelong learning in SPHE/Reflection classes

In SPHE subject department meetings:

- we select and use planning, preparation and assessment practices that progress students learning

we respond to individual learning needs and differentiate teaching and learning activities as needed in our classes

We also work together to devise learning opportunities across and beyond the curriculum with activities within the school, and outside the school.

- We assess our students by asking them to reflect on a topic, complete a learning log and questioning
- We use focus groups to evaluate the SPHE programmes and to evaluate our student experiences.
- At subject department meetings and informally we discuss teaching strategies that work in different classes

Any questionnaires given to students during the year to evaluate subject:

The Kerry Lifeskills Workshops given by Seamus Whitty were evaluated.

Workshops given by Southwest Counselling to first years, fifth year and sixth years were evaluated.

TY Manuela Programme: NUIG have carried out an Evaluation of the Manuela programme for 2018-2019. Results of evaluation have not been published yet.

Focus groups were used to evaluate first year and second year SPHE programmes

Focus groups were used to evaluate The Fitness Friday Walk, Bog Walk and First year attendance at TY Alcohol Debate Final

Technical Graphics and DCG Department Annual Report

Department Head - Brian Coffey

1. Collaboration with Assistant Principals

- The TG/DCG department liaised with the Assistant Principals during the academic year 2018-2019.
- Liaison with Mock and House Exams Coordinator: Gerard Tarrant and Bridget O'Connor
- Liaison with School Ethos Coordinator and Book Rental Coordinator: Margaret Daly
- Liaison with the Years Heads; Margaret Walsh, Muireann O'Sullivan and Eileen Counihan
- Liaison with the SEN Coordinator: Muireann O'Sullivan
- Liaison with the Coordinators of the Awards Event and Health Promotion Coordinator: Ann O'Neill and Elaine Keane
- Liaison and communication with the Wellbeing Coordinator: Mary O'Connor
- Liaison with the Health and Safety Coordinator: Kay Kennedy
- Liaison with Coordinator of school Activities Coordinator: Ann O'Neill
- Liaison with the Literacy and Numeracy Coordinator: Jacqueline Normile
- Liaison with the Programmes Coordinator: Norma Dowling

2. The Subject Department Plan for 2018 – 2019

- The action plan for 2018 2019 like the year previous 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. 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. More and more examples are on line now giving students plenty revision material. I hoped to cover more sold works with students also but with only 12 DCG computers this is not possible.
- AFL learning intentions displayed at the beginning of each lesson and success criteria identified as part of the classroom based teaching and learning.

- Keywords on individual topics were given to students in all years. In the subject keywords/important principles are key to progressing well.
- Print rich environments in the classroom
- As part of the school's Forbairt initiative, formative feedback was prioritised this year and the previous academic year. The TG/DCG department took part in this initiative and used the 2 stars and a wish form of feedback.
- Used the Traffic Light system for student feedback and evaluation of topics covered.
- New taster system introduced this year which involved preparing a new plan for first year students.

3. The Action Plan for 2019 – 2020

- Will be as last year if the funding becomes available. Hoping for investment in a Visualizer.
- Preparing more in more work explanations that students can view during class so as to help students work at different levels.
- Incoming 1st years will be on the New Junior Cert Graphics. Planning of material to be covered.
- Continue to use the traffic light system as a meets of evaluating students understanding of topics covered.
- Continue to use 2 Stars and a wish as a form of feedback.
- Placing an importance of keeping a well organised folder. Keywords and Principles highlighted throughout. (All students)

4. State Exams

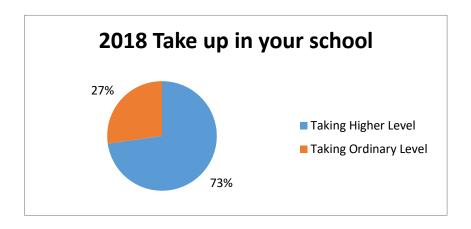
Junior Cert

- The take up of Higher and Ordinary level was like for like with national average.
- There was a higher percentage at both Higher and Ordinary achieving Honours.
- 24 Higher level Students 6 A's 9B's 6C's 3 D's.

Overview for 2018

Among School Cohort/Nation

	Cohort	Nation	Difference
Taking Higher Level	73%	72%	0%
Taking Ordinary Level	27%	28%	0%
HL A	18%	11%	8%
HL B	27%	23%	4%
HL C	18%	22%	-4%
HL Honours	64%	56%	8%
HL D (Pass)	9%	14%	-4%
HL Fail	0%	0%	0%
OL A	0%	3%	-3%
OL B	18%	10%	9%
OL C	3%	7%	-4%
OL Honours	21%	20%	1%
OL D (Pass)	6%	5%	1%
OL Fail	0%	2%	-2%



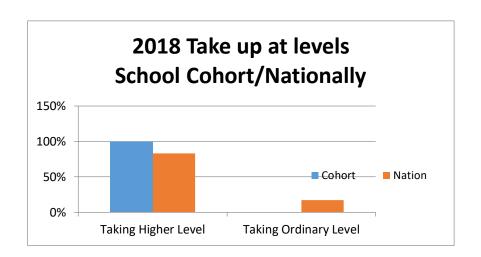
Leaving Cert

- All students sat the higher level paper.
- Most student achieved expected result. 100% of students achieved a H5 or higher compared nationally to 72%.

Overview for 2018

Among School Cohort/Nation

	Cohort	Nation	Difference
Taking Higher Level	100%	83%	17%
Taking Ordinary Level	0%	17%	-17%
H1	22%	5%	17%
H2	11%	17%	-6%
Н3	11%	20%	-9%
H4	33%	17%	17%
H5	22%	13%	9%
Н6	0%	7%	-7%
H1-H6	100%	79%	21%
H7	0%	3%	-3%
Н8	0%	2%	-2%



5. Cross Curricular

- Geography, Maths, Physics, English, Art, Science are all very important through different links.
- Shared a student teacher with the Art department. This worked very well with the 5th Year DCG class.
- 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.

6. <u>L2LP</u>

No students at present taking up the subject. There was student wishing to take it up but was advised by the SNA team that the subject wouldn't suit them.

7. CPD

There was only one day in-service for TG/DCG for 2018 -2019. 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.

We had two in-service days for new Junior Cycle.

Two night courses attending for solid works – PDST

8. SEN

Tailoring teaching and learning to individual learning needs is necessary to achieve the best possible progress and outcomes for all students. All teachers liaise with the SEN team regarding student needs. Liaise with the Maths and ART department re students because of the close links to the subject.

9. Literacy and numeracy are very important for students of TG/DCG. Keywords

Terminology can be very daunting to some students so these are explained graphically. Students should be able to discuss/solve problems graphically and verbally.

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. This was emphasised much more this year with many 3rd years and 5th years keeping excellent revision material. Students compare and contrast themes when designing their projects. These projects are in full display in classroom.

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. It's been noticed that students rely more and more now on calculators to add dimensions.

10. New Resources

No funds available.

11. Wellbeing

Wellbeing in TG/DCG is insured by the use of positive reinforcement. E.G. when a student works to their potential in class praise and encouragement is given. Pairing students to help each other. Students feel they have something to offer others. Identifying students who are more in need of positive encouragement.

Section 5: Resources and Administration – Managing the Organisation

The management of the IT network and Information Systems

Schools have an obligation to offer the best possible education they can for their student body, and technology over the last few decades has proven to be a driving force in this area. Not only must schools utilise technology to enhance the learning experience in traditional subject areas, but technology itself is an important area for study. The modern student must possess a baseline expertise with applications, digital interfaces, and so on. This requirement is further reinforced with the New Junior Cycle Framework which identifies using "technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner" as one of its twenty-four statements of learning.

With this in mind, we at Presentation Secondary Listowel took significant steps and financial investment this year in upgrading and improving the schools IT network. Further improvements and investments are planned for next year

The Introduction of Microsoft Office 365

Presentation Secondary Listowel identified a need to upgrade the schools current Intranet in order to enable teachers become further empowered with technology that can impact their lesson creation, management and delivery. We decided to deploy Microsoft Office 365 Education as the platform of choice for our school to achieve this. Office365 is simple to manage, affordable, safe and secure IT. It also meets the new GDPR guidelines. The school intranet is available from anywhere and on any device.

With the Office 365 the School Intranet has:

- A Secure Staff area for sharing all staff documents and for staff to work together online on Subject Planning and Resources, Staff Calendars, SSE, Literacy and Numeracy Planning and Resource sharing etc.
- A secure Virtual Classroom to enable teachers share resources with all students including providing their own online school text books or notes (Using OneNote).
- A dedicated Programmes Hub to facilitate the planning and implementation of the main programmes run in the school (JC, LC, LCA, LCVP and Transition Year)
- An Admin area for administrative duties to create and maintain a learning organisation

IT Coordinator Report

- Liaised with Principal regarding all IT issue during the year in order to find solutions
- Ticketed all issues arising from the roll out and assisted colleagues in resolving a broad range of IT related issues
- Liaised with Formula Networks regarding the maintenance of the network
- Liaised with Ergon Computing for the purchase and installation of 20+ new PCs to upgrade the infrastructure
- Carried out a tendering process to ensure best value for money
- Provided training and ongoing support for colleagues as issues arose with Office365
- Developed Digital Learning Plan in conjunction with others
- Managed issues relating to replacement and repairing of hardware projectors & printers
- Negotiated a better price for new Overhead Projectors with Liosdoire Computing
- Liaised with Principal regarding financial situation going forward
- Liaised with Advance Learning regarding changes to the Reporting System for the school

M. Linnane

The New Building Project

The school was granted a new building to replace the eight prefabs in 2017. As part of the overall development of the school, the school requires two new Science labs, the Board of Management has concluded its consultation with the Building Unit in the Department of Education regarding the inclusion of two new Science labs in the new building. As of June 2019 the Board will be appointing a Design Team in August 2019.

Staff Teams 2018-2019

Management Team

- Eileen Kennelly
- Margaret Walsh

Assistant Principal I

- Gerard Tarrant
- ♣ Margaret Daly
- Muireann O Sullivan

Assistant Principal II

- **Laine Keane**
- Mary O Connor
- ♣ Bridget O Connor
- **4** Kay Kennedy
- ♣ Ann O Neill
- **♣** Jacqueline Normile
- ♣ Eileen Keane
- **4** Eileen Counihan
- Norma Dowling

Pastoral Care Team

- **♣** Eileen Kennelly
- ♣ Margaret Walsh
- Muireann O Sullivan
- Aisling O Dwyer

Teaching and Learning Team

- **Lileen Kennelly**
- Margaret Walsh
- ♣ Norma Dowling
- Margaret Daly
- ♣ Muireann O' Sullivan
- Lisa Whelan
- Teresa Culhane
- Marguerite Linnane
- **♣** Brian Coffey

Junior Cycle Leadership Team

- **4** Eileen Kennelly
- ♣ Margaret Daly
- ♣ Marguerite McSweeney
- Marguerite Linnane

Year Head Team

- Muireann O Sullivan
- Loin Hillard
- ♣ Eileen Counihan
- ♣ Margaret Walsh

SEN Team

- **♣** Eileen Kennelly
- Muireann O Sullivan
- Chris Kiely
- ♣ Mary O'Connor
- **4** Catherine Kennedy

Critical incident Management Team

- **4** Eileen Kennelly
- Margaret Walsh
- Muireann O Sullivan
- Aisling O Dwyer
- Marguerite Linnane
- ♣ Gemma O'Loughlin
- **♣** Emma Kelly

Transition Year Team

- **Lileen Kennelly**
- ♣ Norma Dowling Programmes Coodrintor
- Margaret McSweeney
- Eileen Counihan
- Margaret Daly
- **♣** Eoin Hillard Coordinator

SNA Team

- **♣** Dolly Stack
- ♣ Siobhan Hayes
- ♣ Getta Fitzgerald
- ♣ Bernadette O Shaughnessy
- ♣ Aileen O'Leary
- ♣ Georgina Lynch

Numeracy Team

- **♣** Eileen Kennelly
- Jacqueline Normile
- **Leading** Hickey
- **4** Marguerite Linnane

Literacy Team

- **♣** Eileen Kennelly
- **♣** Jacqueline Normile
- ♣ Gemma O Loughlin

Student Council Team

- **♣** Eileen Kennelly
- ♣ Margaret Walsh

Health Promotion Team

- **Lileen Kennelly**
- ♣ Margaret Walsh
- **4** Elaine Keane

SUBJECT DEPT DIGITAL CO-ORDINATORS 2018-2019

SUBJECT	CO-ORDINATOR	DIGITAL
Irish	Bridget O'Connor	Bridget
English	Gemma O'Loughlin	Gemma
Maths	Elaine Hickey	Marguerite/Elaine
History	Eoin Hilliard	Eoin
Geography	Margaret Daly	Margaret
French	Eileen Counihan	Muireann
German	Kay Kennedy	Eileen
Music	Ann O'Neill	Emma
Art	Claire O'Riordan	Claire
Religion	Chloe Dalton	Chloe
Technical Graphics/DCG	Brian Coffey	Brian
Home Economics	Lisa Whelan	Lisa
Business/Accounting	Marguerite McSweeney	Marguerite
Science/Biology/Chemistry/Physics	Catherine Kennedy	Catherine
Agricultural Science	Chris Kiely	Chris

Presentation Secondary School Listowel 2018-2019

Leadership and Management Team

Assistant Principal Posts AP I

Ger Tarrant Examination Co-Ordinator Mock and House Exams

Exam Entry Returns

Coordinator of Extracurricular Activities and in particular

lunch time activities for Junior Cycle students

Margaret Daly Coordinator of School Ethos

Coordinator of Policy Review

Book Rental Scheme Co-ordinator

Muireann O'Sullivan Learning Support Co-ordinator

Year Head to Third Years

Assistant Principal Posts AP II

Elaine Keane Coordinator of Awards event

Health Promotion Coordinator

Mary O'Connor Wellbeing Coordinator

Bridget O'Connor Coordinator of Mock Examinations

(Exam timetable and Staff Supervision Rota)

Kay Kennedy Health and Safety Coordinator

Ann O'Neill Coordinator of School Activities

(Theme Weeks, Choir, Musical Events

Coordinator of Awards event

Eileen Keane Curriculum Development and Year Head to 6th Years

Jacqueline Normile Coordinator of Library Facilities

Literacy and Numeracy Coordinator

Eileen Counihan Year Head to 2nd and 5th Year

Norma Dowling Programmes Coordinator

Margaret Walsh Year Head to 1st Years

Senior Management Minutes of Meetings

Senior Management/Post of Responsibility Meeting 29th August 2017 11.15am-11.55am

Agenda

- 1. Welcome
- 2. Board of Management Agreed Report August 2017
- 3. The School Plan
- 4. The School Strategic Plan
- 5. Post of Responsibility New Circular Duties change of posts
- 6. New Junior Cycle Coordination Role
- 7. The New Building
- 8. IT Issues
- 9. Action Plan on Annual Report 2016-2017
- 10. Review of School Policies:

Checklist of policies

- ♣ Admissions Policy 2017-2018
- **♣** Child Protection Policy 2017-2018
- ♣ Approval of DLP and DDLP by the BOM
- ♣ Bullying Procedures Review
- Critical Incident Policy
- Permission of Principal to suspend
- ♣ Administration of medications Policy Review September 2017
- Homework Policy
- **♣** Draft SEN Policy
- ♣ Health and Safety Policy
- ♣ Checklist review of the Anti- Bullying Policy
- 11. Annual Report 2017-2018
- 12. Upcoming events

Senior Management Meeting

8th November 2017

Eileen Kennelly

Margaret Walsh

Muireann O'Sullivan

Gerrard Tarrant

Margaret Daly

Agenda

- 1. Welcome
- 2. Strategic Plan 2017-2022
- 3. BOM October Agreed Report
- 4. New Junior Cycle and Wellbeing matters In-service 15th November & 7th December
- 5. Calendar 2017-2018 167 days
- 6. Croke Park Hours 2017-2018
- 7. Preparation for a WSE Documentation
- 8. Policy Review
 - Review of School Trips/Health and safety Policies
 - Administration of medications Policy Review September 2017
 - Draft Policy on Study Support for Staff
 - Draft Policy on Homework and Assessment (inclusion of Mind Mapping)
 - Acceptable Use Policy
- 9. Teaching and Learning 'Forbairt' Test Preparation Sheet
- 10. Discussion on SPHE in 3rd Year
- 11. School Self Evaluation/School Improvement Planning
- 12. Curriculum Review 2017-0218
- 13. IT Planning Microsoft Office 365
- 14. AOB

Senior Management Meeting

24th January 2017

Eileen Kennelly

Margaret Walsh

Muireann O'Sullivan

Gerrard Tarrant

Margaret Daly

Agenda

- Welcome
- BOM Agreed Report January 2018
- Leadership and Learning in Post Primary School Circular
- Looking At Our Schools Document
- Staff Meeting 22nd February
- Child Safeguarding Statement New Children First Guidelines. (2 half Days)
- Draft SEN Policy
- Draft Homework and Assessment Policy
- Review of the curriculum 2018-2019
- Admissions Policy deadline in place 48 enrolled at present
- Visit of Colin Roddy CEIST 22nd February at 11am
- School Self-Evaluation/School Improvement Planning
- Behaviour Management Red and Yellow Cards
- AOB

Senior Management Meeting

20th February 2018

- ♣ Eileen Kennelly
- Margaret Walsh
- Muireann O'Sullivan

- Gerrard Tarrant
- Margaret Daly

Agenda

- Welcome
- Leadership and Learning in Post Primary School Circular Working Group
- Looking At Our Schools Document
- Approval of SEN Policy and Homework Policy
- Review of the curriculum 2018-2019, Subject Sampling in 1st Year/3rd Year timetable/Recommendations of the PE inspection
- Staff Meeting 22nd February Agenda
- Child Safeguarding Statement New Children First Guidelines. (2 half Days)
- Child Safeguarding Statement Risk Assessment
- Visit of Colin Roddy CEIST 26th February at 2pm
- Behaviour Management, role of the Year Head and Class Tutors
- AOB

Senior Management Meeting

12th April 2018

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

Agenda

- 1. Welcome
- 2. Leadership and Learning in Post Primary School Circular Working Group
- 3. Decision on staff meeting 17th April Croke Park Hour, Items for the agenda
- 4. Review of the curriculum 2018-2019, Subject Sampling in 1st Year, meetings 18th April
- 5. Staff Meeting Thursday 10th May Draft Agenda
- 6. Subject Department Croke Park hour, end of year meeting date 10th May?

- 7. CBA's and SLAR's
- 8. Microsoft Office 365 18th April inservice
- 9. Child Safeguarding Statement New Children First Guidelines (time allocated during house exams for online courses)
- 10. Child Safeguarding Statement Risk Assessment Policy Review
- 11. Data Protection May 2018

Compliance checklist

Data Protection Principles

Eight Rules of Data Protection

Given that schools and ETBs collect, store and process data about living people on computers or in manual format, they are understood to be *data controllers* and have certain key responsibilities in relation to the information held and processed.

These key responsibilities can be summarised in terms of **eight fundamental rules which schools/ETBs must follow.** These include the obligation to:

- Rule 1: Obtain and process information fairly
- Rule 2: Keep it only for one or more specified, explicit & lawful purposes
- Rule 3: Use and disclose it only in ways compatible with these purposes
- Rule 4: Keep it safe and secure
- Rule 5: Keep it accurate, complete and up-to-date
- Rule 6: Ensure that it is adequate, relevant & not excessive
- Rule 7: Retain it for no longer than is necessary for the purpose or purposes |
- Rule 8: Give a copy of their personal data to that individual, on request

The General Data Protection Regulation (GDPR) will come into force on the 25th May 2018, replacing the existing data protection framework under the EU Data Protection Directive.

Below are documents for schools to help them in preparing for GDPR.

- Preparing for GDPR
- GDPR Action Plan
 - 15. Upcoming events Healthy Sexuality Workshop/Book Rental Scheme/Annual Report/Wellbeing activities
 - 16. AOB

The Role of the Health and Safety Coordinator

The Health and safety coordinator is responsible for leading and managing all matters pertaining to Health and Safety management in the school to maintain an orderly, secure and healthy learning environment.

Health and Safety Coordinator

Lead and manage all matters pertaining to Health and Safety management in the school to maintain an orderly, secure and healthy learning environment

Establish an orderly, secure and healthy learning environment, and maintain it through effective communication

(Guidelines on Managing Safety and Health in Post-Primary Schools are currently under review)

The Board of Management is responsible for health and safety in the school

• Health and Safety Officer: Eileen Kennelly Principal

• Staff Safety Representative : Kay Kennedy

Health and Safety Committee

• Eileen Kennelly, Margaret Walsh, Kay Kennedy, Johnny Ryan.

Roles, Responsibilities and Objectives:

(Guideline: Forms should be completed in a succinct manner e.g. maximum of 400 words.)

- 1. Maintain a dedicated folder on all health and safety matters, documents will also be stored on Microsoft Office 365
- 2. Ensure that the Health and Safety statement is in a visible place
- 3. Familiarise yourself with the fire alarm system in the school
- 4. Organise a fire drill each term. Feedback must be taken from teachers in order to improve its efficiency, a template evaluation sheet will be circulated to all staff immediately after each fire drill and information presented to the Principal on that day.

- 5. Hold regular meetings with the Principal to review health and safety issues
- 6. Review the Health and Safety and Fire Safety policies with the Principal
- 7. Health and Safety Audit Templates from the HSA resources to be shared with all staff and recorded on Microsoft Office 365 at the beginning of each year, in September
- 8. Accident report forms to be made available to all staff on Microsoft Office 365. All accidents are to be correctly recorded on the template. The Principal is to be notified regarding all accidents. The Health and Safety folder on Microsoft Office will hold the records of all health and safety matters
- 9. Ensure that Health and Safety is on all agendas for all staff meetings.
- 10. Responsibility for all first aid kits and the provision of first aid kits for specialist rooms and sports coaches.
- 11. Notifying staff regarding training opportunities on first aid.
- 12. Attention to be paid to Health and Safety in and outside the building. Regular risk assessment inside and outside the building to take place, issues to be brought to the attention of the Principal
- 13. Regular meetings to take place with the caretaker to address issues as they arise.
- 14. Act as staff safety representative on health and safety matters
- 15. Assist the Principal with the implementation of Managing Safety and Health in Schools

The 5 steps of the safety and health management system

- **♣** Step 1: Policy and commitment
- Step 2: Planning
- **♣** Step 3: Implementation
- ♣ Step 4: Measuring performance
- Step 5: Audit and review

The safety statement should include each of the following parts:

- 3.1 Safety and health policy (as discussed in Step 1)
- 3.2 School profile
- 3.3 Resources for safety and health in the school
- 3.4 Roles and responsibilities for safety and health
- 3.5 Risk assessment
- 3.6 Emergency procedures, fire safety, first-aid, accidents and dangerous occurrences
- 3.7 Instruction, training and supervision
- 3.8 Communication and consultation

Use of Croke Park Hours

Academic Year 2018-2019

Draft Use of the Croke Park Hours

33 hours in total

10 flexible hours

23 hours for staff planning/subject department planning/PT meetings/Open Night

Date	Activity and hours used		
Monday 27 th August	Staff Day 6 hours		
Thursday 20 th September	2 hours Workshop SEN		
Wednesday 3 rd October	Open Night 3 hours		
Thursday 8 th November	Parent Teacher Meetings		
Wednesday 14 th November	6 hours		
Wednesday 16 th January			
Thursday 22 nd November	Staff discussion on 'Reporting'		
Thursday 6 th December	Staff Meeting 1 hour		
Thursday 22 nd February	Staff Meeting 1 hour		
Thursday 7 th March	CPR/Critical Incident Training		
Thursday 9 th May Staff Meeting,	Staff Meeting 1 hour		
22 nd May Meeting	Subject Department meeting		
Subject Department end of year	1 hour		
meeting			

School Finances

The school is in a challenging place financially.

Enrolment Trends

The school had 331 students enrolled this year 2018-2019

Social Media Platforms

The following Social media Platforms are used by the school:

- Twitter
- Facebook
- School website

Section 6: Managing the Organisation - Leading School Development & Developing Leadership Capacity

School Planning
School Self Evaluation
School Improvement Plan

Leadership Strategy August 2018

Key Areas for development

- 1. Embedding the School Self Evaluation and School Improvement processes Literacy, Numeracy, Assessment For Learning, Mind Mapping, Wellbeing (Classroom Culture)
- 2. Improving the IT infrastructure
- 3. The implementation of the new API and APII structure
- 4. Communication regarding the use of Microsoft Office 365
- 5. Building communication regarding the Battelle for Kids initiative
- 6. Reporting Guidelines: broad communication with the school community
- 7. Communicating

Presentation Secondary School Listowel Draft Strategic Plan 2018-2023

Ethos	Ethos Implementation of the Mission Statement				
Strategies	Actions	Outcomes	By Whom	Timeframe	
To embed best practice in all aspects of life in the school as central to our Mission Statement	Plan for the Staff Ethos Committee to reflect on the schools engagement with the Mission Statement Introduce student and parent focus groups to review the implementation of the Mission Statement	Increased levels of independence for our students Look at SSE information	BOM, Staff and Ethos Committee Coordinator of School Ethos	September 2018 Ongoing	
Involvement of the Trustees, Board, Parents and students in the whole life of the school	Ensure lines of communication, regular meetings, involvement in policy formation and review, opportunities for feedback	Clear ownership and understanding of the school plans Increase parental involvement in the Parents' Association Support the work of the Student Council	BOM, Staff and Ethos Committee	September 2018 Ongoing	
Deliver a breath of co-curricular and extra-curricular activities, spiritual, academic, moral, physical and emotional	Support staff initiatives in sporting, academic, cultural and social justice activities	Increase the number of students who receive Merit Cards	Management and staff	September 2018 Ongoing	
To build strong links with the Parish and to involve our students, parents and staff	Continue to engage staff and students with the rituals and rites of the liturgical year	Appointment of an Ethos Coordinator	BOM, Staff and Ethos Committee	September 2018 Ongoing	

Strategies	Actions	Outcomes	By Whom	Timeframe
To support our students who are in difficulty at home and at school	To offer support to students in collaboration with the appropriate services	Review at the weekly Pastoral Care meetings	Management and Pastoral Care Team	September 2018 Ongoing
To ensure that the Critical Incident policy and practices are reviewed on a regular basis	Regular review of the plan	• Clear protocols and supports for students and families	Pastoral Care Team Management Whole Staff	September 2018 Ongoing
To place particular emphasis on the supports required by our SEN students	• Special education needs planning and delivery & extension activities for the gifted	• Concrete individualised planning for students with exceptional needs	SEN Team Management	September 2018 Ongoing
To ensure that the required resources are allocated to Guidance in the school • the continuation of a culture of guidance (strengthening the Guidance policy) democracy and care	 Ensure the delivery of an education appropriate to the needs of each student Guidance, counselling & pastoral support, development of restorative practices, 	Clear protocols and supports for students with pastoral needs	Management Guidance Counsellor	September 2018 Ongoing

Community				
Strategies	Actions	Outcomes	By Whom	Timeframe
To Promote cohesive engagement between the school and the community • Voluntary & social justice organisations, • Community & charitable organisations	Set up student/parent/teacher working groups to organise engagement with community organisations. Student engagement in award schemes such as Gaisce	 Greater student understanding of role as citizens Annual fund raising targets achieved Continued student involvement in the community with target organisations 	Management Programmes Coordinator TY Coordinator Wellbeing Coordinator	September 2018 Ongoing
Strengthen parent and student involvement in the life of the school	 Re-focus Parents' Association - Parent's Council training Ensure strong training for student council members 	Greater parent & student ownership of the life of the school	Parents' Association and Student Council	September 2018 September 2019 Ongoing
To strengthen the Transition Year links with the community and Social Justice projects	Engage with the local organisations Improved communication Set fundraising targets	Greater understanding of the organisations Promotion of educational and life opportunities for our students	Management Programmes Coordinator TY Coordinator	September 2018 September 2019
To build links with past pupils of the school	• Set up a friends of Presentation Secondary School Listowel's Past Pupil Union through the website	Closer links between the school and past pupils and garner assistance with the promotion of educational and life opportunities for our students	Sub- committee of Past Pupils	September 2018 Ongoing

Strategies	Actions	Outcomes	By Whom	Timeframe
To offer a comprehensive range of programmes and subjects • develop the curriculum to ensure that it meets the needs of the full cohort of our students	 Examine ways to promote option subjects with small uptake at senior cycle Work with the staff, students and parents to provide up to date information Careful use of teaching 	 A curriculum which offers an number of subject options for our students an increase in attainment in each subject area Provision of excellent choice in 	Teaching and Learning Sub- committee BOM Sub Committee on Curriculum Development Leadership and Management Team	September 2018 Ongoing
	hours to offer a balanced timetable	programme provision in Listowel in order to provide educational opportunity for our young people	Management	
Introduction of the New Junior Cycle develop staff teaching methodologies to ensure student	 Engage with the Support Services JCT/NCCA processes at subject department & classroom level Engage with 	• Increase in subject dept involvement in consistent planning & evaluation at classroom level	Whole Staff Subject Dept Coordinators	September 2018 Ongoing
engagement with curriculum and the highest standard of teaching and learning	assessment for learning processes at class room level Staff, students and management to identify & engage with appropriate continuous professional development re The New Junior Cycle	Increased student engagement in lessons with a consequent increase in attainment	Junior Cycle Management Team Staff Sub Committee on Teaching and Learning	
To provide high quality CPD to all staff	 Engage with CPD provided in the school, Croke Park Hours Engage with CPD provided by PDST/JCT/SESS/NCS E 	• Increase in subject dept involvement in consistent planning & evaluation at classroom level	Whole Staff Subject Coordinators	September 2018 Ongoing

To monitor and	Staff, students and management to identify & engage with appropriate continuous professional development • Subject Departments	Increased student engagement in lessons with a consequent increase in attainment • outcomes	Management Subject	September
review the standards of Teaching and Learning in the school	to ensure that subject national standards are exceeded, • Literacy & numeracy strategies are implemented • School Improvement Plan targets achieved • Regular planned use of the school selfevaluation process	increased, increase in the number of students at Junior Cycle Higher level in Maths, • higher attainment in Maths & English at Junior Cycle and Leaving Certificate • Increased sharing of resources and teaching strategies & professional support within the subject departments	Departments Whole Staff	2018 Ongoing

Plant Resources and A	Plant Resources and Administration					
Strategies	Actions	Outcomes	By Whom	Timeframe		
To oversee the building of the new classrooms and Science Labs. To achieve links with the DES Building Unit which provide funding for new build as outlined in the strategy	Design and submit Accommodation Plans to DES	The extension of the school's built environment	ВОМ	Plans with the DES Autumn 2018 Summer 2019		
To build links with the DES Building Unit to ensure the further development of the school	 Design and submit Summer Works as required Design and submit Major Capital Works 	The extension and refurbishment of the school's built environment	ВОМ	September 2018 Ongoing		

To management the finances of the school effectively To continue to streamline the use of existing monies	Design and submit Emergency Works as required • Ensure staff use of best value in supply of resource • Ensure staff use of the Purchase Order System • Ensure regular Finance Sub Committee meetings Ensure Subject Departments remain within allocated budget	• School activities to run cost neutral • Staff ensure best value achievement Finance Secretary and Principal to continue to reduce per capita running costs of the school	BOM Finance sub- committee, all staff, school Finance Secretary	September 2018 Ongoing
To upgrade our specialist ICT facilities and online tools Introduction of Microsoft Office 365	 To upgrade administration facilities, website & online presence Investigate "Best Practice" with regard to ICT Create Staff working groups/Team re ICT 	 Phased redevelopment of ICT use and provision Increased digital literacy in the whole school community 	IT Coordinator ICT Team BOM	September 2018 Ongoing

School Planning					
School Self Evaluation and School Improvement Planning					
Strategies	Actions	Outcomes	By Whom	Timeframe	
Implementation of the Looking At Our Schools	Implementation of the Working Group on the	Clear Plan for the Management Team	BOM, Staff and Management	From Sept 2018	
2016	Leadership and	Roles and		Ongoing	
Document	Management Priorities	Responsibilities			
	and Needs of the school	outlined			
	Review				
To ensure that all SSE	Delegate the coordination	Liaise with the	BOM, Staff and	From Sept 2018	
and SIP plans are	of the SSE and SIP	Coordinators	Management		
actively implemented	implementation to the	• Increase in		Ongoing	
	Subject Dept	subject dept			
	Coordinators	involvement in			
		consistent			
		planning &			

		evaluation at classroom level		
To draw up action plans based on the Annual Reports	Planning with the Leadership and Management Team	Clear plans of action	BOM, Staff and Management	From Sept 2018 Ongoing

2019 to 2020

School Improvement: Reporting Phase 2

School Self Evaluation: Reporting Phase 1

2018 to 2019

2016 to 2017

School Improvement: Mind Mapping

School Self Evaluation: AFL 2017 to 2018

School Improvement: Formative Feedback

School Self Evaluation: Mind Mapping School Improvement: Reporting

School Self Evaluation: Formative Feedback

2015 to 2016

2014 to 2015

2013 to 2014

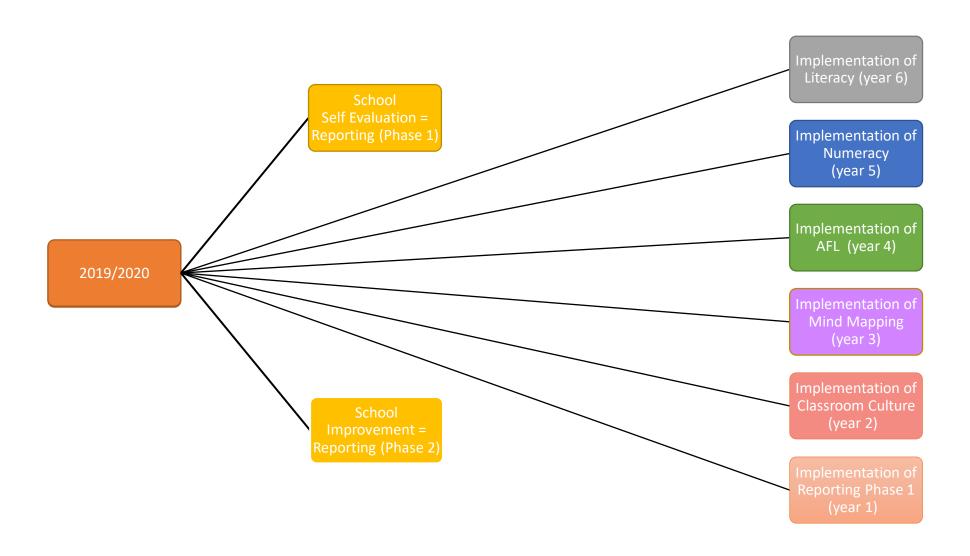
School Improvement: Literacy

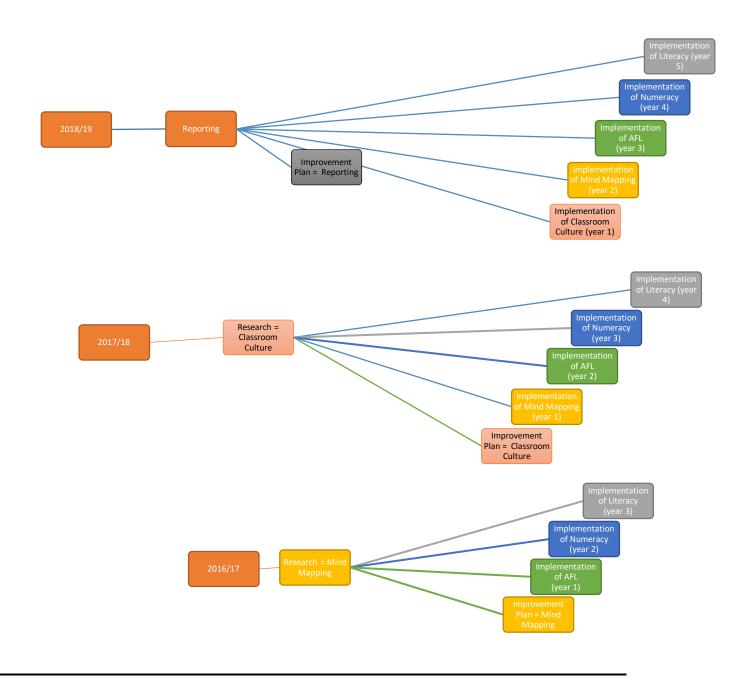
School Evaluation: Literacy School Improvement: Numeracy

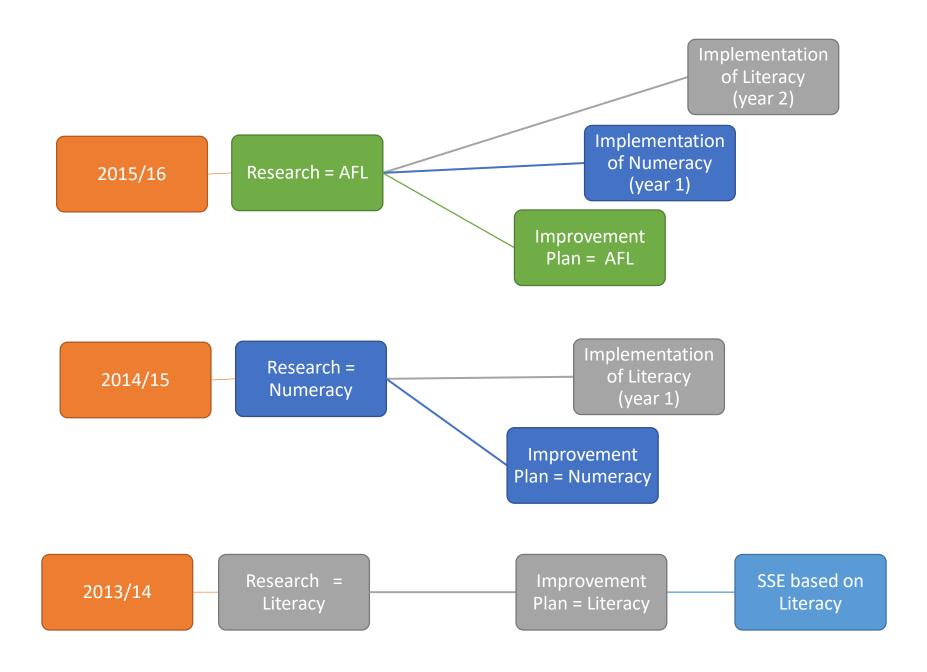
School Self Evaluation Literacy School

Improvement: AFL

School Self Evaluation: Numeracy









Presentation Secondary school Listowel May 2019

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: targets from School Improvement Plan May 2018

Formative feedback was our SSE for September 2018 to June 2019. To assess the productivity of SSE and access the implementation of this SIP from the previous academic year, we resurveyed the teaching cohort to establish the ongoing use of our four formative feedback strategies identified in the Forbairt plan 2017/18.

Formative feedback was continued with second year students and introduced to all new first year students for the academic year.

Teachers were provided with formative feedback templates in September 2018 to revitalise the project.

Individual teachers surveyed their students to ascertain student voice regarding the use of formative feedback as a learning tool. Almost all students found formative feedback to be an effective and

We engaged with Battelle for Kids to gauge the impact of formative assessment on classroom culture and student learning. We noted significant improvement in term of 'belonging and engagement' as a direct consequence of our improved formative feedback strategy.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period September 2018 to June 2019. We evaluated the following aspect(s) of teaching and learning:

As part of our School Improvement Plan, we wanted to review and develop our school's approach to reporting in light of new reporting guidelines for the Junior Cycle. We identified two areas to focus on this year;

Reporting should

- 1. Encourage authentic engagement with parents.
- 2. Provide opportunities for students through feedback to reflect on their learning.

Our overall aim is to improve the quality of reporting in our school to enrich student learning and provide teachers and parents with a deeper understanding of reporting.

1. To further develop the process of reporting in our school, senior management decided to run two parent information evenings for first and second year parents/guardians in March 2019. As part of this, we surveyed parents from both years with regard to their views on current reporting practises in the school. We analysed the data gathered and compiled various charts with regards to the all information ascertained. Following on from consultation with parents, we reviewed the preloaded comments on ePortal and redesigned them accordingly to meet the new JCT requirements and CBA introduction. The JCT team developed more detailed comments in line with the JCT with the aim of providing more authentic feedback to parents and students alike. This was shared and agreed by teaching staff. The first phase of the changes to reporting were reviewed in April 2019 and further changes are being developed for phase two.

In addition to this, school management added briefing notes on the new junior cycle reporting to the school website for ease of accessibility for all parents/guardians.

2. In order to enhance the opportunities for students to reflect on their learning through feedback, 'Two Stars and a Wish' was identified as a key strategy for providing formative feedback. To do this, the cover page for class tests was redesigned to include the 'Two Stars and a Wish' template. This was made available to all staff in the staff study area, alongside the photocopy, with thanks to Jacqueline Normile. To formally provide students with a podium to voice their views in relation to formative feedback, we surveyed all students in the school using 'Battelle for Kids' to ascertain their response to their learning in our classroom culture and to allow them time to reflect on their learning.

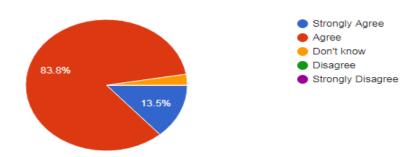
In addition to this, all teachers conducting CBAs with JCT students in our school actively use templates to facilitate student reflection on their learning. Individual teachers surveyed students after their CBAs to explore the 'What Went Well, Even Better If' strategy.

2. Findings

Results of Parents Survey on Reporting

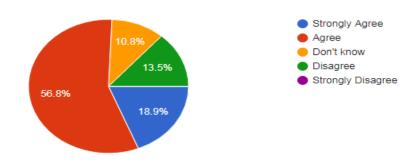
Reports on my child's learning are written in clear and accessible language.

37 responses



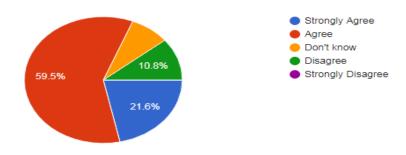
Reports on my child's learning give me a clear insight on how she is progressing in her learning.

37 responses



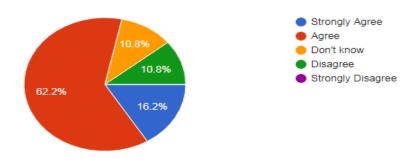
Reports on my child's learning help me to talk to her about her progress and how I can help her.

37 responses



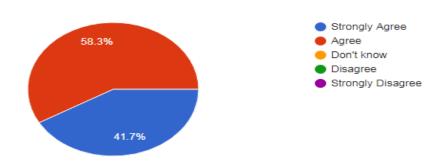
Reports on my child's learning help her to engage with her own learning.

37 responses



The school is open to two way communication about my child's learning.

36 responses



Any additional comments or suggestions on how communication about learning between the school and students, parents/guardians could be improved.

Eportal to be available at all times for reference throughout the year.

I have found the school very good to communicate with. If all the results of test were on eportal it would make it easier to keep them in the one place.

As a first year parent, I am quite happy with all the communication we've had so far with the school.

Mostly I am please with how reporting has been done. I like when I have to sign the test as I can see/hear where problems arose and I can read comments. The Two Stars and a Wish system is a great idea.

More detail on the report and more engagement at teacher/parent meetings other than she is doing fine.

More study skills sessions please.

Not much detail given. It is difficult to read from daughter from how she is doing.

Detail on report, not standard comment.

The reports need to be more detailed to help the students learn from their results.

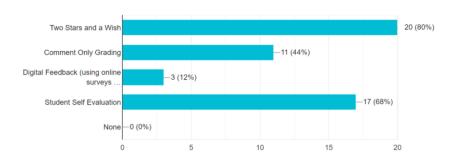
Do you provide opportunities for students to reflect on their learning?

25 responses



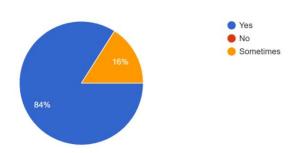
Which model of formative feedback do you use? You may choice more than one.

25 responses



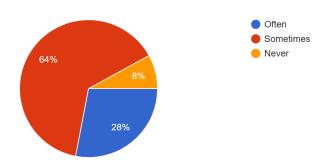
Do you find formative feedback beneficial to teaching and learning?

25 responses



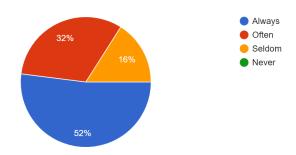
How often do you use mind-mapping?

25 responses



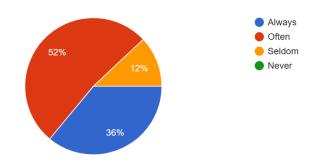
How often do you use learning intentions?

25 responses



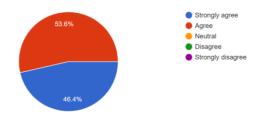
How often do you use success criteria?

25 responses



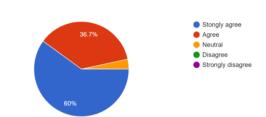
There is a good atmosphere in this school

28 responses



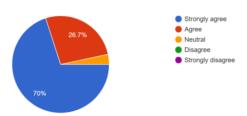
The ethos of this school is being implemented well in the day-to-day life of the school





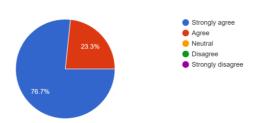
This school is welcoming of parents

30 responses



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

30 responses



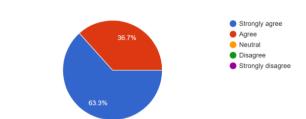
The school seeks the views of parents/guardians on relevant school matters as appropriate

30 responses



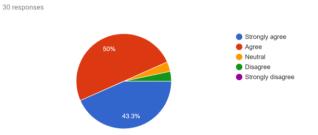
There are good student support systems in place for students in this

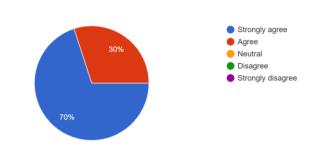
30 responses



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

30 responses





This school has formally adopted an anti-bullying policy

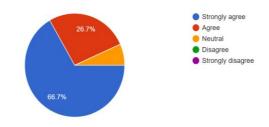
30 responses



Agree Neutral

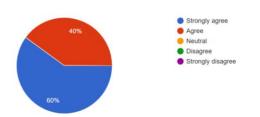
This school deals with bullying promptly and effectively

The behaviour of students is generally good in this school

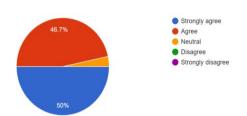


I have a good understanding of the child protection procedures for primary and post-primary schools (Sept 2011)



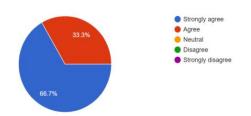


The curriculum offered by this school is sufficiently broad to meet the needs of our students



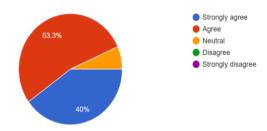
Students with special educational needs receive the addition supports that they need in school

30 responses



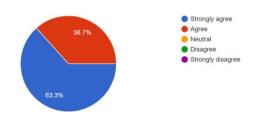
There is good communications among the staff of this school

30 responses



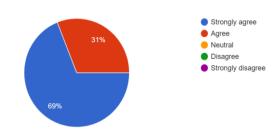
The subject department structure in this school supports teaching and learning effectively

30 responses

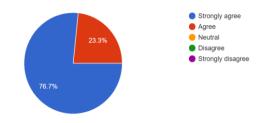


Facilities supporting students' learning are good in this school



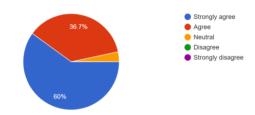


In this school, students are encouraged to maximize their potential



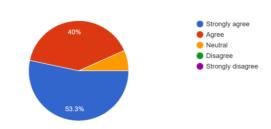
Students with special educational needs are included in classroom and school life

30 responses



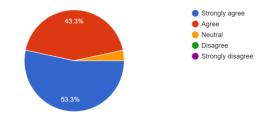
Teachers collaborate well and share good practice with each other in this school

30 responses



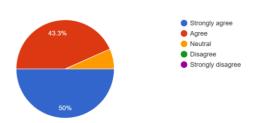
Subject plans inform teaching and learning in this school

30 responses



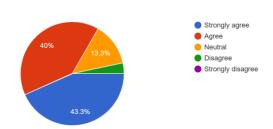
School self-evaluation is used to improve students' learning in this school

30 responses



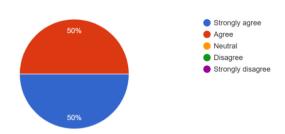
I have good access to ICT facilities

30 responses



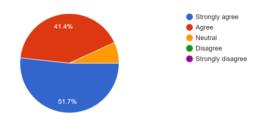
The in-school management system in this school is effective

30 responses



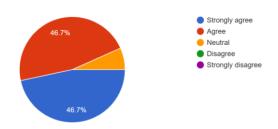
The views of teachers are valued in the decision-making processes in this school

29 responses



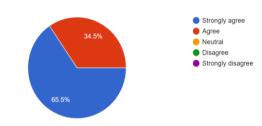
New teachers are well supported when they start to work in this school

30 responses



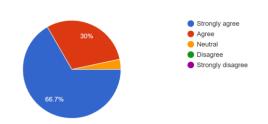
Teachers are encouraged to avail of professional development opportunities

29 responses



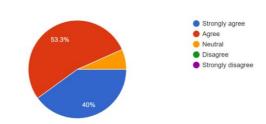
This school is well run

30 responses



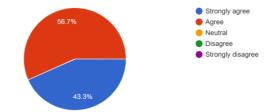
The board of management keeps teachers informed about its leadership and management role

30 response



Whole-school organisational policies inform day-to-day life in this school

30 responses



Teacher Survey Sept

Some challenges encountered included:

- Conducting the surveys with minimum interruption to classes or loss of class contact time was a challenge.
- Ensuring that students were clear in terms of what we were trying to measure and ensuring that questions asked were in a language they understood and were specific enough to extract the required information from them.
- Students did not like the fact that they were not given a grade during the implementation of comment-only grading. They expressed their dissatisfaction several times during the implementation phase.
- The challenge going forward will be to try and maintain discussion around formative feedback and ensuring that it doesn't phase out.

2.1 This is effective / very effective practice in our school

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

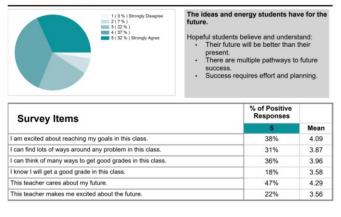
- We constantly strive to engage with projects aimed at improving the quality of teaching and learning in the school.
- Interactions among students and between students and teachers are respectful and positive, and conducive to well-being.
- Relationships and interactions in classrooms and learning areas support a co-operative and productive learning environment.
- Numerous staff have engaged in a range of continuing professional development (CPD) relevant to students' learning.
- Teachers strive to create an inclusive, orderly, student-centred learning environment based on mutual respect, affirmation and trust.
- The school values teacher learning and teacher CPD.
- An enthusiastic staff who show a willingness to engage with the ever changing nature of education.

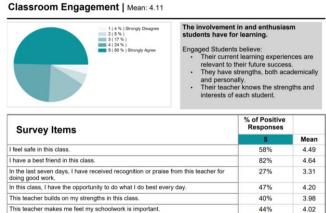
2.2. This is how we know.

Whole School Survey

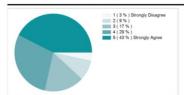
Classroom Hope | Mean: 3.89

First Year





Classroom Belonging | Mean: 3.99



There are students in this class who will help me if needed

The care, respect, and sense of belonging students feel in the classroom.

- Students with a sense of belonging feel:
 Interactions with their classmates are positive and emotionally safe.
 Their teacher cares about them as individuals.
 They belong in the classroom, both personally and academically.

		% of Positive Responses	
	Mean	5	
13	4.20	44%	
TI	4.20	58%	1
TI	4.36	53%	
TI	2.89	13%	Ī
W	4.20	44%	7

4.09

Classroom Management | Mean: 4.30



A classroom setting that is conducive to student learning, hope, engagement, and belonging.

- Students who learn in a well-managed classroom feel:

 Their class has clear expectations for behavior.

 Time is well spent in their classroom.

 Their teacher handles disruption or distraction in a timely, positive manner.

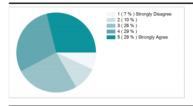
Survey Items	% of Positive Responses	
	5	Mean
I know how I am expected to act in this class.	78%	4.73
This class is a good place for me to learn.	36%	4.16
This teacher expects all students to behave well.	82%	4.67
This teacher lets me know when I do something well	31%	3.93
We follow directions in this class.	44%	4.20
We make good use of time in this class.	38%	4.11

Second Year

Survey Items I am treated with respect in this class.

This teacher believes I can learn This teacher knows about my interests. This teacher listens to me. We care about each other in this class.

Classroom Hope | Mean: 3.63

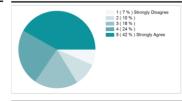


The ideas and energy students have for the future.

42%

- Hopeful students believe and understand:
 Their future will be better than their present.
 There are multiple pathways to future
- success.Success requires effort and planning.

Classroom Engagement | Mean: 3.85



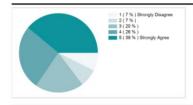
The involvement in and enthusiasm students have for learning.

- Engaged Students believe:
 Their current learning experiences are relevant to their future success.
 They have strengths, both academically and personally.
 Their teacher knows the strengths and interests of each student.

Survey Items	% of Positive Responses	
,	5	Mean
I am excited about reaching my goals in this class.	32%	3.73
I can find lots of ways around any problem in this class.	29%	3.61
I can think of many ways to get good grades in this class.	32%	3.83
I know I will get a good grade in this class.	27%	3.49
This teacher cares about my future.	29%	3.83
This teacher makes me excited about the future.	24%	3.29

Survey Items	Responses	
•	5	Mean
feel safe in this class.	51%	4.20
I have a best friend in this class.	83%	4.71
In the last seven days, I have received recognition or praise from this teacher for doing good work.	34%	3.29
In this class, I have the opportunity to do what I do best every day.	24%	3.76
This teacher builds on my strengths in this class.	24%	3.51
This teacher makes me feel my schoolwork is important.	34%	3.61

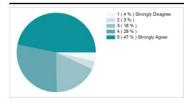
Classroom Belonging | Mean: 3.83



The care, respect, and sense of belonging students feel in the classroom.

- Students with a sense of belonging feel:
 Interactions with their classmates are positive and emotionally safe.
 Their teacher cares about them as individuals.
 They belong in the classroom, both personally and academically.

Classroom Management | Mean: 4.11



A classroom setting that is conducive to student learning, hope, engagement, and belonging.

- Students who learn in a well-managed classroom feel:

 Their class has clear expectations for

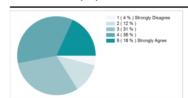
- behavior.
 Time is well spent in their classroom.
 Their teacher handles disruption or distraction in a timely, positive manner.

Survey Items	% of Positive Responses		
	5	Mean	
I am treated with respect in this class.	41%	4.12	
There are students in this class who will help me if needed.	49%	4.17	
This teacher believes I can learn.	41%	3.93	
This teacher knows about my interests.	20%	3.07	
This teacher listens to me.	34%	3.56	
We care about each other in this class.	49%	4.10	

Survey Items	% of Positive Responses		
	5	Mean	
I know how I am expected to act in this class.	61%	4.41	
This class is a good place for me to learn.	41%	3.98	
This teacher expects all students to behave well.	73%	4.49	
This teacher lets me know when I do something well	29%	3.71	
We follow directions in this class.	39%	4.15	
We make good use of time in this class.	37%	3.95	

Third Year

Classroom Hope | Mean: 3.51



The ideas and energy students have for the future.

Hopeful students believe and understand:
Their future will be better than their present.
There are multiple pathways to future

 Success requires effort and plann 	ing.
-------------------------------------------------------	------

Survey Items	% of Positive Responses		
	5	Mean	
I am excited about reaching my goals in this class.	22%	3.62	
I can find lots of ways around any problem in this class.	18%	3.64	
can think of many ways to get good grades in this class.	20%	3.60	
know I will get a good grade in this class.	7%	3.40	
This teacher cares about my future.	18%	3.51	
This teacher makes me excited about the future.	24%	3.31	

Classroom Engagement | Mean: 3.68

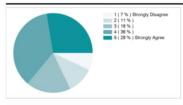


The involvement in and enthusiasm students have for learning.

- Engaged Students believe:
 Their current learning experiences are relevant to their future success.
 They have strengths, both academically and personally.
 Their teacher knows the strengths and interests of each student.

Survey Items	% of Positive Responses	
	5	Mean
I feel safe in this class.	42%	4.16
I have a best friend in this class.	87%	4.75
In the last seven days, I have received recognition or praise from this teacher for doing good work.	24%	2.96
In this class, I have the opportunity to do what I do best every day.	11%	3.38
This teacher builds on my strengths in this class.	9%	3.22
This teacher makes me feel my schoolwork is important.	20%	3.62

Classroom Belonging | Mean: 3.67

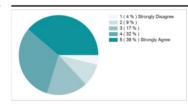


The care, respect, and sense of belonging students feel in the classroom.

- Students with a sense of belonging feel:
 Interactions with their classmates are positive and emotionally safe.
 Their teacher cares about them as individuals.
 They belong in the classroom, both personally and academically.

Survey Items	% of Positive Responses	
	5	Mean
I am treated with respect in this class.	27%	3.82
There are students in this class who will help me if needed.	40%	4.09
This teacher believes I can learn.	35%	3.96
This teacher knows about my interests.	15%	2.76
This teacher listens to me.	15%	3.36
We care about each other in this class.	35%	4.00

Classroom Management | Mean: 3.92



A classroom setting that is conducive to student learning, hope, engagement, and belonging.

- Students who learn in a well-managed classroom feel:

 Their class has clear expectations for
- behavior.
 Time is well spent in their classroom.
 Their teacher handles disruption or distraction in a timely, positive manner.

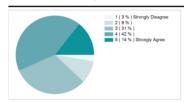
% of Positive Responses	
5	Mean
75%	4.62
	Responses 5

am treated with respect in this class.	27%	3.82	I know how I am expected to act in this class.	75%	4.62
here are students in this class who will help me if needed.	40%	4.09	This class is a good place for me to learn.	24%	3.65
nis teacher believes I can learn.	35%	3.96	This teacher expects all students to behave well.	69%	4.56
his teacher knows about my interests.	15%	2.76	This teacher lets me know when I do something well	18%	3.33
his teacher listens to me.	15%	3.36	We follow directions in this class.	25%	3.65
e care about each other in this class.	35%	4.00	We make good use of time in this class.	22%	3.71

Survey Items

Fifth Year

Classroom Hope | Mean: 3.56

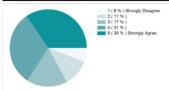


The ideas and energy students have for the

- Hopeful students believe and understand:
 Their future will be better than their present.
 There are multiple pathways to future

- success.Success requires effort and planning.

Classroom Engagement | Mean: 3.78



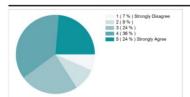
The involvement in and enthusiasm students have for learning.

- Engaged Students believe:
 Their current learning experiences are relevant to their future success.
 They have strengths, both academically and personally.
 Their teacher knows the strengths and interests of each student.

Survey Items	% of Positive Responses	
	5	Mean
I am excited about reaching my goals in this class.	14%	3.70
I can find lots of ways around any problem in this class.	5%	3.33
I can think of many ways to get good grades in this class.	16%	3.79
I know I will get a good grade in this class.	21%	3.81
This teacher cares about my future.	19%	3.60
This teacher makes me excited about the future.	12%	3.14

Survey Items	% of Positive Responses		
· . · . · . · . · . · . · . · . ·	5	Mean	
I feel safe in this class.	51%	4.33	
I have a best friend in this class.	81%	4.65	
In the last seven days, I have received recognition or praise from this teacher for doing good work.	26%	3.28	
In this class, I have the opportunity to do what I do best every day.	16%	3.56	
This teacher builds on my strengths in this class.	2%	2.95	
This teacher makes me feel my schoolwork is important.	30%	3.88	

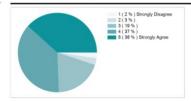
Classroom Belonging | Mean: 3.61



The care, respect, and sense of belonging students feel in the classroom.

- Students with a sense of belonging feel:
 Interactions with their classmates are positive and emotionally safe.
 Their teacher cares about them as individuals.
 They belong in the classroom, both personally and academically

 - personally and academically



Classroom Management | Mean: 4.07

A classroom setting that is conducive to student learning, hope, engagement, and

Students who learn in a well-managed classroom feel:

Their class has clear expectations for

- behavior. Time is well spent in their classroom. Their teacher handles disruption or distraction in a timely, positive manner.

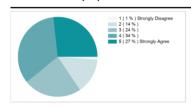
Survey Items	% of Positive Responses		Sur
	5	Mean	- Jun
I am treated with respect in this class.	30%	4.05	I know ho
There are students in this class who will help me if needed.	49%	4.21	This class
This teacher believes I can learn.	23%	3.98	This tead
This teacher knows about my interests.	5%	2.51	This tead
This teacher listens to me.	16%	3.16	We follow
We care about each other in this class.	19%	3.77	We make

Survey Items	% of Positive Responses		
	5	Mean	
I know how I am expected to act in this class.	65%	4.63	
This class is a good place for me to learn.	23%	3.65	
This teacher expects all students to behave well.	70%	4.65	
This teacher lets me know when I do something well	30%	3.79	
We follow directions in this class.	30%	4.02	
We make good use of time in this class.	12%	3.65	

Sixth Year

Survey Items

Classroom Hope | Mean: 3.71



The ideas and energy students have for the future.

Hopeful students believe and understand:

Their future will be better than their

- present.
 There are multiple pathways to future
- Success requires effort and planning.

% of Positive Responses

30%

28%

26%

35%

30%

3.95

3.70

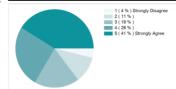
3.91

3.53

3.67

3.49

Classroom	Engagement	Mean: 3.89
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The involvement in and enthusiasm students have for learning.

- Engaged Students believe:
 Their current learning experiences are relevant to their future success.
 They have strengths, both academically
 - and personally.

 Their teacher knows the strengths and interests of each student.

% of Positive Responses	
5	Mean
63%	4.47
==0/	4.00

Survey Items	Responses		
•	5	Mean	
I feel safe in this class.	63%	4.47	
I have a best friend in this class.	77%	4.67	
In the last seven days, I have received recognition or praise from this teacher for doing good work.	23%	3.33	
In this class, I have the opportunity to do what I do best every day.	19%	3.49	
This teacher builds on my strengths in this class.	26%	3.42	
This teacher makes me feel my schoolwork is important.	40%	3.98	

Classroom Belonging | Mean: 3.83

I am excited about reaching my goals in this class

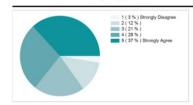
I know I will get a good grade in this class.

This teacher makes me excited about the future

This teacher cares about my future.

I can find lots of ways around any problem in this class

I can think of many ways to get good grades in this class

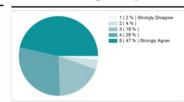


The care, respect, and sense of belonging students feel in the classroom.

- Students with a sense of belonging feel:
 Interactions with their classmates are positive and emotionally safe.
 Their teacher cares about them as individuals.

 - They belong in the classroom, both personally and academically.

Classroom Management | Mean: 4.15



A classroom setting that is conducive to student learning, hope, engagement, and belonging.

Students who learn in a well-managed classroom feel:

Their class has clear expectations for

- behavior. Time is well spent in their classroom. Their teacher handles disruption or distraction in a timely, positive manner

Survey Items	% of Positive Responses		
	5	Mean	
I am treated with respect in this class.	42%	4.00	
There are students in this class who will help me if needed.	42%	3.98	
This teacher believes I can learn.	42%	3.98	
This teacher knows about my interests.	21%	3.30	
This teacher listens to me.	40%	3.88	
We care about each other in this class.	35%	3.86	

Survey Items	% of Positive Responses	
	5	Mean
I know how I am expected to act in this class.	70%	4.58
This class is a good place for me to learn.	33%	3.98
This teacher expects all students to behave well.	67%	4.60
This teacher lets me know when I do something well	30%	3.70
We follow directions in this class.	53%	4.23
We make good use of time in this class.	26%	3.81

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.

- We will survey teachers in September to reevaluate and assess the implemented changes made this year to our reporting strategies.
- We will also survey parents and students to ascertain feedback on the changes made to the report procedures of our school.
- This feedback will generate new data that will inform future changes to our reporting processes.

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

Putting the improvement plan into action

Actions at class level (taken from 'Looking At Our Schools 2016')

The Teaching and Learning Domains and Standards

- 4 Domains:
- Learner outcomes
- Learner experiences
- Teachers' individual practice
- Teachers' collective/collaborative practice
 - ♣ Teachers create an inclusive, orderly, student- centred learning environment based on mutual respect, affirmation and trust, in which students regulate and monitor their own behaviour.
 - ≠ Teachers have high expectations of students' work and behaviour, communicate these expectations effectively to students, and facilitate students in internalising them.
 - ♣ Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas, and can link these to other areas across and beyond the curriculum.
 - → Teachers demonstrate competence and proficiency in the pedagogical skills required in their subject area, and for developing students' learning across and beyond the curriculum.

- **↓** Teachers model enthusiasm and enjoyment in learning, and thereby create a learning environment where students are self- motivated to engage in, extend and enjoy their learning.
- ♣ Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs. Learning intentions reflect a developmental and incremental approach to progressing students' learning.
- ➡ Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons. Lesson design is flexible to allow for emerging learning opportunities.
- ♣ Teachers identify and thoroughly prepare in advance resources tailored to match the specific learning intentions of each lesson, or series of lessons, and individual students' learning needs
- ♣ Teachers' preparation includes preparation for the differentiation of learning intentions and learning activities, including personalised learning opportunities, and is informed by meaningful use of data.
- ♣ Teachers plan for assessing all relevant aspects of students' learning using both assessment of learning and assessment for learning
- **♣** Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions.
- ♣ Teachers tailor assessment strategies to meet individual learning needs.
- **↓** Teachers regularly provide students with constructive, developmental oral and written feedback. Teachers use feedback to work with students on clear strategies for improvement
- → Teachers share and co-create success criteria with students so that they can assess their own learning through self-assessment and peer assessment, and identify areas for improvement and strategies to achieve improvement
- **♣** Teachers maintain assessment records that are clear, useful, easy to interpret and share, and tailored to students' individual learning needs.
- ♣ Teachers strategically select and use approaches to match the learning intentions of the lesson, meet the learning needs of students, and open up further learning opportunities.
- ♣ Teachers deliver highly effective instruction which is directed at eliciting deep student engagement. Teachers skilfully manage their own input to optimise student participation and response.
- ♣ Teachers use a range of questioning techniques effectively for a variety of purposes including stimulating substantial student responses, facilitating deeper engagement with lesson content

and extending learning beyond the lesson.

- ♣ Teachers meaningfully differentiate content and activities in order to ensure that all students are challenged by the learning activities and experience success as learners
- ♣ Teachers integrate relevant literacy and numeracy skills into the fabric of the lesson.
- ♣ Teachers enable students to make meaningful links between lesson material and their learning in other subjects, and to transfer their learning to unfamiliar experiences
- ♣ Teachers are aware of students' individual learning needs, and design and implement personalised interventions to help students overcome challenges.
- ♣ Teachers engage with students' opinions, dispositions, and contexts, and modify their teaching practice to build on opportunities and address any limitations that they present. Teachers empower students to exploit these

Actions at subject department level and at year level

- ♣ Teachers use formal meeting and planning time to reflect together on their work.
- ♣ Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice, and in collaborative review of practice.
- ♣ Teachers collectively agree and implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.

Actions at school level

- ♣ The principal and other leaders in the school foster a culture in which learning flourishes. They lead the school community to continuously strive for excellence by setting high expectations for students. They promote a culture of continuous improvement by supporting colleagues to become reflective practitioners.
- → The principal, with those leading the process, uses SSE very effectively to encourage teaching that is engaging and challenging, and to enable all students to become active and motivated learners.
- The principal and other leaders in the school expect and encourage teachers to develop and extend their teaching, learning and assessment practices, and to share practices that have proven successful at improving students' learning. They actively promote innovation and creativity. They welcome and celebrate individual and collective contributions and achievements.

- ♣ Those in leadership and management roles support and promote teachers' continuing professional development in a range of areas, to support high-quality teaching.
- 4 The principal and deputy principal ensure that professional development is firmly based
 - o on action research and is adapted to the identified needs of the school. They maximise opportunities to develop teachers' capacity and competence to improve teaching and learning.

Report on Programmes to the Board of Management August- October 25th, 2019

LCA

Numbers: There are 6 students in LCA1

There are 8 students in LCA 2

These numbers include 2 late applications into LCA1

- The certificate of results of Year 1 were presented to the LCA2 group A
- The students attend work experience on Wednesday each week
- Some employers have requested that students be Garda vetted and that process is ongoing in the school.
- Inclusion: The students attended a workshop with the Transition Year Students based on the Hair and Beauty module. They completed key assignments based on this area.
- Students are working well in their core subjects and are completing their key assignments.
- All students studying Irish will sit an Oral and Written State examination in this subject in June, 2019
- LCA 2 students will all other sit all other written state examinations in June.
- Tasks: Students complete 7 tasks over 2 years which are examined by external examiners.

					- I
	Session	Session	Session	Session	Ongoing
	1(Sept –	2 (Feb-	3(Sept-June)	4(Feb-	throughout
	Jan)	June)	Year 2	June)	Year 1
	Year 1	Year 1		Year 2	
Group	LCA1	LCA 1	LCA2	LCA2	LCA 1
Task	General	VPG*	VEG* Task in	Personal	Personal
	Ed.	Task in	HCT *	Reflection	Reflection
	Task in	English		Task- Part	Task- Part
	Health			2: Year 2	1: Year 1
	and			Statement	Statement
	Leisure				
		VEG*	Contemporary		
		Task in	Issue Task in		
		Hair	Social		
		and	Education		
		Beauty			
			Practical		
			Achievement		
			Task		

VPG= Vocational Preparation

VEG=Vocational Education Task

HCT= Hotel Catering and Tourism

• Issues: One student who is over 18 left the school building one day without permission. Under the code of conduct in the school this can result in a one day suspension from the school.

Two students have not attended school yet this year

There was a late application into the programme by a student but it was decided that the programme would be unsuitable for her and she was refused admission.

Transition Year

- Numbers: 30 including 3 visiting students
- The students are going on working experience and participating in social justice experiences on Tuesday each week - This is currently being reviewed to ensure that the students have adequate tuition time.
- The group appear to be working well together.
- They are studying the core subjects of English, Irish and Maths together with languages and 'taster blocks' in other leaving certificate subjects
- Parents were surveyed on their interest in a Foreign Trip and the result was '[not in favour' by a narrow margin.

Trips to date

- Team Building Day Surfing in Ballybunion
- National Ploughing Championships
- A Science Exhibition in Cork
- A debating workshop in Cork followed by students participating in a debating completion. Some students are now in the regional finals

Modules

- Environmental Science
- Career Guidance
- Nutrition and Home Economics
- Enterprise Education and the School Bank
- Manuela Programme-Sexual Violence Prevention (beginning in November)
- Mental Health Module

Activities and Workshops

- Two-Day Workshop- health, fitness, goal-setting, nutrition, team building, life skills: Friday 19th and Monday 22nd October, 2018
- First Aid and CPR workshop: Wednesday 26th and Thursday 27th September, 2018
- Skin Solutions Health and Beauty Workshop with Leaving Cert Applied class: Thursday 11th October, 2018
- Nano Nagle Fancy Dress Party: 25th October, 2018

Upcoming Activities

- Two Day Outdoor Activity Trip to Galway: 12-13th November,2018
- Manuela Module Wednesday 7th November for six weeks
- 'Lámh' Communication Sign System in conjunction with Nano Nagle School
- Class to 5K'- Town Park Runs /Walk-ongoing
- Halloween Quiz-Friday 26th October, 2018
- Art Trip: November 8th, 2018
- Food Academy Exhibition and Workshops in Listowel: Friday 9th November, 2018
- Young Adult Bookfest in Listowel: 15th November,2018
- Transition Year Drama- April
- Anti-bullying workshop
- Internet Safety
- Mentoring

- Typing
- Gaisce
- Radio Kerry Workshop
- Trip to Belfast

Additional Activities being considered

- Enable Ireland Awareness Workshop
- Photography
- UCC careers Lecture
- Saint Vincent de Paul Project

LCVP

- The fifth year girls are busy getting on with completing the Specific Learning Outcomes (SLO's) for the Link Modules.
- They visited the Lartigue Monorail on Monday, October 1. The girls really enjoyed the visit. Two girls organised the visit and will use it to write up a summary report for the portfolio. All the girls use the visit for exam notes on a local community enterprise.
- They are presently working on an action plan for a mini company for their portfolio.
- The sixth year girls are busy updating their portfolio items and completing the SLOs.
- They will visit O'Briens Cheese in Ballyhahill on Monday, November 5 along with the girls in Leaving Cert. Home Economics. We are all looking forward to the visit out to a local enterprise.

Transition Year Update - Board of management meeting in December 2018

The following is an overview of some of the work being done by the Transition Year Class in recent weeks.

- They organised the Halloween Quiz for students
- They organised a Christmas Quiz for Incoming Sixth Class and their teachers.

They participated in the following:

- Manuela Programme on Sexual Violence and Consent- this is a six-week 2 hour government supported programme organised by Tusla and the Manuela Foundation.
- Science and Technology Experience in Cork called 'Space Week'
- Debating Competitions
- Art Workshop in Limerick
- Local Food Fair as part of Home Economics
- Bookfest as part of English
- Two Day Activity Trip in Galway

• 'Lámh' Sign language programme facilitated by Nano Nagle School

Other Experiences

- Bank of Ireland held interviews and appointed a team to oversee the school bank initiative
- Work Experience and Social Justice Volunteering is ongoing.
- Involved in Christmas Carol Service in Local Church
- Currently doing Portfolio Assessments where students have to make a presentation to their teachersresults will be given to parents

Upcoming Events

- Law Day facilitated by Pierse and Fitzgibbon Law Firm
- Carol Singing in local Nursing Homes

Plans have been initiated for the annual school trip – this year we are looking at the North of Ireland All students have embraced the programme with enthusiasm and diligence. Teachers and management have been facilitating and supporting all the above learning opportunities with great care, hard-work and consideration. The Transition Year Team are most grateful to everybody involved.

Presentation Secondary School Listowel

Our Improvement Plan 2019-2020

Timeframe of this improvement plan is from September 2019 to June 2020

Targets	Actions	Persons / groups responsible	Criteria for success See Domains 2 & 3 of guidelines	Progress and adjustments	Targets achieved
To liaise with our school principal regarding the continued development of the reporting strategies in our school.	We will meet with the Principal to continue and monitor the progress of reporting	All teachers	Domains 2 & 3 Teacher engagement Student Engagement		
To continue the process of discussing the Reporting Guidelines (Effective Reporting in Junior Cycle) issued in March 2018 with staff, students and parents by evaluating to changes made in 2018/19 academic year.	Surveying of parents, students and staff.	Post Holders	This topic is on the agenda for all T&L Committee meetings and staff meetings Use of survey results Good quality in-service		
In September we will engage with phase two of the reporting guidelines. We plan to focus on the following two principles - Reporting should be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach Reporting should provide information on a broad range of achievement.	Review current practises, suggests amendments and oversee their implementation.	Senior Management , JCT team and post holders	High quality communication with Staff Students & parents		



Presentation Secondary School Listowel School Improvement Plan 2019-2020

This school self-evaluation report and school improvement plan serves a number of functions:

- It sets out the school's judgements about its strengths and about the areas that need improvement
- It provides a basis for discussion and reflection among teachers, management, patron/ trustees and others in relation to the work of the school
- It can be used by boards of management in reporting to parents and the patron on the work of the school, as required under the Education Act 1998
- It provides the basis on which specific improvement targets are set
- It can inform external evaluations undertaken by the Inspectorate

The Teaching and Learning Domains and Standards

4 Domains: 2 to be identified in blue

- Learner outcomes
- Learner experiences
- Teachers' individual practice
- Teachers' collective/collaborative practice

LEARNER EXPERIENCES

This domain and its related standards encompass pupils' learning experiences as demonstrated in levels of engagement as learners; growth as learners; self-reflection and ownership as learners; and development as lifelong learners.

DOMAIN 2: LEARNER EXPERIENCES

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Students engage purposefully in meaningful learning	Students demonstrate high levels of interest and participation in learning.	Students demonstrate very high levels of interest and participation in learning.
activities	They are able to work both independently and collaboratively in a purposeful manner.	They are able to work both independently and collaboratively in a very purposeful and productive manner.
	They understand and can explain the purpose of the learning tasks they are engaged in.	They understand and can explain the purpose of the learning tasks they are engaged in, and can extend and develop the activity meaningfully.
	They are able to report on, present, and explain the process and outcome of learning activities to a competent level.	They are able to report on, present, and explain the process and outcome of learning activities to a highly competent level.

Students grow as learners through respectful interactions and experiences that are challenging and supportive Interactions among students and between students and teachers are respectful and positive, and conducive to well-being.

Relationships and interactions in classrooms and learning areas support a co-operative and productive learning environment.

Students' experiences as learners generally reflect well on how the code of behaviour is understood and implemented.

Students feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and experiences of their classmates.

They ask questions and suggest possible solutions confidently. They are willing to risk incorrect responses, and accept that mistakes are part of the learning process.

They demonstrate a sufficient level of motivation to engage and persist with increasingly challenging work.

Interactions among students and between students and teachers are very respectful and positive, and conducive to well-being.

Relationships and interactions in classrooms and learning areas create and sustain a co-operative, affirming and productive learning environment.

Students' experiences as learners reflect consistently well on how the code of behaviour is understood and implemented.

Students contribute their opinions and experiences to class discussion with confidence. They are respectful of and interested in the opinions and experiences of their classmates.

They ask questions and suggest possible solutions very confidently. They are willing to risk incorrect responses, and understand the value of making mistakes, using them as learning opportunities.

They demonstrate a **high level** of motivation, and **enjoy engaging and persisting with** increasingly challenging work.

STANDARDS STATEMENTS OF HIGHLY EFFECTIVE STATEMENTS OF EFFECTIVE PRACTICE PRACTICE Students reflect Students assess their progress and are Students assess their progress realistically on their progress aware of their strengths and areas for and can describe their strengths and areas as learners and for development as learners. development as learners. develop a sense of ownership of and They take pride in their work and follow They have a sense of ownership of responsibility for the guidance they receive to improve it. their work, take pride in it, and take their learning responsibility for improving it. They reflect on their behaviour and They reflect on their behaviour and attitude to learning, and are able to attitude to learning, and are able to set meaningful personal goals as a result of contribute to setting meaningful goals for themselves. their reflection. Where the school curriculum provides Where the school curriculum provides opportunities to do so, students are able to opportunities to do so, students negotiate negotiate their learning thereby increasing their learning thereby increasing their their autonomy as learners. autonomy and effectiveness as learners. Students take responsibility for their own Students take responsibility for their learning, and use the learning resources own learning, and use both the learning provided to them to develop their skills resources provided to them, and those that and extend their knowledge. they source themselves, to develop their skills and extend their knowledge.

Students make meaningful connections between learning in different subjects and areas of the curriculum.

Students make meaningful connections between school-based learning and learning that takes place in other contexts.

Students can, with some guidance, transfer and apply skills learned in one context to another context.

Students are aware of the key skills underpinning the curriculum and of their relevance to present and future learning.

They take the opportunities provided by curricular and other learning experiences to apply and develop these key skills.

Students have an age-appropriate understanding of the concept of lifelong learning, and are well disposed to continuing education and training.

Students make meaningful and authentic connections between learning in different subjects and areas of the curriculum.

Students make meaningful and authentic connections between school-based learning and learning that takes place in other contexts.

Students can, of their own initiative, transfer and apply skills learned in one context to another context.

Students can explain the key skills underpinning the curriculum and understand their relevance to present and future learning.

They take the opportunities provided by curricular and other learning experiences to apply and develop these key skills consciously and deliberately.

Students have an age-appropriate understanding of the concept of lifelong learning, and see themselves engaging in continuing education and training.

TEACHERS' INDIVIDUAL PRACTICE

This domain and its related standards encompass teachers' knowledge and skills; their use of practices that progress students' learning; their use of appropriate teaching approaches; and their responsiveness to individual learning needs.

DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
The teacher has the requisite subject knowledge, pedagogical	Teachers have the required professional qualifications and have engaged in a range of continuing professional development (CPD).	Teachers have the required professional qualifications and have engaged in a range of continuing professional development (CPD) relevant to students' learning.
knowledge and classroom management skills	Teachers create an inclusive, orderly, student- centred learning environment based on mutual respect, affirmation and trust.	Teachers create an inclusive, orderly, student- centred learning environment based on mutual respect, affirmation and trust, in which students regulate and monitor their own behaviour.
	Teachers have high expectations of students' work and behaviour, and communicate these expectations effectively to students.	Teachers have high expectations of students' work and behaviour, communicate these expectations effectively to students, and facilitate students in internalising them.
	Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas.	Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas, and can link these to other areas across and beyond the curriculum.
	Teachers demonstrate competence and proficiency in the pedagogical skills required in their subject area.	Teachers demonstrate competence and proficiency in the pedagogical skills required in their subject area, and for developing students' learning across and beyond the curriculum.
	Teachers, through their own enthusiasm for and enjoyment of their subject area, motivate students to engage in and enjoy their learning	Teachers model enthusiasm and enjoyment in learning, and thereby create a learning environment where students are selfmotivated to engage in, extend and enjoy their learning.

STANDARDS	STATEMENTS OF EFFECTIVE PRA	CTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
The teacher selects and uses planning, preparation and assessment	Teachers' plans identify clear, relevant learning intentions that are contexts students' learning needs.		Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs. Learning intentions reflect a developmental and incremental approach to progressing students' learning.
practices that progress students' learning	Teachers design and prepare in advasequence of learning tasks and activ suitable for the specific learning into the lesson or series of lessons.	ities	Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons. Lesson design is flexible to allow for emerging learning opportunities.
	Teachers identify and prepare in adv resources suitable for the specific lea intentions of each lesson, or series o and the learning needs of the class.	arning	Teachers identify and thoroughly prepare in advance resources tailored to match the specific learning intentions of each lesson, or series of lessons, and individual students' learning needs.
	Teachers' preparation includes prepared for the differentiation of learning in and learning activities, and is information meaningful use of data.	tentions	Teachers' preparation includes preparation for the differentiation of learning intentions and learning activities, including personalised learning opportunities, and is informed by meaningful use of data.
	Teachers plan for assessing students' a of the learning intentions of the less series of lessons, using both assessmen learning and assessment for learning.	on, or nt of	Teachers plan for assessing all relevant aspects of students' learning using both assessment of learning and assessment for learning.
only assessmen	ment practices include not t of knowledge but also kills and dispositions.	not only also asse Teachers	assessment practices include assessment of knowledge but assessment of skills and dispositions. It tailor assessment strategies to meet al learning needs.
Teachers regularly provide students with constructive, developmental oral and written feedback on their work.		construc feedback	regularly provide students with tive, developmental oral and written k. Teachers use feedback to work with s on clear strategies for improvement.
so that they can assess their own learning with students so that through self-assessment and peer assessment. with students so that they can assessment and peer assessment, and peer assessment, and peer assessment, and peer assessment.		share and co-create success criteria dents so that they can assess their rning through self-assessment and essment, and identify areas for ment and strategies to achieve ment.	
Teachers maintain assessment records that are clear, useful and easy to interpret and share.		are clear	maintain assessment records that , useful, easy to interpret and share, ored to students' individual learning

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
The teacher selects and uses teaching approaches appropriate to the learning	Teachers strategically select and use approaches to match the learning intentions of the lesson and meet the learning needs of students.	Teachers strategically select and use approaches to match the learning intentions of the lesson, meet the learning needs of students, and open up further learning opportunities.
intentions and to students' learning needs	Teachers deliver good-quality instruction which is directed at eliciting student engagement. Teachers maintain a balance between their own input and productive student participation and response.	Teachers deliver highly effective instruction which is directed at eliciting deep student engagement. Teachers skilfully manage their own input to optimise student participation and response.
	Teachers use a range of questioning techniques effectively for a variety of purposes including stimulating substantial student responses and facilitating deeper engagement with lesson content.	Teachers use a range of questioning techniques effectively for a variety of purposes including stimulating substantial student responses, facilitating deeper engagement with lesson content and extending learning beyond the lesson.
	Teachers meaningfully differentiate content and activities in order to cater for the varying needs and abilities of students.	Teachers meaningfully differentiate content and activities in order to ensure that all students are challenged by the learning activities and experience success as learners.
	Teachers purposefully develop relevant literacy and numeracy skills during lessons.	Teachers integrate relevant literacy and numeracy skills into the fabric of the lesson.
	Teachers enable students to make meaningful links between lesson material and their learning in other subjects and elsewhere.	Teachers enable students to make meaningful links between lesson material and their learning in other subjects, and to transfer their learning to unfamiliar experiences.

The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary

Teachers are aware of students' individual learning needs, and adapt teaching and learning practices to help students overcome challenges.

Teachers engage with students' opinions, dispositions, and contexts, and modify their teaching practice to build on opportunities and address any limitations that they present. Teachers are aware of students' individual learning needs, and design and implement personalised interventions to help students overcome challenges.

Teachers engage with students' opinions, dispositions, and contexts, and modify their teaching practice to build on opportunities and address any limitations that they present. Teachers empower students to exploit these opportunities and overcome their limitations.

Monitoring actions and evaluating the impact

♣ Monitoring actions and evaluating the impact of changes in practice and teacher experiences to be based on 'Looking At Our Schools 2016' Statements of highly effective practice, Teachers' Individual Practice

(See page 17 of this document)

The Teaching and Learning Domains and Standards

- 4 Domains:
- Learner outcomes
- Learner experiences
- Teachers' individual practice
- Teachers' collective/collaborative practice
 - ♣ Monitoring actions and evaluating the impact of students'
 experiences and impact on learning to be based on 'Looking At Our
 Schools 2016' Statements of highly effective practice Learner
 experiences

The Teaching and Learning Domains and Standards

- 4 Domains:
- Learner outcomes
- Learner experiences
- Teachers' individual practice
- Teachers' collective/collaborative practice

- Students demonstrate very high levels of interest and participation in learning.
- ♣ They are able to work both independently and collaboratively in a very purposeful and productive manner.
- ♣ They understand and can explain the purpose of the learning tasks they are engaged in, and can extend and develop the activity meaningfully.
- They are able to report on, present, and explain the process and outcome of learning activities to a highly competent level.
- ♣ Interactions among students and between students and teachers are very respectful and positive, and conducive to well-being.
- ♣ Relationships and interactions in classrooms and learning areas create and sustain a
- **↓** co-operative, affirming and productive learning environment.
- ♣ Students' experiences as learners reflect consistently well on how the code of behaviour is understood and implemented.
- ♣ Students contribute their opinions and experiences to class discussion with confidence. They are respectful of and interested in the opinions and experiences of their classmates.
- ♣ They ask questions and suggest possible solutions very confidently. They are willing to risk incorrect responses, and understand the value of making mistakes, using them as learning opportunities.
- ♣ They demonstrate a high level of motivation, and enjoy engaging and persisting with increasingly challenging work.
- ♣ Students assess their progress realistically and can describe their strengths and areas for development as learners.
- ♣ They have a sense of ownership of their work, take pride in it, and take responsibility for improving it.

- ♣ They reflect on their behaviour and attitude to learning, and are able to set meaningful personal goals as a result of their reflection.
- ♣ Where the school curriculum provides opportunities to do so, students negotiate their learning thereby increasing their autonomy and effectiveness as learners.
- ♣ Students take responsibility for their own learning, and use both the learning
- ♣ resources provided to them, and those that they source themselves, to develop their skills and extend their knowledge.
- ♣ Students make meaningful and authentic connections between learning in
 different subjects and areas of the curriculum.
- ♣ Students make meaningful and authentic connections between school-based learning and learning that takes place in other contexts.
- ♣ Students can, of their own initiative, transfer and apply skills learned in one context to another context.
- ♣ Students can explain the key skills underpinning the curriculum and understand their relevance to present and future learning.
- ♣ They take the opportunities provided by curricular and other learning experiences to apply and develop these key skills consciously and deliberately.
- ♣ Students have an age-appropriate understanding of the concept of lifelong learning, and see themselves engaging in continuing education and training.

List of possible evaluation approaches

- · Teacher discussion and reflection
- Teacher self-reflection
- · Team teaching and review
- · Professional collaborative review of teaching and learning
- Individual and collective review of student work

School community perspectives on teaching and learning

- Eliciting views of students
- Eliciting views of teachers
- Eliciting views of parents

Data review of student outcomes arising from teaching and learning

- Analysis of student performance in state examinations
- Analysis of quantitative and qualitative information and data on the literacy achievement and progress of students
- Analysis of quantitative and qualitative information and data on the numeracy achievement and progress of students
- Comparison of the outcomes of state examination attainments with school trends and national norms
- Analysis of quantitative and qualitative data on student dispositions towards teaching and learning
- Review of current assessment records
- Review of student progress records

School environment and policy review for teaching and learning

- · Audit of school's code of behaviour with reference to the NEWB Guidelines
- Analysis of attendance rates
- Analysis of suspension and detention rates
- Audit of the school assessment policy
- Audit of school safety statement
- Health and safety audit
- Health and safety inspection of classrooms and other learning settings
- Consultation with the board and teachers regarding Child Protection needs
- Review of use of ICT
- Review of written plans

Table 5.2 List of possible evaluation tools

- · Reflection/review/observation template
- · Teacher reflection sheet
- NCCA Focus on Learning Toolkit
- · School protocol for professional collaborative review of teaching and learning
- · School protocol for collaborative review of student work
- Checklists
- Focus group template
- · Interview template
- · Questionnaires (student, parents, teachers)
- · Analysis tool developed by PDST for analysis of results in the certificate examinations
- NCCA ICT framework
- · Prompt questions to facilitate data analysis



Presentation Secondary School Listowel

Report for the School Community June 2019 OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

In the last year 2018-2019, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:

Formative feedback was our SSE for September 2018 to June 2019. To assess the productivity of SSE and access the implementation of this SIP from the previous academic year, we resurveyed the teaching cohort to establish the ongoing use of our four formative feedback strategies identified in the Forbairt plan 2017/18.

Formative feedback was continued with second year students and introduced to all new first year students for the academic year.

Teachers were provided with formative feedback templates in September 2018 to revitalise the project.

Individual teachers surveyed their students to ascertain student voice regarding the use of formative feedback as a learning tool. Almost all students found formative feedback to be an effective and

We engaged with Battelle for Kids to gauge the impact of formative assessment on classroom culture and student learning. We noted significant improvement in term of 'belonging and engagement' as a direct consequence of our improved formative feedback strategy.

This is what we did to find out what we were doing well, and what we could do better

We undertook self-evaluation of teaching and learning during the period September 2018 to June 2019. We evaluated the following aspect(s) of teaching and learning:

As part of our School Improvement Plan, we wanted to review and develop our school's approach to reporting in light of new reporting guidelines for the Junior Cycle. We identified two areas to focus on this year;

Reporting should

(Take from 'The 8 Guiding principles underpinning reporting in Junior cycle')

- 3. Encourage authentic engagement with parents.
- 4. Provide opportunities for students through feedback to reflect on their learning.
- We constantly strive to engage with projects aimed at improving the quality of teaching and learning in the school.
- Interactions among students and between students and teachers are respectful and positive, and conducive to well-being.
- Relationships and interactions in classrooms and learning areas support a co-operative and productive learning environment.
- Numerous staff have engaged in a range of continuing professional development (CPD) relevant to students' learning.
- Teachers strive to create an inclusive, orderly, student-centred learning environment based on mutual respect, affirmation and trust.
- The school values teacher learning and teacher CPD.
- An enthusiastic staff who show a willingness to engage with the ever changing nature of education.

Parent Comments from the survey

Any additional comments or suggestions on how communication about learning between the school and students, parents/guardians could be improved.

Eportal to be available at all times for reference throughout the year.

I have found the school very good to communicate with. If all the results of test were on eportal it would make it easier to keep them in the one place.

As a first year parent, I am quite happy with all the communication we've had so far with the school.

Mostly I am please with how reporting has been done. I like when I have to sign the test as I can see/hear where problems arose and I can read comments. The Two Stars and a Wish system is a great idea.

More detail on the report and more engagement at teacher/parent meetings other than she is doing fine.

More study skills sessions please.

Not much detail given. It is difficult to read from daughter from how she is doing.

Detail on report, not standard comment.

The reports need to be more detailed to help the students learn from their results.

This is what we are now going to work on:

- We will survey teachers in September to reevaluate and assess the implemented changes made this year to our reporting strategies.
- We will also survey parents and students to ascertain feedback on the changes made to the report procedures of our school.
- This feedback will generate new data that will inform future changes to our reporting processes.

Reporting will provide:

- **4** an opportunity for you to talk to your daughter about their progress
- **♣** an opportunity for you to give your views on your daughter's learning
- **↓** an opportunity for your daughter to give their views on their progress
- 4 an opportunity to discuss how you can support their next steps in learning.

The Reporting Guidelines (March 2018)

Guiding principles underpinning reporting in junior cycle

Focus for 2018-2019

- 1. Encourage authentic engagement with parents
- 2. Provide opportunities for students through feedback to reflect on their learning

Focus for 2019-2020

We will continue to work on the two principles mentioned above but we will extend out work to include another two guiding principles

- 3. Provide information on a broad range of achievement
- 4. Be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach

The other Reporting Principles will be addressed at a later stage

- 5. Value the professional judgements of teachers
- 6. Use the language of learning to provide effective feedback
- 7. Be manageable and not take time away from learning and teaching
- 8. Clearly communicate students' progress in learning

This is what you can do to help

Attend the Parent Information meetings throughout the year

You will be informed about how your daughter is progressing in various ways, such as

- through teachers' comments on their work
- parents' nights when you can speak to your daughter's teacher(s)
- the yearly report, which details progress made, strengths and next steps
- open days
- student-led parent/teacher meetings (to be discussed)
- learning logs in which your daughter will record how they are getting on in their learning
- ♣ E- portfolios your daughter will gather their work in an electronic portfolio

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays

The Department requires all post-primary schools to have **167 school days** each year, and a **28-hour school week**.

This year we had school days, from [first day] to [last day]. Our school week is hours.

The Department sets out a standardised school year and school holidays.

This year we took all our school holidays within the permitted time.

YES / NO

The Department sets out arrangements for **parent/teacher meetings and staff meetings**. This year we had parent/teacher meetings and staff meetings, all in line with the Department's regulations.

Looking after the children in our school

The Department requires schools to follow the *Child Protection Procedures* it has set down. Our board of management has agreed in writing to do this.

YES / NO

All teachers know about the <i>Procedures</i> and we have told all parents about them and how we follow them. Our Designated Liaison Person (DLP) is	YES / NO
and our Deputy DLP is	
Enrolment and attendance	
The Department requires schools to have and publish an admission report attendance accurately, and to encourage high attendance and	• •
We have an admissions policy and it is published.	YES / NO
We reviewed (and updated) our admissions policy on:	[insert date]
We keep accurate attendance records and report them as required.	YES / NO
We encourage high attendance in the following ways:	
This is how you can halo.	
This is how you can help:	
Positive behaviour for a happy school	
The Department requires schools to have a code of behaviour, and and students about it. We do this.	asks us to consult parents YES / NO

Our code of behaviour describes and supports positive behaviour.

We have a very clear and high-profile anti-bullying policy in our school.

YES / NO

YES / NO

Resource Guide for Planning and Implementing the Second Cycle of School Self-evaluation in Post-Primary Schools 2016-2020



Contents

- 1. What is school self-evaluation (SSE)?
- 2. Planning and implementing the second cycle of school self-evaluation
- 3. What does the SSE process look like?
- 4. How should schools start the SSE process?
- 5. Who should be involved in school self-evaluation?
- 6. What structures and supports do schools need for school self-evaluation?
- 7. What should be the result of school self-evaluation?
- 8. Whole-School Evaluation Management, Leadership and Learning
- 9. Wellbeing in the context of SSE

Appendices

 $Attachment \ A-Resources \ for \ Gathering \ Evidence$

 $Attachment \ B-Resources \ for \ Reporting$

Post-Primary Checklist for Board of Management

	Checklist for Board of Management	T 1 1 C 11	TC 1'
Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Time in school	Circular M29/95		
 Length of school year (minimum of 167 days for all year groups) Length of school week (minimum of 28 hours for 		Yes No	
all year groups)		Yes No	
Standardisation of school year	Circular 0009/2017	Yes No	
Procedures for submission of	Circular 0038/2014		
data returns to the Department	DTR returns procedures information, updated annually on education.ie	Yes No	
	Pod and PPOD		
Repeating a year – conditions to be met	M2/95	Yes No	
Annual returns to Tusla on attendance, suspension and exclusion	Section 21 Education (Welfare) Act 2000	Yes No	
Implementation of national	Circular 0043/2014		
agreement regarding additional time requirement	Circular 0045/2016, points 21-25	Yes No	
Development of school plan	Section 21 Education Act 1998	Yes No	
Engagement with school self-	Circular 0040/2016		
evaluation process		Yes No	
Whole-school guidance plan	Section 21 Education Act 1998, Section 21 Education Act 1998, Circulars 10,11,12/2017	Yes No	
Guidance provision in post- primary schools	Section 9(c), Education Act 1998, Circular PPT12/05, Circulars 10,11,12/2017	Yes No	

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Exemption from the study of Irish	Circular M10/94	Yes No	
Implementation of national literacy and numeracy strategy	Circular 25/2012, Circular 42/2015, Interim Review and New Targets (2017, DES)	Yes No	
Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19	Circular 0015/2017	Yes No	
In-school management structures	Part V Education Act 1998, 0003/2018	Yes No	
Approved allocation of teaching posts for 2018/19	Circulars 0007, 0008, 0009/2018	Yes No	
Leadership and management posts	Circular 0003/2018	Yes No	
Parents as partners in education	Circular M27/91	Yes No	
Digital Strategy	Circular 0001/2017 and 0011/2018	Yes No	
Grant Scheme for ICT Infrastructure	Digital Learning Plan	Yes No	
	Use of the Digital Learning Framework	Yes No	
Implementation of Child Protection Procedures 2017	Circular 0081/2017 Please record the following information in relation to chi protection as reported to the board	Yes No	
	Child Protection Oversight Report presented at each board meeting	No	
	Number of reports submitted by the DLP to Tusla and reported to the board		

Relevant area	Relevant legislation, rule or circular		Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made			
	Number of cases where a mandated person other than the DLP made a report to Tusla and notified the DLP	0		
Implementation of vetting requirements	National Vetting Bureau (Children and Vul Persons) Act 2012	nerable	Yes No	
	Circular 0026/2015 Circular 0016/2017: Statutory Requirement Retrospective Vetting	s for		
	Child Protection Procedures 2017			
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998		Yes No	
	Please record the following information in relati complaints made by parents during this school y			
	Number of formal parental complaints received	3		
	Number of formal complaints processed	3		
	Number of formal complaints not fully processed by the end of this school year	0		
Refusal to enrol	Section 29 Education Act 1998		Yes No	
	Please record information in relation to appeals accordance with Section 29 against the school deschool year			
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		

Relevant area	Relevant legislation, rule or circular		Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Suspension of students	Section 29 Education Act 1998		Yes No	
	Please record information in relation to appin accordance with Section 29 against the during this school year			
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		
0Expulsion of students	Section 29 Education Act 1998		Yes No	
	Please record information in relation to appeals accordance with Section 29 against the school of school year			
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		

Appendix to School Self-Evaluation report: policy checklist (Post-Primary)

Policy	Relevant legislation, circulars, guidelines	Has the policy been approved by the Board of Management?	If no, indicate aspects to be developed
Enrolment policy	Section 15(2)(d) of Education Act Equal Status Acts 2000-2011 Circular M51/93	Yes No	
Attendance and participation strategy ⁴	Circular M51/93 Section 22, Education (Welfare) Act 2000	Yes No	
Code of behaviour, including anti-bullying policy ⁵ Dignity in the Workplace Charter	Circular M33/91 NEWB guidelines Developing a Code of Behaviour: Guidelines for Schools Section 23, Education (Welfare) Act 2000 Equal Status Acts 2000-2011	Yes No	

⁴ Under the provisions of the Education (Welfare) Act (2000) (section 22) the school's attendance strategy should conform to the provisions stipulated. ⁵ Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

	Anti-bullying Procedures for Primary and Post- primary schools 2013, and Circular 45/13 Section 8(2)(b), Safety, Health and Welfare at Work Act 2005	
Child Protection Procedures and Child Safeguarding Statement	Circular 0081/2017	Yes No
Annual attendance report to Tusla and Parents' Association	Section 21, Education (Welfare) Act 2000	Yes No
Health and Safety Statement	Health and Safety Act 2005 Section 20	Yes No
Critical Incident Management policy	Responding to Critical Incidents: Guidelines and Resource Materials, NEPS 2016	Yes No
Data protection	Data Protection Act 1988 Data Protection (Amendment) Act 2003 GDPR May 2018 (DATA Legislation)	Yes No
Special educational needs / Inclusion policy ⁶	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Educational Needs Act (EPSEN) ⁷ (2004) Disability Act (2005)) Circular 0014/2017	Yes No
Relationships and sexuality education (RSE) policy	Circulars 37/2010, 23/2010, 0027/08	Yes No
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	Yes No

⁶ Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability or other special educational needs."

⁷ The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs.

Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 (www.webwise.ie)	Yes No	
For DEIS schools only:	DEIS Plan 2017		
DEIS Action Plan	Department of Education and Skills Guidelines on the appropriate use of the DEIS Grant (updated annually)	Yes No	

THE PRINCIPAL'S REPORT ON LEADERSHIP AND MANAGEMENT 2018-2019

For the Board of Management 11th June 2019 In compliance with Circular 0003/2018

Introduction

i. State the number of posts at API and APII level.

The school has 3 AP I positions and 8 AP II positions

We are entitled to 5 AP II positions based on our student numbers

One of the AP 2II teachers has retired, leaving us with 7 AP II positions in 2019-2020

ii. A list of the post holders, the level of their post and a summary of their roles and responsibilities.

Leadership and Management Team 20118-2019

Assistant Principal Posts AP1

Ger Tarrant Examination Co-Ordinator Mock and House Exams

(February & Summer)

State Exam Entry Returns

Coordinator of Extracurricular Activities and in particular lunch time activities for Junior Cycle students

Margaret Daly Coordinator of School Ethos

Coordinator of Policy Review

Book Rental Scheme Co-ordinator

Muireann O'Sullivan Learning Support Co-ordinator

Year Head to Third Years

Assistant Principal Posts APII

Elaine Keane Coordinator of Awards event

Health Promotion Coordinator

Mary O'Connor Wellbeing Coordinator

Bridget O'Connor Coordinator of Mock Examinations

(Exam timetable and Staff Supervision Rota)

Kay Kennedy Health and Safety Coordinator

Ann O'Neill Coordinator of School Activities

(Theme Weeks, Choir, Musical Events

Coordinator of Awards event

Eileen Keane Curriculum Development and Year Head to 6th Years

Jacqueline Normile Coordinator of Library Facilities

Literacy and Numeracy Coordinator

Eileen Counihan Year Head to 2nd and 5th Year

Norma Dowling Programmes Coordinator

Margaret Walsh Year Head to 1st Years and Acting Year Head to 6th Years

- iii. Name and category of new post holders in the current year.
 - ♣ Norma Dowling Programmes Coordinator TY/LCA/LCVP
- iv. Has everyone been issued with the Statement of Roles and Responsibilities as in Appendix 2; 0003/2018? If not, why is this the case?

Yes

v. Has everyone signed the Statement of Roles and Responsibilities issued to them? If not, state what is being done about that. (Do not identify anybody. Article 18, Articles of Management.)

Yes

vi. The filling of vacancies in current year – number of posts, number of candidates, number of days interviewing etc.

The vacancy available for 2018-2019 was for Programmes Coordinator, this position was filled in May 2018

vii. Detail issues, if any, in the filling of vacancies in the current year e.g. appeals. (Do not identify anyone involved in an appeal process or dispute.)

N/A

viii. Identify any current or upcoming vacancies.

There are no vacancies in 2019-2020, with the retirement of an APII we have lost a position

Main Content of the Report

The content should focus on the standards, or some of the standards at least, under each domain in LAOS and what has been achieved in the key leadership and management areas/functions in the school.

i. Leading Teaching and Learning

School leaders:

- ♣ promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment
- foster a commitment to inclusion, equality of opportunity and the holistic development of each student
- ♣ manage the planning and implementation of the school curriculum
- ♣ foster teacher professional development that enriches teachers' and students' learning

ii. Managing the organisation

School leaders:

- establish an orderly, secure and healthy learning environment, and maintain it through effective communication
- manage the school's human, physical and financial resources so as to create and maintain a learning organisation
- manage challenging and complex situations in a manner that demonstrates equality, fairness and justice
- develop and implement a system to promote professional responsibility and accountability

iii. Leading school development

School leaders:

- communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation
- ♣ build and maintain relationships with parents, with other schools, and with the
 wider community manage, lead and mediate change to respond to the evolving
 needs of the school and to changes in education

iv. Developing leadership capacity

School leaders:

- critique their practice as leaders and develop their understanding of effective and sustainable leadership
- empower staff to take on and carry out leadership roles
- promote and facilitate the development of student voice, student participation, and student leadership
- **↓** build professional networks with other school leaders

• The revised MLM structure and how it has contributed to the creation of a positive school climate.

The creation of the Leadership and Management Team has contributed to climate of shared responsibility

- How the revised MLM structure has contributed to improvements in the outcomes for learners.
- The extent to which the MLM structure has supported the principal and deputy principal(s) in their roles.

The Distributed Leadership model has been very supportive of senior management

• The alignment of the current roles and responsibilities with the school's identified needs and priorities. (Remember: Full staff review next year.)

There will be a 2 hour Croke Park meeting in January 2020 to address the realignment of roles and responsibilities

- The alignment (or not) of the leadership and management roles, responsibilities and structure with best practice as set out in LAOS.
- Is there greater flexibility in meeting the evolving L&M needs of the school?

The Circular XXXXX has made a significant impact on the middle management structure

 Has L&M structure in the school enhanced the distributed leadership model in the school?

The Reporting and review meetings held throughout the year, with individual meetings with Assistant Principals in November, March and May, have been the basis for a lot of reflection The L&M Team meetings have offered genuine opportunities for collaboration

- Are the leadership and management responsibilities distributed in a manner that supports and encourages partnership?

 Yes
- Is the current MLM structure enabling the development of the leadership skills and capacities of post holders?
 Yes

Conclusion

Summary comments

What has worked well?

The Collaboration that has developed from the structure is interesting and has had an impact on teaching and learning in the school.

Leading Teaching and Learning

promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment

The reflection section of the Assistant Principals' end of year reports offered fresh insights.

Each Subject Department, in their Annual Report 2018-2019, was asked to specify how teachers in that Department collaborated and engaged with each Assistant Principal.

The meetings throughout the year with the Assistant Principals were very professional and very worthwhile in particular concentrating on student voice

Developing leadership capacity

♣ promote and facilitate the development of student voice, student participation, and student leadership

Managing the organisation

 develop and implement a system to promote professional responsibility and accountability

Developing leadership capacity

School leaders:

- **↓** *empower staff to take on and carry out leadership roles*

What needs to be addressed?

Assistant Principals require time to embed their practices of evidence gathering and the practice of self-reflection.

Developing leadership capacity

School leaders:

critique their practice as leaders and develop their understanding of effective and sustainable leadership

Appendices

The Annual Reports received from the post holders.

Leadership and Management Team meetings 2018-2019

Leadership and Management Team meeting

27th August 2018

Agenda

- 1. Welcome
- 2. Working as a Team
- **♣** *Accountability*
- **L** Evidence
- **↓** Your responsibility Microsoft office 365
- **♣** WSE
- ♣ Office staff no role
- **♣** *Phone meeting room*
- ♣ Communication tell the school community what you are doing social media platforms
- **↓** Work together. ..liaise with others
- ¥ Your role could change next year..no guarantee
- **♣** 8 APII 5 AP II same as school with 600-700
- **♣** Email

- **♣** LAOS
- **♣** Newsletter
- 4 Annual report
- Record document
- 4 6th Years Head
- **Let Emergency works**
- **♣** Academic calendar
- **♣** *Croke park hours 23 hours*
- **♣** *Team teaching*
- **棊** Timetable. .lead by needs of the school
- **♣** Supervision lead by example
- ♣ New leadership model inspectorate. ..will look for evidence

- 3. Roles and responsibilities
- 4. Accountability Ongoing review evidence of work being done on Microsoft office 365 as the year goes on
- 5. Microsoft Office 365
- 6. Review meetings in May 2019 Appendix 3 Annual Report to inform Review
- 7. Looking At Our Schools
- 8. WSE
- 9. AOB

Board of Management Tuesday 21st August 2018 Agreed Report

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

17% of students achieved over 500 points (2018 National Average 11.9%)

38% achieved over 400 points (2018 National Average 35.9%)

88% achieved over 300 points (2018 National Average 60.9%)

66% of the Leaving Cert Applied Students achieved distinctions

- The Board welcomed our new staff and the European students who will be with us for the year 2018-2019
- The Board ratified the Admissions Policy 2018-2019. The policy will be available on the school website.
- The Board ratified the Behaviour Code 2018-2019. The policy will be available on the school website.

- The Board ratified the Acceptable Use Policy 2018-2019. The policy will be available on the school website.
- The Board ratified the Policy on the Supervision of Students.
- The Board discussed the implementation of the new General Data Protection Regulations. The Privacy Notice to students and their parents/guardians will be placed on the school website
- The Board will complete the checklist for the Annual Review of the Anti-Bullying Policy at the September meeting
- The Board ratified the Child Protection Procedures for the School year 2018-2019
 The Chairperson signed the four Child Protection Policy Templates. The Templates will be available on the school website.
 - 1. Child Safeguarding Statement
 - 2. The Board approved Eileen Kennelly as DLP and Margaret Walsh as DDLP for Child Protection issues
 - 3. Checklist for Review of the Child Safeguarding Statement
 - 4. Notification regarding the Board of Management's review of the Child Safeguarding Statement
- The Board completed the Child Protection Oversight Report for August 2018
- The Board ratified the Health and Safety Policy Statement 2018-2019
- The Board was informed that the Critical Incident Policy for 2018-2019 will be reviewed by the Pastoral Care Team
- The Board discussed the policy schedule for the year 2018-2019.
- The Board reviewed the challenging financial position of the School. The Board approved the holding of a Monster Bingo in November to finance the upgrading of the Computer Room.
- The Board Completed the School Self Evaluation Legislative and Regulatory Checklist.
- The Principal updated the Board on Teaching and Learning issues for 2018-2019 including developments regarding the new Junior Cycle.
- The Board thanked the teachers involved in the school based action research project called 'Forbairt'. This project forms the basis for our School Self Evaluation and School Self Improvement Plans for 2018-2019
- The Board approved the School Self Evaluation Plan 2017-2018 and School Improvement Plan 2018-2019.
- The School Self Evaluation Plan for the community will be available on the school website. In the coming year we will be engaging with students and parents in relation to Reporting, the systems and structures that we have in place to report on student progress across the school year.
- The Board will approve the Strategic Plan for the school 2018-2023 at the September meeting. The document will be available on the school website.
- The Principal will present the Annual Report 2017-2018 to the Board at the September meeting. The Report will be available on the school website.

• The next meeting will be held during the Wednesday 26th September 2018

Leadership and Management Team meeting

26th October 2018

Agenda

- 1. Welcome
- 2. Review of recent WSE Reports, feedback from individuals on their report
- 3. Roles and responsibilities Looking At Our Schools
- 4. Accountability Ongoing review evidence of work being done on Microsoft office 365 as the year goes on
- 5. Review meetings in May 2019 Appendix 3 Annual Report to inform Review
- 6. The Role of the Teaching and Learning Committee
- 7. Draft Policies Policy on RE and Draft Wellbeing Policy
- 8. The Annual Report 2017-2018 Action plan based on it
- 9. School Self Evaluation School Improvement Planning
 - **♣** Forbairt Project
 - **4** Battelle For Kids
 - **4** Reporting to parents
- 10. School Teams
- 11. AOB



Action Plan for 2018-2019 based on the Annual Report for 2018-2019

Section 1 Ethos

Policy Development

Towards a Policy on RE

Section 2 Students support and guidance

- Student Council engagement
- Further develop policies relating to Child Protection

- Respect and Dignity Policy (Anti Bullying Policy) initiatives embed the sociogram
- Clarity around the role of the Class Tutor and the Role of the Year Head following the Leadership and Management Review

Section 3 Community

♣ Parents' Association: How the school reports to parents and students

Section 4 Curriculum teaching and learning

- ♣ Formative Feedback initiatives
- ♣ Wellbeing and the Draft Wellbeing Policy
- **♣** Review of SEN Evidence based initiatives
- **↓** Level 2 Learning Programmes

Section 5 Plant: Resources and Administration

- **↓** IT Microsoft Office
- Collaborative practice

Section 6 Managing the Organisation

- ♣ School Planning Strategic Plan 2018-2022
- **↓** Leadership and Management Team meetings
- ♣ Policy Review
- Looking At Our Schools Teachers Individual Practice and Learner Experience School Improvement Planning
- ↓ Implementation of Forbairt Formative Feedback Wellbeing (Classroom Culture)
- **Battelle For Kids**

School Self Evaluation

Reporting

Agenda

Leadership and Management Team meeting Monday 1st April 2019

- 16. Welcome
- 17. Adoption of the Agenda
- 18. Minutes Thursday 26th October 2018
- 19. Matters Arising
- 20. Expression of gratitude to staff for work done this year
- 21. School Self Evaluation
 - **♣** Battelle For Kids Survey results
 - **♣** What are we concentrating on this year:
 - Implementation of Forbairt 2017-2018
 - Implementation of Reporting Guidelines
- 22. Leadership and Management Annual Report and Review Meeting
 - Focus on evidence of engagement on roles and responsibilities
 - **♣** Self Review of progress
 - ♣ Reassignment of roles and responsibilities to include SSE Team
 - ♣ Inclusion of the following sentence in every Assistant Principal Statement of Roles and Responsibilities

'As a member of the Leadership and Management Team I will promote the practical implementation of the School Self Improvement Plan and evaluation through the SEE process

23. JCT Leadership Student Centred Strategic Planning
The school curriculum going forward: implementation of the New Junior Cycle

Wellbeing: allocating the 400 hours

Circular 79/2018

"The Junior Cycle Wellbeing programme began with a minimum of 300 hours of timetabled engagement in 2017 to 400 hours and will build up by 2020 as the new Junior Cycle is implemented fully in schools.

It is accepted that a degree of flexibility in relation to how the hours for Wellbeing are applied may be necessary in the initial years of the new Junior Cycle. A number of sample programmes are laid out in the NCCA Wellbeing Guidelines

- 24. Calendar 2019-2020: Return Date in August Monday
- 25. Policy Review

Review of the Assessment Policy

- 26. The Annual Report 2018-2019
- 27. Leadership Strategy August 2018

Key Areas for development

- 1. Embedding the School Self Evaluation and School Improvement processes Literacy, Numeracy, Assessment For Learning, Mind Mapping, Wellbeing (Classroom Culture)
- 2. Improving the IT infrastructure

- 3. The implementation of the new API and APII structure
- 4. Communication regarding the use of Microsoft Office 365
- 5. Building communication regarding the Battelle for Kids initiative
- 6. Reporting Guidelines: broad communication with the school community Communicating
- 7. AOB

Leadership and Management Team meeting

Friday May 31st 10.30am

Agenda

- 28. Welcome
- 29. Adoption of the Agenda
- 30. Minutes Monday 1st April 2091
- 31. Matters Arising
- 32. Expression of gratitude to staff for work done this year
- 33. Assistant Review of Roles and Responsibilities: School Self Evaluation/School Improvement Planning
 - ♣ Margaret Daly and Gerard Tarrant will have responsibility for this area in 2019-2020
 - ♣ The Wellbeing Guidelines have taken over from the Health Promotion Initiative, therefore Elaine Keane will have new responsibilities

Assistant Principal Role as Coordinator of School Self Evaluation and School Improvement Planning

Responsibilities

- **♣** Decide in conjunction with school management what the School Self Evaluation initiative/action plan is for 2019-2020
- ♣ Decide in conjunction with school management what the School Improvement Plan is for 2019-2020
- Monitoring and reviewing of the previous years initiatives/plans in the area of School Self Evaluation and School Improvement Planning
- Setting achievable and measurable targets for the SSE/SIP plans
- Conduct surveys/focus groups, consultations with staff, students and parents regarding the evaluations of the SSE/SIP Plans for 2019-2020
- Liaising with the Subject Department Coordinators regarding the implementation of the SSE/SIP action Plans
- ₩ Writing the SSE/SIP report for the Board of Management that will be included in the Annual Report 2019-2020

At present the school is continuing with the 'Reporting' as our School Improvement Plan, of the 8 Guiding Principles, we have addressed 2 in 2018-2019, we will choose two more as part of our 2019-2020 School Improvement Plan.

34. Annual Reporting and Review May 2019

- 35. Sharing Assistant Principal plans for 2019-2020
 All Assistant Principal will share any specific plans they have for 2019-2020
- 36. January 2020 Whole School Review of Roles and Responsibilities
 - ♣ A Role for an Assistant Principal as Coordinator for Junior Cycle Planning in 2020-2021?
- 37. The Results of the Whole Staff Survey completed 30th May 2019
- 38. Review of the Summer exams 2019
 - ≠ 2 days of staff non exam supervision to be addressed
 - ♣ There are requests from staff for time for meetings/collaboration time for example Wellbeing Team/Year Head Team/Literacy & Numeracy Team or we reduce the number of exam days and protect tuition time.
- 39. Transition Year 2019-2020
 - ♣ The TY Team will involve all teachers who teach TY in 2019-2020
- 40. Year Head Team 2019-2020

Year Head Team 2019-2020

Gemma O'Loughlin and Marguerite Linnane put their names forward for the role of Year Head in a voluntary capacity

- ♣ 1st Year: Gemma O'Loughlin
- **♣** 2nd Year: Marguerite Linnane
- ♣ 3rd & 6th Year: Eileen Counihan
- **TY**: Eoin Hilliard
- ♣ 5th Year: Muireann O'Sullivan
 - ♣ Review of the Behaviour Code
- 41. Timetable Planning 2019-2020
 - **♣** SEN
 - **♣** Special Class application
- 42. Wellbeing and Wellbeing Coordination 2019-2020
 - ♣ The reduction in Maths and English classes will not happen until September 2020
- 43. Staff Planning August 26th 2019
 - **♣** TY's will be in school
 - ♣ TY activities on Tuesday 27th to be planned as they are not timetabled on Tuesdays
- 44. School Calendar 2019-2020 Croke Park Hours is on Microsoft Office
- 45. Leadership Strategy August 2018

Key Areas for development

- 8. Embedding the School Self Evaluation and School Improvement processes Literacy, Numeracy, Assessment For Learning, Mind Mapping, Wellbeing (Classroom Culture)
- 9. Improving the IT infrastructure
- 10. The implementation of the new API and APII structure

- 11. Communication regarding the use of Microsoft Office 365
- 12. Building communication regarding the Battelle for Kids initiative
- 13. Reporting Guidelines: broad communication with the school community
- 14. Communicating
- 46. AOB

Reports submitted by the Leadership and Management Team May 2019 as obliged under Circular 03/2018

Margaret Walsh Deputy Principal

Outline of roles, responsibilities and objectives fulfilled

Part One

Discipline and Behaviour

Disciplinary matters were dealt with at senior and junior level. This involved consultation with the class teacher/year head/parents. As year head for first year and sixth year I met with the students on a regular basis and made contact with their parents/guardians to provide feedback on their general progress within the school. When requested General Academic Progress Reports were posted to parents.

School Planning and Development

Meetings took place throughout the year with the principal, teaching and learning committee, leadership and management team introducing the various plans and evaluating them. I am familiar with the newly published Looking at Our School Document which now forms a vital parts of school planning.

State Exams June 2018

Correct procedures governing the examinations was in place, Examination Centres were properly prepared. Suitable attendants were appointed and supervised. The State Exams Secretary had a pivotal role in the organisation of the state exams. Priority is given to special centres when choosing staff for the role i.e. scribe, reader.

In consultation with the Principal

I had responsibility in preparing data for the timetables, the planning and organization of information evenings and Open Nights for parents with the relevant coordinators and year

heads. I assisted the Principal at interviews for temporary staff. I was responsible for assigning teachers to classes, drawing up a rough draft of the timetable during the mock exams and completing it in May with particular emphasis on assigning teachers to classes. Looking at the skill set of the individual teachers was very important.

Administrative Staff

I worked very closely with the office staff supporting them on a daily basis.

Student Support

- Attended school functions including information evenings
- Responsible for coordinating the roles and functions of year heads/class tutors advise offered to both groups when it was necessary.
- Student Council I held lunch time meetings throughout the year with the Principal and worked closely with the head girl.

Discipline and Behaviour

I dealt with disciplinary matters and ensured that a meaningful partnership was developed with parents/class tutors/year heads. I always made an effort to treat a student with respect and dignity in all levels of behaviour.

Pastoral Care

Coordinated the provision of pastoral care in the school with the pastoral care team. Meetings took place each Monday at 2:40pm. I tried to provide a listening ear to any student that was down at heel. I held regular meetings in my office and followed it up with a chat with their parents.

Attendance

I took overall responsibility for role call, student records, attendance and punctuality – working with the year head and class tutors. I also submitted the necessary data to the NEWB. I kept a close eye on students who would be constantly late, often this arose out of a family issue.

Muireann O'Sullivan Assistant Principal I

Learning Support Coordinator

Year Head to Third Years

The following report on my AP1 post of responsibility has been guided by the 'guidance notes' made available to me by the Principal during our last POR review meeting. It has also been guided by my understanding LAOS and Luke Monahan's "Year Heads Making A Difference." My job as teacher and AP1 is very much directed by our school's Mission Statement.

Part One: Roles, responsibilities and objectives fulfilled during the 2018-2019 academic year. This is quite a busy post. Some tasks, in terms of SEN, are quite clearly defined whereas others sometimes just emerge and must be dealt with in an effective manner as possible. From an SEN perspective the emergent issues to date have been:

- CAT4 testing of incoming First Years (2018-2019)
- Attainment testing of First and Second Years DRT and NGRT and interpretation and sharing of same with the staff during a presentation at a staff meeting and via Office 365
- Screening of students thought eligible for RACE (JC and LC) and completion and submission of applications to SEC
- Alerting parents and students to accommodations granted hard copy of these were sent home
- Compiling of PPPs on behalf of students allocated SNAs and submission of same to SENO
- Applications for assistive technology on behalf of eligible students

 Making information available to staff and SNAs about students' difficulties and needs and advising re IEPs and/or Care Plans for these students

- Electronic filing of IEPs and secure filing of sensitive information/ reports made available by parents, agencies etc.
- Liaising with SEC, KIDS, HSE and CAMHS, psychologists and NCSE on behalf of students
- Completion of EIS /DARE forms for students with SEN issues
- Meeting with parents about concerns they/we have regarding their daughters
- Presentation to BOM regarding an intended application for a Special class.
- Constant updating of SEN folder on Office 365

As Year Head to Third Years it was my duty to hold assemblies at the beginning of each term/half-term, monitor and address behaviour issues, be aware of students' diverse needs and intervene and support where necessary, act as an intermediary between students and staff and/or management and track academic progress. I am also part of the Pastoral Care and Critical Incident Teams and the Teaching and Learning Committee.

 Please note that a detailed account of all work done in relation to my AP1 post of responsibility is available for viewing on Office 365

Margaret Daly Assistant Principal I

Ethos Coordinator and Coordinator of the Book Scheme

Part One

- As Ethos coordinator my brief is to show leadership within the Religion Department with particular emphasis on organising and celebrating school liturgical events.
- The school year started out with a staff mass in the prayer room of the morning of August 27th. A booklet was completed and printed for this service.
- A prayer service was held in the social area on August 31st to welcome our first year students to our school.
- The month of September celebrated "Creation" and a notice board was decorated to spread this message.
- The month of November honors our dead and a tree of remembrance was placed in the social area to allow all students and staff the opportunity to place the name of their loved ones on the tree.
- Night lights were available in the prayer room where students were able to light a candle in the memory of a loved one. Candles are provided throughout the whole year.
- We have great pride in our heritage as a Presentation School and on the 18th of November we celebrated the 300th adversary of Nano Nagle's birth in St Mary's Church Listowel.
- Students from all years contributed to the Liturgy of the Word. The school choir sang beautifully and made it a huge success.
- A prayer service was held in the school on 21st of November where invited Presentation Sisters attended to celebrate Presentation Day. Student participation was of a very high standards/readers/musicians/singers.
- A shoe box collection was organized by Miss Chloe Dalton and in all over 130 boxes for Team Hope were collected for the world's most vulnerable children.
- As Ethos coordinator I encourage close links between the school and the local St Vincent de Paul society. The students contributed very generously by collecting non perishable food items and a large number of boxes were collected by representatives of the organization.

- In the first week of December a crib was put up in the social area. On the day of the Christmas holidays 21st of December as is of tradition a prayer service was held and the placing of the baby Jesus in the crib. In the background we had to Advent Wreath and the relevant candles burning for the weeks of Advent.
- Catholic schools week was celebrated by organising theme days ranging from Welcoming Diversity to Intergenerational Day. TY students made St Bridget's crosses and these were given to residents of our local nursing homes. This is an excellent example of our living faith in action.
- Ash Wednesday was celebrated with the distribution of ashes.
- The month of May commences with the setting up of the May alter honoring Our Lady. Candles are lit each morning at the alter for the intensions of the whole school community and in particular for our Leaving Cert students. We as a school community value and cherish the intentions of all we encounter on a daily basis. Therefore in the setting up of the May Alter our belief is that Our Lady is watching and guiding the whole school community. The core values of our school from a religious point of view is the care and nurturing of our students and we believe that by putting up a May Alter we are honoring all that we stand for.
- Preparation for the leaving cert graduation mass commences in early May. A lot of coordination is required with the music, art and religion departments. We regard this occasion as central to our identify as a faith community.

Book Scheme

Coordination of the book scheme is central to the teaching and learning of the school community. Throughout the year the following tasks are carried out:

- The month of June I work closely with students who are appointed to help with the collection, covering and distribution of text books for Junior Cycle Students.
- Distributing books to students who may change subject levels/changing novels for first year students.
- Liaising with Book Reps is ongoing and samples are distributed to subject teachers.
- I spent most of my time dealing with the redistribution of books as a result of misplacement and wear and tear.
- Early May I distribute a book list to my colleagues and on completion this is put up
 on eportal for parents. Senior cycle students buy their books however, they also have
 an opportunity to buy some from the book sale which is held in June in the book
 room.
- A small number of first year students may also choose to buy their textbooks however, the vast majority are delighted to be part of the book scheme.
- With the new JCT most subjects have workbooks these are paid for by the students and the money is collected by me.
- We are also mindful of any students who may be unable to afford books. Therefore, we endeavour always to be mindful of these students and provide said books that have been donated by the book companies and students. This of course is in keeping with the spirit of Nano Nagle who was a champion to the less well off in society.

Gerard Tarrant Assistant Principal I

1. Role: Examination Coordinator Mock Exams and House Exams

The majority of the exam papers were ordered from DEB who also provided free postage labels but tended to be a little more expensive for corrections of scripts. Teachers have expressed satisfaction with having a choice between DEB and Examcraft.

It is important that the LC English exam be completed in the first two days of the Mocks to avoid the long delay that was experienced in the return of scripts this year.

It would also be worthwhile if the school invested in a CD/DVD burner to reduce the cost of ordering extras for the special and aural centres.

2. Exam Entry Returns to the State Examinations Commission

The system in place for the Leaving Certificate students is running smoothly and fit for purpose.

3. Extra-Curricular Coordinator

Students took part in the following sporting extra curricular activities this year; Athletics, Badminton, Basketball, Gaelic Football, Soccer and Swimming. There has been an enthusiastic response from 1st & 2nd years but the decline in 3rd, 5th and 6th year students has continued despite valiant efforts to encourage participation. From a basketball perspective it was encouraging that five new players in 6th year played on our senior team this season.

4. Coordinator of lunchtime activities for Junior Cycle students

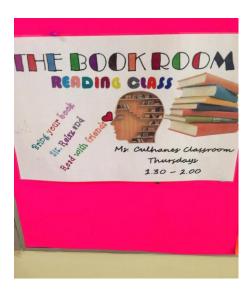
Other extra curricular activities included Debating which was popular thanks to the generosity of the teacher who spent many extra hours working with and preparing the students. Next year there has been a suggestion that some of the older students could be used to introduce the 2nd Year students to the activity.

The introduction of the gardening group was a great success thanks to the selfless work carried out by the obliging SNA and the school caretaker. This activity was adaptive and inclusive and hopefully will continue to develop and expand in more areas around the school next year.

The Book Club, while not as high profile as in previous years, took place in the staff study and was mainly overseen by the senior students.

A new initiative this year at lunchtime was the Mindfulness Colouring on Thursdays and is managed by the students themselves thus increasing their voice under the auspices of the Guidance Teacher.

Further to the success of the Mindfulness other 1st Year students suggested The Book Room Reading Class be set up as well on Thursdays to provide a space where they could have a peaceful environment to read.





Elaine Keane Assistant Principal II Coordinator of Awards event Health Promotion Coordinator

- i. Outline of roles, responsibilities and objectives fulfilled for the period August 2018 to May 2019 (School Year 2018/19)
- ii. Self-Review of progress in regard to the roles responsibilities and objectives.

Progress in fulfilling the role(s), responsibilities and objectives:

As well as the points highlighted below, see appendix 1 for timeline/diary regarding work completed. Appendix 2 provides an overview of 'Wellbeing Week', whilst appendix 3 contains draft plan for the week.

Achievements:

- Organised successful wellbeing week.
- Was impressed with how a core group of students enjoyed HiiT for six weeks after school.
- Helped to organise awards ceremony.

Greatest/significant accomplishments this year:

• The six week programme of High Intensity Interval Training (HiiT).

Examples of how the values (espoused in) the ethos were fulfilled:

 Through my work on the Wellbeing Week, I ensured that I was dedicated to the continued development of Presentation Secondary School, with regard to the full potential of each student, in accordance with the School's Mission Statement.

Contribution to teaching and learning:

- Awards ceremony as a motivator for learning.
- Teaching and learning regarding physical health during wellbeing week.
- Fitness training was in line with the Physical Education curriculum.

Contribution to the organisational advancement of the school:

- From a systems level, I ensured that through Wellbeing Week, a culture of physical wellbeing was promoted at a whole school level.
- Awards Day.
- **♣** In fulfilling the post, how have you contributed to student care, to the development of student voice, to participation and leadership:

- With regards to the voice of the student, we liaised with the Student Council on a number of occasions.
- Liaised with my own classes in order to ascertain what they wanted with regard to health and wellbeing.
- Realised from my interaction with students that they preferred to have their wellbeing and health outside of their lunch hour.
- The fitness training that we had for six weeks succeeded, according to the students as it created routine – on each Wednesday – and therefore, was predictable.
- We also disseminated questionnaires to parents/students with regards to awards.

Support of best practice as set out in LAOS

'The framework defines school leadership by its impact on learning. It sees leadership that is focused on creating and sustaining environments that are conducive to good learning as paramount. Therefore both leadership and management skillsets are considered at all times as serving the school's core work: learning and teaching.'

• I ensured that I used my AP II post, which should be characterised by leadership qualities, in order to maximise the benefits for our students, namely, through teaching and learning (see points aforementioned).

Mary O'Connor Assistant Principal II

Wellbeing Co-ordinator

Progress in fulfilling the role(s), responsibilities and objectives:

Achievements:

Fitness Friday Walk on school grounds. First years attended TY Alcohol Debate final in the Community Centre. Linked with Ger Tarrant to run First Year and Second Year Bog Walks. Carried out staff survey on the Four Aspects of Wellbeing in Schools (Culture, Relationships, Curriculum, Policy and Planning) which was included in the SPHE inspection. Linked with Claire O'Riordan for the Hospice Lunch for staff. Recorded all activities associated with Wellbeing, PE led activities, and external speakers which was included in the SPHE inspection. Recorded all wellbeing suggestions of Wellbeing Cluster Day.

Greatest/significant accomplishments this year:

Fitness Friday Walk, and staff survey on Four Aspects of Wellbeing in Schools

Examples of how the values (espoused in) the ethos were fulfilled:

Fitness Friday Walk, Bog Walks, first years attending alcohol debate all help to support students social, emotional, intellectual learning and mental health which in turn will help develop the full potential of each girl in a pleasant and safe environment

Contribution to teaching and learning:

By planning wellbeing activities, I collaborate with teachers to plan learning experiences that help students to see learning as a holistic and lifelong endeavour and also help students have the skills to modify and adapt their behaviour when required

Contribution to the organisational advancement of the school:

The role of wellbeing co-ordinator complies with and enhances the Wellbeing Policy and allows for the development of initiatives that advance the physical, emotional, social and mental wellbeing of our students.

♣ In fulfilling the post, how have you contributed to student care, to the development of student voice, to participation and leadership:

In fulfilling the post, the wellbeing activities contribute to student care as they are physically active, connected to their school and their friends, will be more resilient, feel respected as they have positive relationships with friends, peers and teachers and feel listened to and valued as their feedback is important. Overall students have enjoyed these activities.

Support of best practice as set out in LAOS

By planning for wellbeing, interactions among students and between students and teachers are respectful and positive, and conducive to learning.

In the area of leading learning and teaching, wellbeing will foster a commitment to inclusion, equality of opportunity and the holistic development of each student.

Bridget O'Connor Assistant Principal II

Examination Timetabling and Teacher Supervision Timetabling

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

- o Set up a blank template timetable for each year group
- Liaise with secretarial staff on subject choices: which subjects could run concurrently
- Download State Examinations Timetable to establish the length of each subject for both LC and JC

- o Copied each 3rd year & each 6th year class timetable for every period of everyday to see which staff members were available for each class period
- o Listed the staff members available for each of the 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.
- Liaise with Muireann O'Sullivan to establish which students needed a special centre
- o Liaise with M O'Sullivan to establish for which subjects each student needed a special centre and state what resources each student was entitled to.
- Made out Examination Timetable for JC subjects and LC subjects keeping in mind the length of exams and the finishing time each day.
- o Timetable break time & lunchtime for every centre
- Liaise with staff members re length of exams for 1st, 2nd, TY and 5th year for each subject
- o Figure out which subjects could run concurrently for non exam classes
- Establish a pattern for subject timetable that suits staff and can roll on by 1 day for each exam period
- o Time tabled each centre to have a supervisor for each exam period

Kay Kennedy Assistant Principal II Health and Safety

I assisted in establishing an orderly, secure and healthy learning environment and maintained it through effective communication with staff and students. Mindful of the values espoused by our ethos,

I ensured that a pleasant and safe environment was maintained at all times throughout the school.

I consistently liaised with staff re.health and safety matters pertaining to their classrooms.

I kept a vigilant day to day eye in the classroom and on the corridors and drew attention to any potential hazards.

Ann O'Neill Assistant Principal II

Coordinator of School Activities

Theme weeks, musical events

Coordinator of Awards Event

- i. Outline of roles, responsibilities and objectives fulfilled for the period August 2018 to May 2019 (school year 2018/19).
- ii. Self review of progress in regard to the roles responsibilities and objectives.

Progress in fulfilling the roles, responsibilities and objectives

- Achievements: Musical events during the school year

Examples: Nano Nagle Mass, Christmas Concert, Music Recitals during Music Week. Music on Awards Day, Graduation Mass, Theme Weeks, Awards Day.

Greatest/Significant Accomplishment this Year:

Meeting the needs of all students in the different musical performances throughout the year.

- Examples of how values (espoused in) the ethos were fulfilled: In the planning of different musical performances throughout the year (Nano Nagle Mass, Christmas Concert for example) care was taken, with frequent discussions with the Principal, SNA's and Teachers that all the needs of the students were met, all inclusive as part of the school ethos. Contribution to teaching and learning working with the Principal and other Teachers along with SNA's in the school in partnership with parents as a means of supporting students' learning and wellbeing.
- Contribution to the organisational advancement of the school.
 School Events: Nano Nagle Mass, Christmas Concert, events which promoted the school.
- In fulfilling the post, how you contributed to student care, to the development of student voice, to participation and leadership.

Musical Events - All students needs were met

Awards Day - Met with students in the Students Council, their views were taken into account.

 Support of best practice as set out in LAOS "The Principal and other leaders in the school value and support partnership with parents as a means of supporting students' learning and wellbeing. They build and maintain good relationships with parents. "The principal and other leaders in the school build good relationships with the wider community."

Jacqueline Normile Assistant Principal II

Coordinator of Library Facility, Numeracy Coordinator and Literacy Coordinator

- iii. Outline of roles, responsibilities and objectives fulfilled for the period August 2018 to May 2019 (School Year 2018/19)
- iv. Self-Review of progress in regard to the roles responsibilities and objectives.

Progress in fulfilling the role(s), responsibilities and objectives:

4 Achievements:

- Extensive research in the following:
 - Good practices relating to literacy and numerous initiatives in schools around the country.
 - Resources available on various websites including 'PDST' and 'jct' websites.
- Upkeep and running of school library.
- Introduction and upkeep of a new Numeracy and Literacy board. (X 2 for Numeracy)
- Formation of a Literacy and Numeracy team. Members include Elaine Hickey, Gemma O Loughlin, Marguerite McSweeney, Claire O' Riordan and Jacqueline Normile.
- Organised the MS Readathon for all first and second years.
- Continuation of 'book in a bag' initiative.
- Literacy initiative C. U. P. S. -Capitals, Understanding, Punctuation, Spelling.
- Making of signs: Distance to specialist rooms to include Office, Graphics & Design room, Sewing room, Cookery room, PE hall, Science labs, Canteen, Art room, Career guidance, etc.
- Produced resources and posters for maths teachers to aid in their teaching of maths.
- Initiated and organised 'Literacy' theme week.
- New marking scheme for Junior Cert produced a poster and laminated one for each teacher and printed one in black-and-white for students. Master copy given to class teachers of first second and third years.
- Worked as a member of a team.
- Cover page for test changed slightly to include AFL/numeracy/literacy.

Greatest/significant accomplishments this year:

I believe the 'Numeracy and Literacy' boards made a big impact – they were both practical and visible.

Examples of how the values (espoused in) the ethos were fulfilled: 'The development of the full potential of each girl in a pleasant and safe environment'

- The school Library is a pleasant and safe environment for students to visit and take time out to read a book.
- By keeping our booklist current and relevant, we help students of all abilities to achieve their potential

Contribution to teaching and learning:

- I informed teachers of resources available in the areas of numeracy and literacy.
- I provided maths teachers with resources that may help in the teaching of literacy and numeracy.

Contribution to the organisational advancement of the school:

As part of the L&M team, I feel I focus on creating and sustaining environments that are conducive to good learning. I also believe that I have used my leadership and management skills to serve the school's core work: learning and teaching.

♣ In fulfilling the post, how have you contributed to student care, to the development of student voice, to participation and leadership:

- I got a number of students (picked at random) from different year groups to fill out a questionnaire (on school library) online and analysed the results.
- I met with small groups of students from different years to discuss if students were happy with the school library and the numeracy & literacy initiatives that are being conducted in the school at present and what new initiatives they would like to see introduced.

Support of best practice as set out in LAOS

'The framework defines school leadership by its impact on learning. It sees leadership that is focused on creating and sustaining environments that are conducive to good learning as paramount. Therefore both leadership and management skillsets are considered at all times as serving the school's core work: learning and teaching.'

- I feel I supported best practice as set out in LAOS by focusing on creating and sustaining environments around the school that are conducive to good learning by;
 - developing numeracy and literacy boards that are visible to all students.
 - changing the content of the boards on a regular basis.
 - Setting problems/challenges for students to complete
- I also feel I supported best practice as set out in LAOS by providing Maths teachers with suitable teaching aids and resources to aid in their teaching.

Eileen Counihan Assistant Principal II Year Head to 2nd and 5th Years

During this academic year I developed a strong working relationship with the students in these year groups. I organised assemblies every half term and met with parents at the beginning of the school year. I introduced myself and my role for the year ahead to the parents.

Throughout the year I provided care and support to those who were vulnerable in any way. Students were encouraged to approach me or class tutors during the school day. Class tutors were an enormous help to me particularly in 2nd year where more issues arose than in 5thyear. Class tutors carried out the bullying sociogram and passed on information to me.

In dealing with difficult situations I implemented the behaviour code , liaised with the principal and guidance counsellor. I facilitated referrals to the guidance counsellor. I managed these situations in a manner that demonstrated fairness and equality. I resolved conflict fairly and took time to reflect on decisions before action was taken. I was guided by and referred to the Ceist Charter and the Looking at our Schools documents.

I acknowledged achievements and offered support. I valued highly the student voice in my assemblies. I listened to the students and passed these concerns on to management. In accordance with the ethos of our school the girls were encouraged to realise their full potential and to treat each other with respect and dignity.

I promoted a culture of continuous improvement by supporting colleagues and students . I reviewed academic progress after in house tests and informed parents of concerns .I met with parents and dealt with parents gently and respectfully and build up a relationship with them as the year progressed. I worked with newly qualified teachers by going into their classes to reiterate the behaviour code in order to enhance teaching and learning. I dealt with concerns from teachers regarding absenteeism, academic performance and overall wellbeing of the girls.

Norma Dowling Assistant Principal II

Programmes Coordinator

Appendix 3: Annual Report to Inform Review

1. Outline of Roles, Responsibilities and Objectives fulfilled for the period August, 2018 to June 2019

The following is a report on the roles and responsibilities performed by Norma Dowling as Programmes Coordinator in the academic year 2018-2019. This involves the coordination of the Transition Year Programme (TY), the Leaving Certificate Vocational Programme (LCVP) and Leaving Certificate Applied Programme (LCA). The report is completed by Norma Dowling

The report has been prepared in three sections as follows:

- 1. Roles and Responsibilities
- 2. Self-Reflection
- 3. Vision and Improvements for the future.

Roles and responsibilities have been complied under following headings:

- Leading Teaching and Learning
- Managing the Programmes
- Programmes Development

1. Roles and Responsibilities

Leading Teaching and Learning

- Provided the Transition Year students with an introductory activity to build team spirit.
- Researched possible activities, workshops, guest speakers, and educational opportunities on behalf of the students in the aforementioned programmes.
- Arranged excursions for the students which included pricing, transport, payment, preparation of risk-assessment and arranging supervision of the trip.
- Organised activities aimed at fostering a culture of inclusion between the three programmes by arranging activities which bring the students together.
- Assisted the transition year students with the organisation of the Halloween quiz for students
- **Assessment:** Arranged assessment of the Transition Year class as follows: Portfolio Assessments were carried out with the Transition Year Students. The post holder prepared the timetable, informed parents, students and teachers of the process.
- **Reporting:** Following the Transition Year Portfolio Assessments, the post holder worked with the school secretary to prepare the results and to inform students and parents of the results.
- Together with their Year Head arranged and attended the Transition Year Annual Trip.

• Organised the Seachtain Na Gaeilge activities.

Communication:

- Held Transition Year and LCA team meetings at lunchtime.
- Communicated with the LCVP class teacher.
- Co-presented a parent information evening for Transition Year parents and students with the principal and Transition Year Head.
- Held Meetings with the principal of a local special school and arranged for the Transition Year class to participate in an extensive sign-language project as part of their work experience.
- Compiled reports on school programmes namely, TY, LCA, and LCVP for the Board of Management meetings throughout the school year.
- Attended a PDST workshop in Tralee Education Centre. The topic was Transition Year Planning. The resources from the course were uploaded in to the Transition Year folder. Teachers were informed by email.
- The post holder gave updates of Programmes at Staff Meetings.
- Results of the Portfolio Assessment were given to parents and students in January and May, 2019 at the parent-teacher meeting.

Managing the Programmes

- Managed the collection and storage of administrative forms on behalf of the students.
- Organised the Garda Vetting of students with the school principal
- On the school open night the post holder supervised the running of the Hair and Beauty Room. The post holder and some nominated students addressed parents and students informing them about the LCA programme.
- The post holder addressed the Board of Management of the school during a board meeting to inform them about the application process for incoming Transition Years for the academic year 2019-2020. Analysis of the results followed this process.
- Updating the school calendar on the staff shared space on Microsoft Office with programme activities especially Transition Year activities was ongoing throughout the school year. This involved managing the calendar dates and times, communicating with management, teachers, office staff, caretaker, students and parents.

Management of Assessment

- Coordinated the administration of the Leaving Certificate Applied (LCA) Task Examinations and Oral examinations. This involved managing the State Examination Commission (SEC) correspondence and arranging the schedule for the task interviews, communication with the examiners, teachers, management, office staff, students, parents and the school caretaker.
- Tasks and key assignments were collected and stored
- Made arrangements with the State Examinations Commission (SEC) for students whose interviews had to be postponed.
- Took student wellbeing into consideration by offering additional support to students during examinations where necessary.
- Greeted examiners upon arrival at the school.
- Inputted of LCA results in the Official State Examinations (SEC) Computer System twice a year.

- Managing the Transition Year budget was a significant part of the post holder's role.
 It involved having ongoing meetings with the school principal, the Year Head and the school secretary.
- LCA 2 students were presented with their official results for Session 1 and 2.

Programmes Development

- Continuous Professional Development (CPD): The post holder has done at least 12 hours of CPD during the school year.
- A process of self-evaluation was carried out with student, parent and teacher surveys of the Transition Year Programme. This, also, facilitates student voice within the programmes.
- The Social Justice experiences of the Transition Year Students has given the students the opportunity to experience what some of the core values of the guiding vision of the school mean in essence to cherish all members of a community.
- I, with the school principal, have hosted two parent information evenings during the school year not only to impart information but as a way of building relationships with the parents in the school.
- I attended a Transition Year coordinators night in the Education Centre in Tralee and I have become a member of a Transition Year Coordinators' network.
- I have invited teachers that are new to the school to become involved in the various activities in the programmes with a view to developing leadership capacity within the programmes.

2. Personal Reflection

- I have aimed to ensure the continuation of the programmes in the school and in so doing to promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment.
- Helping students and their parents make informed decisions in the selection of suitable programmes is an essential part of my role in helping to foster a commitment to inclusion, equality of opportunity and the holistic development of the students in the programmes. I am more aware now of the challenges that this presents and will have to carry out research in this area.
- Learning and Teaching should not be confined just to 'classroom walls', in my opinion. Students should be given both curricular and extracurricular learning opportunities. The Transition Year, LCA and LCVP programmes are examples of this and I appreciate that I have been part of those Learning and Teaching Experiences for the students.

3. Vision and Improvements for the Future.

• More emphasis must be placed in coordinating teaching methodologies, in particular active learning methodologies, within the programmes to give the students the opportunities to develop the skills and attitudes necessary for lifelong learning

- **Timetabling of Activities:** The post holder would like to improve the distribution of the activities across the school year
- **Annual Trip:** This needs to be reviewed as students' experiences have changed significantly and the trip must be appealing to the students and parents.
- Assessment and Reporting of TY: Currently the port-folio assessment system is very effective. However, the post holder would like to explore more systems of assessing the portfolios and classwork in TY to make the process more time-efficient.
- **Garda Vetting:** This is proving to be a very time-consuming process and is causing significant delays with social justice and work experience placements. The Transition Year team have now made it part of the application process in the programmes.
- Coordination of the Three Programmes: More detailed planning is required to be more economical in the arrangement of guest speakers and activities to ensure the students in the three programmes, TY, LCVP and LCA, would benefit from them.
- **Inclusion:** More inclusion of LCA students with their peers in other programmes would be very beneficial to their wellbeing.
- Leaving Cert Applied Key Assignments: The system for the collection of key assignments must be reviewed.
- **LCVP** The post holder would like to work with the LCVP teachers to ensure that the excellent, well-established programme in the school continues to get be publicised and supported.

Presentation Secondary School Listowel Board of Management Tuesday 21st August 2018 Agreed Report

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

17% of students achieved over 500 points (2018 National Average 11.9%)

38% achieved over 400 points (2018 National Average 35.9%)

88% achieved over 300 points (2018 National Average 60.9%)

66% of the Leaving Cert Applied Students achieved distinctions

- The Board welcomed our new staff and the European students who will be with us for the year 2018-2019
- The Board ratified the Admissions Policy 2018-2019. The policy will be available on the school website.
- The Board ratified the Behaviour Code 2018-2019. The policy will be available on the school website.
- The Board ratified the Acceptable Use Policy 2018-2019. The policy will be available on the school website.
- The Board ratified the Policy on the Supervision of Students.
- The Board discussed the implementation of the new General Data Protection Regulations. The Privacy Notice to students and their parents/guardians will be placed on the school website
- The Board will complete the checklist for the Annual Review of the Anti-Bullying Policy at the September meeting
- The Board ratified the Child Protection Procedures for the School year 2018-2019 The Chairperson signed the four Child Protection Policy Templates. The Templates will be available on the school website.
 - 1. Child Safeguarding Statement
 - 2. The Board approved Eileen Kennelly as DLP and Margaret Walsh as DDLP for Child Protection issues
 - 3. Checklist for Review of the Child Safeguarding Statement
 - 4. Notification regarding the Board of Management's review of the Child Safeguarding Statement
- The Board completed the Child Protection Oversight Report for August 2018
- The Board ratified the Health and Safety Policy Statement 2018-2019

- The Board was informed that the Critical Incident Policy for 2018-2019 will be reviewed by the Pastoral Care Team
- The Board discussed the policy schedule for the year 2018-2019.
- The Board reviewed the challenging financial position of the School. The Board approved the holding of a Monster Bingo in November to finance the upgrading of the Computer Room.
- The Board Completed the School Self Evaluation Legislative and Regulatory Checklist.
- The Principal updated the Board on Teaching and Learning issues for 2018-2019 including developments regarding the new Junior Cycle.
- The Board thanked the teachers involved in the school based action research project called 'Forbairt'. This project forms the basis for our School Self Evaluation and School Self Improvement Plans for 2018-2019
- The Board approved the School Self Evaluation Plan 2017-2018 and School Improvement Plan 2018-2019.
- The School Self Evaluation Plan for the community will be available on the school website. In the coming year we will be engaging with students and parents in relation to Reporting, the systems and structures that we have in place to report on student progress across the school year.
- The Board will approve the Strategic Plan for the school 2018-2023 at the September meeting. The document will be available on the school website.
- The Principal will present the Annual Report 2017-2018 to the Board at the September meeting. The Report will be available on the school website.
- The next meeting will be held during the Wednesday 26th September 2018

Presentation Secondary School Listowel Board of Management Thursday 20th September 2018 Agreed Report

- The Board warmly congratulated the staff, students and parents on the excellent Junior Cert results.
- The Board approved the Annual Report for 2017-2018
- The Board approved the Strategic Plan for the school 2018-2023
- The Board discussed the implementation of the new General Data Protection
- The Board completed the checklist for the Annual Review of the Anti-Bullying Policy at the meeting. The Board had a discussion on bullying. The Respect and Dignity Policy (Anti-Bullying Policy) will be monitored by the Year Head Team.
- The Board completed the Child Protection Oversight Report for September 2018

- The Board discussed the Review of the School Policy Schedule
- The Board will discuss the Draft Faith Policy at the October meeting
- The Board initiated the review of the Substance Abuse Policy. The current Policy was approved in April 2016 and is due for review this academic year
- The Board reviewed the challenging financial position of the School. A Monster Bingo will take place on 18th November to finance the upgrading of the Computer Room.
- The Board expects the School Accounts for 2017-2018 to be presented at the October meeting
- The Principal updated the Board on Teaching and Learning issues for 2018-2019 including developments regarding the new Junior Cycle.
- The Principal informed the Board about all school activities since the last Board meeting
- The next meeting will be held the Thursday 25th October 2018

Presentation Secondary School Listowel Board of Management Wednesday 7th November Agreed Report

- The Board completed the Child Protection Oversight Report for October/November 2018. Members of the Board will complete the PDST and Tusla online Child Protection courses.
- The Board discussed the Review of the School Policy Schedule, a number of draft policies will be circulated to the staff, parents and students shortly.
 - ♣ The Draft Faith Policy
 - ♣ The Draft Wellbeing Policy
 - ♣ The Draft Substance Use Policy
 - ♣ Draft Digital Strategy
 - ♣ Draft Assessment Policy
- Following advice from the JMB, advisors to Boards of Management, all schools have been asked to alter section 8.2.b, of the Behaviour Code, 'the Board will nominate two member's has to be replaced with the following:

8.2.b At its next meeting the Board will meet with the parents/guardians (students if over 18) to hear the appeal

8.2.c If the Board decides to remove the suspension, the record of the suspension will be removed from the student's file. If the Board approves the suspension then the suspension will stand.

The Staff, Chairperson of the Parents' Association and the Head Girl/Deputy Head Girl have been informed of the change in the Code

- The Board reviewed the challenging financial position of the School. A Monster Bingo will take place on 18th November to finance the upgrade of the Computer facilities. The Board thanked the IT Coordinator for the work done to facilitate the upgrade.
- The Principal updated the Board on the new building development.
- The Programmes Coordinator's Report was presented to the Board.
- The Board approved a fundraising initiative called 'Split the Bucket'
- The Board approved the proposal for the 5th and 6th Year History students to visit Berlin at the end of February 2019.
- The Board will approve the School Accounts for 2017-2018 at the next meeting.
- The Principal updated the Board on Teaching and Learning issues
- The Principal informed the Board about all school activities since the last Board meeting
- The Principal updated the Board on the Leadership and Management Team meeting and on the School Self Evaluation/School Improvement plans in particular the plans regarding Reporting
- The next meeting will be held on Wednesday 12th December 2018

Presentation Secondary School Listowel Board of Management Wednesday 12th December 2018 Agreed Report

- The Board completed the Child Protection Oversight Report for December 2018.
- The Principal informed the Board about the upcoming Child Protection Inspections which will commence in Spring 2019
- The Board discussed the Review of the School Policy Schedule, a number of draft policies will be circulated to the staff, parents and students shortly.
 - ♣ The Draft Faith Policy
 - ♣ The Draft Wellbeing Policy
 - **♣** The Review of the Substance Use Policy
 - ♣ Draft Digital Strategy
 - ♣ Review of the SEN policy in light of the DES 2017 SEN Circular
 - ♣ Review of the Assessment Policy in light of the New developments in Junior Cycle

- The Board approved the School Accounts for 2017-2018
- The Principal updated the Board on the new building development.
- The Programmes Coordinator's Report was presented to the Board.
- The Board approved to continuation of the fundraising initiative called 'Split the Bucket' after Christmas
- The Principal updated the Board on Teaching and Learning issues
- The Principal informed the Board that the 2018 Junior Cycle Profile of Achievement Certificates will be presented to the students who sat the Junior Cycle in June 2018 on Monday 17th December.
- The Principal informed the Board that 3rd Year Classroom Based Assessments and Assessment Tasks in English and Business have been completed.
- The Principal informed the Board about all school activities since the last Board meeting
- The Board will review the School Self Evaluation and School Improvement plans at the January meeting
- The next meeting will be held on Wednesday 30th January 2019

Presentation Secondary School Listowel Board of Management Tuesday 26th February 2019 Agreed Report

- The Board wishes the U16 Badminton Team every success on the All Ireland Finals on March 20th
- The Board wishes the Senior History students and teachers well on their trip to Berlin beginning on Thursday 28th February.
- The Board completed the Child Protection Oversight Report for February 2019
- The Board completed the Annual Review of Child Protection Procedures. All members of the school community were informed about the review and the documentation regarding the February 2019 review will be circulated.
- The Board reviewed Policy Development as part of the Child Protection Review The following polices will be developed
 - ♣ Policy on one- to- one teaching/meetings
 - ♣ Policy and Procedures for use of external personnel
 - ♣ First Aid Policy
 - Communication Policy with parents (fixtures/venues/ times/changes, etc.),

- ♣ School Policies, Policy on teachers being present with external personnel
- No unsupervised access to students
- **♣** RSE Policy for senior school students
- **♣** BOM Recruitment Policy, Statutory Declaration, Vetting, Registration Teaching References, Induction, Training, Child Protection Procedures
- ♣ Policy and Procedures for visitors, contractors **during** school hours
- ♣ Policy and Procedures for visitors, contractors after school hours
- Policy in respect of students undertaking work experience at the school.
- Induction Policy, Training, Vetting and Statutory Declarations
- The Principal updated the Board on the new building development.
- The Board will approve the School Budget for 2019-2020 at the next meeting.
- The Board decided to increase the cost of the Book Rental Scheme from €120 to €130 for the school year 2019-2020.
- The Board acknowledges the extra tuition time being given to students by staff outside of school hours. The Board appreciates the commitment and dedication of staff to students.
- The Principal updated the Board on the 'Split the Bucket' fundraising initiative. The Board congratulated the winners of the draw to date.
- The Principal updated the Board on all Teaching and Learning issues
- The Principal informed the Board about all school activities since the last Board meeting
- As part of the Wellbeing programme in the school Seamus Whitty's workshops will take place again in March and April.
- The Principal informed the Board about work being in the school to comply with the Reporting Guidelines March 2018 and the implementation of the Forbairt project recommendations. A whole school survey of students (Battelle For Kids) will take place as part of the SSE process in the school.
- The next meeting will be held on Tuesday 2nd April 2019

Presentation Secondary School Listowel Board of Management Thursday 11th April 2019 Agreed Report

- The Board congratulated the U16 Badminton Team on their All Ireland Final Silver Medal success on March 20th
- The Board congratulated the 1st Year Basketball team on reaching the All Ireland Play off in Kanturk on 9th April.
- The Board completed the Child Protection Oversight Report for March 2019

- The Board reviewed Policy Development. The Assessment policy is under review at present with a view to including all the new Junior Cycle developments.
- The Principal updated the Board on the new building development.
- The Board approved the School Budget for 2019-2020.
- The Board reviewed the school finances.
- Every three years the Board approves the tendering process for the canteen contract, The Principal informed the Board that the process is under way at present.
- The Principal updated the Board on the 'Split the Bucket' fundraising initiative. The Board congratulated the winners of the draw to date.
- The Principal updated the Board on all Teaching and Learning issues
- The Principal informed the Board about all school activities since the last Board meeting.
- The Board thanked Catherine Kennedy and Marguerite McSweeney for the CPR workshop conducted with staff and also for training up all of the students in CPR
- The Principal updated the Board about the School Self Evaluation Process and 'Looking At Our School's A whole school survey of students (Battelle For Kids) has taken place as part of the SSE process in the school.

The Board invited the Student Council and the Parents' Association to meet with the Board at the next meeting in May to review the year.

• The next meeting will be held on Tuesday 21st May 2019

Presentation Secondary School Listowel Board of Management Tuesday 21st May 2019

The Board invited the Student Council and the Parents' Association to meet with the Board.

The Executive of the Student Council Megan O'Sullivan, Laney Clancy, Gabrielle Kiely, Mairead Barry and Aibhín O'Neill presented an excellent report to the Board. The students also answered questions that the members of the Board put to them. The Board thanked the girls for their contribution.

The Student Council presentation will be included in the Annual Report 2018-2019.

Members of the Parents' Association met with the Board, Deirdre O'Neill, Eilis Walsh Caroline Foran and Mary O'Carroll engaged with the Board in a lengthy discussion on a number of issues regarding the strengths and challenges of the school.

The strengths identified:

♣ The parents praised the excellent communication between the school and the parents through individual meetings, evening information meetings, emails, texts, letters on the website, social media and the availability of management and staff to meet with parents at short notice. It was pointed out that this engagement with parents is very much appreciated by the parent body.

The challenges identified were:

- ♣ The financial pressures on parents, the new online payment system is sending a lot of text messages to parents at present. The Principal spoke about the individual discussions that take place with parents, family discounts offered, the availability of 'School Books Grant Scheme for Needy Pupils' and the financial pressures on the school to stay within budget.
- ♣ Affirmation practices in the school: the Awards Day was discussed, parents wondered if a limit of one subject department award per student could be adopted in 2019-2020. It was also suggested the TY class be included in the overall 'Class of the Year Award'.
 - The Principal highlighted the that fact that 183 awards were given out on the Awards Day. She also highlighted the other affirmation practices in the school apart from the Awards Day, the Merit Card, the Merit Stampers, formative feedback given to students on an ongoing basis the Improvement Card and the *Hidden Hero Letter* for parents
- The 6th Years Debs was discussed, it was agreed by all present that a Summer Debs would be more suitable rather than an October event. The Principal reminded all present that the school is not responsible for the Debs event at all. It was suggested that the Parents' Association in all 3 post primary schools in the town could meet to discuss the matter.
 - ♣ A discussion took place regarding the school uniform re how short some of the girls wear the skirts, the Principal informed the parents' Association members that she is looking into the issue.
- → The Principal suggested that the Board of Management consider meeting with the Parents' Association at another time of the year as well as the May meeting. The Board will invite the Parents' Association to meet with the Board before Christmas every year from now on.

BOM Agreed Report

- The Board wished the 3rd and 6th Year students well in their state exams. The Board thanked their teachers for their commitment and professionalism in supporting the students.
- The Board completed the Child Protection Oversight Report for April 2019
- The Board approved the' Policy & Procedures for the use of external persons to supplement delivery of the Curriculum' document. The Board will approve the Review of the Substance Use Policy at the June meeting.
- The Board approved a Review of the Behaviour Code which will begin in September
- The Principal updated the Board on the new building development.

- The Board reviewed the school finances.
- The Board approved an application for the DES Summer Works Scheme
- The Principal updated the Board on all Teaching and Learning issues
- The Principal informed the Board about all school activities since the last Board meeting.
- The Draft Annual Report for 2018-2019 will be presented to the Board in June, the Final Draft will be approved by the Board in August 2019.
- The next meeting will be held on Tuesday 11th June 2019

Presentation Secondary School Listowel Board of Management Tuesday 21st June 2019 Agreed Report

- The Board of Management expressed its deepest sympathies to the family of the late Anne Dillon, former Deputy Principal, on her passing.
- The Board completed the Child Protection Oversight Report for May 2019
- The Board approved the Review of the Substance Use Policy.
- The Principal presented the School Self Evaluation and School Improvement Plan 2018-2019 to the Board, the Board will discuss it again at the August meeting.
- The Principal presented the Board with the Principal's Report on Leadership and Management, in compliance with Circular 03/2018 to the Board.
- The Board discussed health and safety matters in relation to the school entrance
- The Board reviewed the school finances
- The Principal updated the Board on all Teaching and Learning issues
- The Principal informed the Board about all school activities since the last Board meeting.
- The Final Draft of the Annual Report 2018-2019 will be approved by the Board in August 2019.
- The next meeting will be held on Tuesday 20th August 2019

Board of Management Presentation on Special Class

SEN Coordinator's Presentation to the Board of Management January 2019

Application for the Special Class

A total of 34 students are availing of LS this year. That is approx. 10.3% of the student cohort. 8.8% of the 34 students availing of LS fall within what is called the moderate range. This is based on evidence provided by psychological assessments.

Students with Mild General Learning Difficulties (MGLD) have significantly below-average general intellectual functioning. This is reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment. MGLD may also manifest itself in delayed conceptual development, difficulties in expressing ideas and feelings in words, a limited ability to abstract and generalise content learnt, limited attention-span and poor retention ability, slow speech and language development, difficulty adapting to change and an underdeveloped sense of spatial awareness. Students may experience difficulty with reading, writing and comprehension and have poor understanding of mathematical concepts. A student with MGLD is likely to struggle with the content, process and presentation of his/her work.

Some students may display poor adaptive, inappropriate or immature personal behaviour, low self-esteem, emotional disturbance, general clumsiness and lack of co-ordination of fine and gross motor skills. Students' self-esteem can be affected, particularly when they enter post-primary provision, which may result in unacceptable behaviour as a way of avoiding failure. Insofar as Intelligence Quotient (IQ) may be used as an indicator of MGLD, such students' cognitive functioning's range from *IQ 50 to 70* on standardised IQ tests.

A student with a <u>moderate general learning disability</u> is likely to display significant delay in reaching developmental milestones. These students may have impaired development and learning ability in respect of basic literacy and numeracy, language and communication, mobility and leisure skills, motor co-ordination and social and personal development. Many students with moderate general learning disabilities may have difficulties with the length of time for which they can concentrate on activities, with generalising and transferring knowledge across situations and with processing input from more than one sense at a time. Insofar as IQ (Intelligence Quotient) may be used as an indicator of moderate general learning disability, such students' cognitive functionings range from <u>10 35 to 50</u> on standardised IQ tests. Many students may have accompanying impairments such as physical, hearing or visual impairment, autistic spectrum disorders (ASDs) and emotional disturbance or impairment in communication skills.

** We must remember that each student with a MGLD (mild or moderate) has different strengths, learning style, personality and varied interests and the same need for affirmation and success. In order to facilitate this to the best of our ability we believe that it is incumbent on us, at this point, to apply to the department for a SPECIAL CLASS.

1	IQ	41
2	IQ	40
3	IQ	40
	-4	10

4 IQ COULDN'T BE DETERMINED DUE TO DISCREPENCIES IN INDICES
THAT DETERMINE FSIQ. SHE FALLS WITHIN THE BORDERLINE RANGE OF
INTELLECTUAL FUNCTIONING [70 – 79] THIS STUDENT PERFORMED QUITE

POORLY IN THE NGRT SC ST1 AND PC ST2 A HIGH LEVEL OF DIFFICULTY WITH LITERACY. HER READING AGE IS 7:7

SSE 2019 – 2020 Reporting

The NCCA document on "Ongoing reporting and effective teaching and learning" will form the basis of our school self-evaluation 2019-2020.

School Self Evaluation/School Improvement Planning 2019-2020

NCCA Reporting Guidelines March 2018



Reporting should (2019-2020)

- ♣ Provide information on a broad range of achievement
- ♣ Be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach

Staff Document on Reporting February 2019

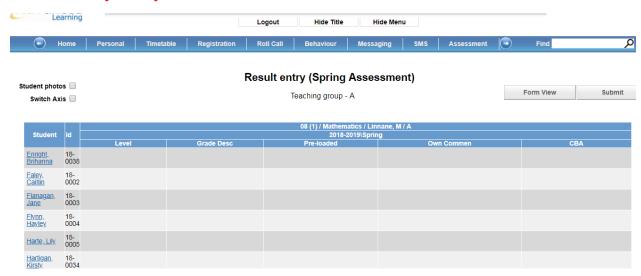
In line with the reporting guidelines March 2018, we are looking at the guiding principles underpinning reporting in the new junior cycle as part of the SSE 18/19. We are focusing in on

- Encourage authentic engagement with parents
- Provide opportunities for students through feedback to reflect on their learning

The feedback and reporting on ePortal will commence for the February exams 2019. Students in Junior cycle at present are studying a combination of the old Junior cert syllabus and the New Junior Cycle specifications.

Our ePortal will reflect this. We are including the JCT examples of suggested comments. Additionally, teachers may choose to draft their own feedback.

New Junior Cycle Layout:



Layout for subjects still doing the Old Junior Certificate:

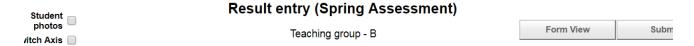
Result entry (Spring Assessment)

Teaching group - A

Form View

		08 (3) / Mathematics / Linnane, M / A				
Student	ld	2018-2019\Spring				
		Level	MARK	GRADES	Pre-loaded	Own Commen
Barry, Shauna Ellen	16- 0034					
<u>Cahill,</u> <u>Saoirse</u> <u>Louisa</u>	16- 0001					
Fitzgerald, Ciara Mary	16- 0005					
Griffin, Aoife	16- 0011					
Hennelly, Eve	16- 0043					

TY, Fifth year, Sixth Year, LCVP, LCA Layout



				02 (2	2) / Mathematics / Linnane, M / B			
Student	ld	2018-2019\Spring						
		Level	MARK	NEWLC+LCVP	Pre-loaded	Own Commen		
Cahill, Alison Mai	14- 0021							
Costello, Rachel Dorothy	13- 0010							
Fitzell, Caroline	13- 0038							

The 'NEWLC+LCVP' drop-down menu contains the new grading system for the Leaving Cert i.e H1, H2, O1, O2, etc.

The following positive statements have been pre-loaded into the 'Pre-loaded' drop-down menu:

- has made great progress across the curriculum this term
- has made good progress across the curriculum this term
- takes pride in her learning and completes assignments to a high standard
- takes pride in her learning and completes assignments to a good standard
- It has been a pleasure working with this student this term, she has a positive attitude towards learning
- an enthusiastic learner and always tries her best
- puts evident effort into her work and shows perseverance when faced with difficulties
- has a positive attitude to problem solving and tackling new challenges
- hard work and produces quality results
- actively engages in learning, working carefully and conscientiously
- well individually and with others and demonstrates positive behaviour
- effectively asks and answers questions in class
- shows strong knowledge and application of learning gained in my class
- Would benefit from greater application to work
- Needs to pay closer attention to homework
- She has grown in confidence and is developing her oral communication skills
- Her attitude and commitment to work is admirable
- Displayed good research skills
- Is a consistent student who shows great enthusiasm for this subject
- Is a very organised student and works well in groups and individually
- Participates in rich discussions in class and has developed her listening skills
- Displayed a good indication of being connected and aware of her learning in this area Excellent result, shows great interest and application
- Very pleased with work and progress
- Improving, making good progress
- Capable of improved results with greater application
- Finds the subject difficult, should consider Ordinary Level
- I recommend Ordinary Level
- Poor attendance hindering progress

Aim to give a positive statement and a goal for them to strive towards:

For teachers who wish to make their own comment, here are some sentences for positive goal setting statements which could start with:

She would benefit from ...

She needs to pay closer attention to ...

One area for improvement could be...

They have been pre-loaded into the 'Own Comment' section. You also have the option of writing the comment without using the above starter sentences.



If a teacher wishes to use one of the above to start a comment, they select the comment, click

Add Comment and Close Window . You can then add your own comment to it. You can also write your own comment from start if you wish.

Note: As there is a maximum of 100 characters, teachers need to be aware to not exceed this as longer comments cause problems printing.

Letter to the Parents regarding Reporting November 2018



Meanscoil na Toirbhirte

Presentation Secondary School

Lios Tuathail Co. Chiarraí Listowel Co. Kerry

19th November 2018

Dear Parent/Guardian,

I am writing to you to share some of the proposed changes on how we will report your daughter's progress in junior cycle this session.

We have a parents' meeting scheduled for <u>Thursday 29th November 2018 at 6.30pm</u> when we would like to share the proposed changes in some more detail.

Changes to reporting in new junior cycle subjects

Reporting about your daughter's progress for new junior cycle subjects will be ongoing throughout the year and help you and your child to understand and discuss learning.

Reporting will provide:

- information about your daughter's strengths and next steps in their learning
- an opportunity for you to talk to your daughter about their progress
- an opportunity for you to give your views on your daughter's learning
- an opportunity for your daughter to give their views on their progress
- an opportunity to discuss how you can support their next steps in learning.

You will be informed about how your daughter is progressing in various ways, such as

- through teachers' comments on their work
- parents' nights when you can speak to your daughter's teacher(s)
- the yearly report, which details progress made, strengths and next steps
- 🕹 open days
- student-led parent/teacher meetings
- Learning logs in which your daughter will record how they are getting on in their learning
- E- portfolios your daughter will gather their work in an electronic portfolio

Reporting will also include information on the wider achievements that your daughter has gained and describe strengths and areas for development.

The reporting process will also describe any additional support that your daughter may need and how you can help.

We look forward to seeing you at the meeting when we will have the chance to discuss these changes in more detail

Yours sincerely,

bíleen Kennelly

Principal |

Fax 068 22103 E-mail Pressec@indigo.ie

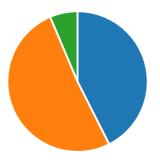
Phone 068 21452

First Year End of Year Survey

1. Have you enjoyed First Year?

More Details





2. What have you enjoyed about being a First Year?

more freedom, moving classroom

new friends and trying new subjects

more independents

new subjects to choose from

all the activities we got to do

we got to do a lot of outside school activities and it was cool having new class mates

trying new subjects

All the fun things we get to do like being in the choir or school activities like football matches

new subjects and new teachers and meeting new people.

new subjects

trip and talks

lots of things

met new people

Different classes, more activities like Gaelic Football

new subjects/friends

new teachers every 40 mins

meeting new people and I liked moving around the classes

a new experience

the music trip

meeting new friends
more independence
having lockers and more freedom
art and have lunch with my friends
3. What did you find difficult about being a First Year?
some of the work was hard
studying for exams
The tests & some of the subjects
some subjects are really hard
the exams and making new friends
not fitting in and finding subjects hard
the subjects got a lot harder
A big change from primary / subjects got harder
settling in, homework studying and tests.
exams in every subject
the homework , science
tests
the exams
new subjects
finding time to study
finding time to do homework
having to be more involved in school work

4. Did you find it easy to make friends?

More Details





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

More Details





6. If you did experience bullying, what kind of bullying did you experience?

being left out and ignored

I didn't experience bullying

none

exclusion

I didn't experience any bullying

no

no