



Presentation Secondary School Listowel Annual Report 2020 – 2021

C E I S T

Catholic Education
An Irish Schools Trust



Contents

Section 1: Ethos – Leading School Development.....	4
Mission Statement.....	5
Introduction.....	6
Ethos Coordinator/Faith Development.....	7
Catholic Schools Week.....	8
Section 2: Student Support and Guidance – Learner Outcomes and Learner Experience...9	
Student Council.....	10
Student Council Report to the Board of Management.....	12
Wellbeing.....	12
Anti-Bullying Initiatives – Sociogram.....	14
Child Safeguarding Statement and Risk Assessment Policy.....	17
Le Chéile Review Team Report.....	19
Class Tutor and Year Head Supports.....	24
Section 3: Community – Leading Leadership Capacity.....	26
Parents’ Association 2020-2021.....	27
Section 4: Curriculum Teaching and Learning – Individual Practices and Teacher Collaborative Practice.....	29
The School Curriculum.....	30
Transition Year Activities.....	31
Transition Year Survey	33
Programmes Co-Ordinator Report.....	39
Art Department Annual Report.....	41
Business Department Annual Report.....	50
English Department Annual Report.....	63
Gaeigle Department Annual Report.....	72
Geography Department Annual Report.....	80
Guidance & Counselling Department Annual Report.....	88
History Department Annual Report.....	117

Home Economic Department Annual Report.....	122
Mathematics Department Annual Report.....	129
Modern Foreign Language Department Annual Report.....	140
Music Department Annual Report.....	147
Physical Education Department Annual Report.....	154
Religion Department Annual Report.....	161
Science Department Annual Report.....	171
SPHE Department Annual Report.....	191
SEN Department Annual Report.....	198
Technical Graphics Department Annual Report.....	200
Section 5: Resources and Administration – Managing the Organisation.....	205
Covid Response Plan.....	206
Staff Teams.....	
School Finances.....	
Enrolment Trends.....	
Social Media Platforms.....	
Section 6: Managing the Organisation – Leading School Development and Developing Leadership Capacity.....	213
School Planning.....	213
School Self Evaluation.....	213
School – improvement Plan.....	213
Presentation Secondary School Listowel Strategic Plan 2018-2023.....	214
Self Evaluation and School Improvement Plan 2020-2021.....	228
The Principals Report on Leadership and Management.....	270
Board of Management Agreed Reports.....	300
Lead Worker Representative Report.....	308

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.

Introduction

This annual report is a review of the experiences and the work that took place in Presentation Secondary School in the school year 2020-2021 which has been over-shadowed by the deadly and unprecedented corona virus-Covid 19. The creation of this document is a collective effort where all the voices of the school community have an opportunity to be heard namely, the school principal, the deputy-principal, the school staff-both teaching and non-teaching, the students and their parents. It is also, a statement of accountability in school matters and is presented to the school Board of Management upon completion. It forms part of the ongoing school self-evaluation process. Findings and recommendations which arise from it inform the school improvement plan and school planning, in general.

To that end, the structure of this document reflects sections of the school plan. These sections are as follows:

Section 1: Ethos –Leading School Development

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

Section 3: Community- Leading Leadership Capacity

Section 4: Curriculum Teaching and Learning-Teacher Individual Practices and Teacher Collaborative practices

Section 5: Resources and Administration-Managing the Organisation

Section 6: Managing the Organisation –Leading School Development and Developing leadership capacity

All things considered, to fully comprehend our work in this school is to be aware of the core aim which guides it. This aim is above all else, to provide highly effective standards of teaching and learning to our students while being mindful of our role in educating the ‘whole child’. Effective education nurtures and develops the academic, spiritual, physical, social and emotional parts of the child’s life.

Eileen Kennelly, Principal

Norma Dowling Assistant Principal 1

Ethos Coordinator/Faith Development

Communicate the guiding vision for the school and lead its realisation

Coordinate Faith development Policy in conjunction with the school 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

Catholic Schools Week

Sunday 24th to Sunday 31st of January 2021 - Catholic School Week, resources were shared amongst RE teachers and students who were able to engage with resources provided by CEIST and Tomas Kenny. This year's online theme was 'Catholic Schools: Communities of Faith and Resilience'. Each day we uploaded a thought of the day to our Presentation app along with our individual class Teams. We reminded students of the powerful role our Catholic Schools have in the lives of so many people, it can be a source of comfort, care, belonging and strength. Monday focused on Faith, Tuesday focused on Community, Wednesday on Love and Integration, Thursday on Challenges and Friday on Hope. Students reflected individually and as a group, they read and discussed quotes on these topics.

<https://www.catholicschools.ie/catholic-schools-week-2021-resources/>

[Catholic Schools Week 2021 – Resources | Catholic Schools Partnership](#)

Catholic Schools Week 2021 will be celebrated from Sunday 24 January to Sunday 31 January 2021 on the theme 'Catholic Schools: Communities of Faith and Resilience'.

www.catholicschools.ie

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

Student Council

A standard practice in the school is to promote and facilitate the development of student voice, student participation, and student leadership as outlined in the document entitled 'Looking At Our School 2016, A Quality Framework for Post-Primary Schools (LAOS 2016). The work carried out by Student Council facilitates these processes significantly. This work is outlined in the Student Council agenda for 2020-2021 school year.

Student Council Agenda 2020-2021



September

- 14th Deputy Head Girl interviews
- 15th Meeting with each year group regarding the Student Council elections
- 16th Notice of interest due from students
- 18th Meeting on Student Council members elected from 1st to 5th year
- 21st Student Council group was set up on Teams Office 365

October

- 2nd Student Council, Class Representatives photos took place
- 6th Student Council board with photos and information was erected in our Social Area
- 9th Class talks regarding the purpose and current elected members of the Student Council took place with each class group
- 11th Student Council meetings took place each Thursday @ 1.15 pm in the PE Hall and outside Courts when possible

November

Weekly Student Council meetings continued Thursdays @1.15pm

December

4th All Student Council members attended an online training session with ISSU from @4.30 pm to 6.30 pm

17th Deputy Head Girl and Student Council Representatives aided in the notice of our Christmas Jumper Day and St. Vincent de Paul Food Appeal, and in the collections from our whole student body

January

28th Student Council meetings move online due to lockdown restrictions and school closures

Online zoom meeting every Thursday @11am

February

Meetings continued to take place online via zoom Thursday's @11 am, discussions mainly around the updating of our Student Council Policy to be approved by our Board of Management in June

April

15th Student Council meeting outside in Courts Thursday@1.15 pm

23rd Student Council Class Representatives aided in the notice and collections of funds for our Tie Day, held by Kerry Mental Health Services and in collaboration with our Wellbeing Team

27th Student Council Representatives took part in a nationwide gathering held by CEIST with Professor Luke O'Neill @9.40 am

May

6th Student Council meeting in our Computer Room supervised to complete final touches on our Student Council Policy update

13th Student Council Representatives in our Junior Cycle years aided in the survey of student choices regarding their end of year trip occurring week of 24th May

June

3rd Student Council Representatives attended a Board of Management meeting to seek approval of our updated Student Council Policy, approval was granted

Student Council Report to the Board of Management 2021

The Board invited the Student Council and the Parents' Association to meet with the Board in June, 2021. Catherine Kennedy, Jenni Molyneaux, Student Council Coordinators and Ava Stack, Deputy School Head Girl attended the meeting. The meeting was a virtual meeting held using the Zoom App.

The representatives spoke about the work that the Students Council had done during the year as outlined in the agenda above, They also, spoke about their experiences of teaching and learning online during school closures as a result of Covid 19 Health and Safety Guidelines. The student, also, answered questions that the members of the Board put to them. The Board thanked the representatives for their contribution.

Wellbeing

Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life.

This definition is given in the 'Wellbeing Policy Statement and Framework for Practice' and was first published in 2018 by the Department of Education and Skills (DES). In this document the role of the school is now understood as a place which develops the 'whole child', who should leave school with a balanced set of cognitive, social and emotional skills to face the challenges of the 21st century. (OECD 2014). This school recognises the significance of this role and works continually to ensure best practice.

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:

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
 - 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

Anti-Bullying Initiatives-Sociogram

In accordance with the Anti-Bullying Policy in the school the following sociogram is used to give students an opportunity to confidentially raise concerns or to provide information to the school staff and management. Students are surveyed once a month and the class teacher and year head analyse the data and take and necessary actions required.

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 year?
3. Are you friends with everyone in your class?
4. Do you think everyone in your class is friendly towards you?
5. Do you know anyone in your class that might be sad or unhappy?
6. For someone new joining your class, do you think you would call your class a friendly class?
7. If you had a choice of any class to be in, which class 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 group of pupils making life difficult for others?

20. Are pupils from other classes giving anyone in this class a hard time? If so, can you give examples and who do you think is causing the problem?

21. Do you know what bullying is?

22. Can you describe what you think bullying to be?

23. Do you know of anyone in your class or other class being bullied?

24. Are you being 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)

<input checked="" type="checkbox"/> Nobody	<input checked="" type="checkbox"/> Parent	<input checked="" type="checkbox"/> Other classmate	<input checked="" type="checkbox"/> Year head
<input checked="" type="checkbox"/> Favourite teacher	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> Guidance Counsellor	
<input type="checkbox"/> Deputy Principal	<input type="checkbox"/> Class Tutor		

Child Safeguarding Statement and Risk Assessment Policy

The Child Safeguarding Statement and Risk Assessment Policy is updated annually and was reviewed and approved by the Board of Management. Please find notification below:



Presentation Secondary School Listowel

Notification regarding the Board of Management's Review of the Child Safeguarding Statement

Adopted by the Board of Management

Signed: 

Mr. Shay Downes

Chairperson of the Board of Management

Date: 4th May 2021

Review Date August 2021

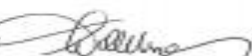
Mandatory Template 4: Notification regarding the Board of Management's review of the Child Safeguarding Statement

To: School Community of Presentation Secondary School Listowel

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 of **4th May 2021**
- 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

Signed:



Date: **4th May 2021**

Shay Downes
Chairperson, Board of Management

Signed:



Date: **4th May 2021**

Eileen Kennelly
Principal/Secretary to the Board of Management

See 8.11

All school personnel

8.11.2 The patron and the Parents' Association and on request to the DES

*To parents, Tusla and members of the public on request

On school website

8.11.2 Name of DLP **next to Safeguarding Statement

Le Chéile Review Team Report

The 'Le Chéile' class designated for students with special educational needs. A designated team was set up during the school year to review practices concerning this class. This initiative is reflective of the strong commitment to inclusion in the school.

Le Chéile Review Team Report

April 2021

Le Cheile Review Team Report

The purpose of the review is:

- to provide an opportunity for the overall evaluation of the programme, with input and feedback from students, teachers, and SNAs involved.
- to provide an opportunity to review the content, relevance, curriculum design and delivery of the programme in line with DES guidelines.

Of interest to the review team are:

1. an assessment of whether the programme is in line with the inclusive ethos and core values of the school;
- an assessment of whether the programme is achieving its objectives in delivering a high quality educational experience.

Review Team

- Marguerite Linnane
- Muireann O'Sullivan
- Norma Dowling
- Denise Galvin

Focus: How effective are the structures and systems that the school has in place in fostering ~~the~~ inclusion, equality of opportunity and the holistic development of our Le Chéile students?

- The central focus is the delivery of an inclusive programme, where students with additional educational needs are part of mainstream classes to the greatest extent possible.
- Le Chéile students should be withdrawn for individual or small-group teaching only when it is clearly in their interest.

- Inclusion can and does have favourable learning opportunities for all students, irrespective of level of need.
- Our characteristic spirit requires that we continue to engage in a process of development and self-evaluation, with a view to eliminating barriers to the participation of all students in the catchment area.
- The broad aim of education is to enable students to function as independently as possible in society.
- Schools are advised to employ additional staff members in a manner that best facilitates the inclusion of all students.
- Inclusion implies the right to an appropriate education.
- For SEN/AEN students, placement in mainstream education provides increased opportunities to improve communication skills and to interact with their peers.
- Collaboration with the various partners within and outside the school is a priority.
- The range of programmes and experiences provided should be suitable for their needs.
- Challenges should be addressed at whole-school level.

Evidence gathered: Submissions were invited and received from teachers and SNAs involved with the programme. See Appendix 1 below.

Findings:

- Mainstream teachers have a key role in bringing about the successful inclusion of Le Chéile students in mainstream classes.
- The mainstream teacher has the responsibility for ensuring that all students, including those with special educational needs/additional educational needs, are provided with a learning programme that enables them to gain access to the curriculum and advance their learning in a supportive, caring environment.
- The mainstream teacher leads the instructional activity.
- The support teacher supports the work of individual students, checks students' understanding and manages behaviour.

Strengths:

- Le Chéile girls benefit from being integrated with other students as they do in LCA.
- They have the ability, with guidance from their teachers, to complete much of the LCA programme, as all key assignments and tasks are set to the level of the individual student's ability.
- In the Le Chéile class, the small number of students allows for the individual and personal delivery of the programme at the girls' own pace.
- There is a very committed and interested team of SNAs and teachers supporting the girls in reaching their potential.
- The Le Chéile class, (LP1 Home Ec.) has allowed the girls to have a better learning experience than being in a busy Home Ec. class. It makes it easier to cater for the individual likes of the students. Students engage better in class activities and receive lots of encouragement.
- It has been a very positive experience to see the girls' life skills and motor skills improve each week. The girls have covered a large amount of practical work and have enjoyed it immensely.
- The students are very happy in the class.
- In LCA, it is great to have the Le Chéile girls in the HCT class, with the support teacher and SNA in practical class. This allows the Le Chéile girls to work on class activities with support at their level and also allows the other students to work on. This is invaluable to the teacher. It is most beneficial to participate in an inclusive environment. The LCA group is a small group and facilitates inclusion.
- The girls are valued as part of the class. There is a lovely atmosphere in this LCA class. This is very important for the Le Chéile girls.
- SEN/AEN students have excellent attendance.
- There is a wide range of teachers, across many backgrounds and disciplines, teaching LCA.
- Mixing with their peers (social interactions)

Challenges:

- Lack of whole school training to teach SEN/AEN students with moderate learning difficulties e.g L2LP Training Day, developing IEPs etc.
- Planning time in order to merge the 2 curriculums (LCA and L2LP) and manage team teaching.
- Physical amount of bodies in the room – SNAs, SET, Mainstream T, students
- Not inclusive at the moment as most SET classes are being held outside of the mainstream classroom.
- 16 plus teachers involved in delivering the curriculum which means the SEN students could have 3 different teachers teaching them the one subject
- How to assess SEN/AEN students and evaluate progress/ regression

- If the Le Chéile students are not part of LCA then how are they to be included in our school?
- If Le Chéile continues as a stand-alone Special Class for Senior Cycle, then they are effectively isolated as there are very few classes that they could attend along with their mainstream peers.
- The individualised approach can sometimes be a challenge; even though there is quite a lot of material available on Twinkl, and other websites, sometimes content has to be created, which can take a lot of time.
- It is difficult to find an appropriate curriculum as no structured progression from Level 2 exists.
- The LCA Programme provides some opportunity for including the students. However, this should perhaps be in a non- exam capacity. The content of the course is not wholly accessible to Level 2 students in general.
- The key assignments are quite challenging and tasks require a lot of work.
- It is very difficult for the LCA teacher to teach his/her class when there is another teacher trying to decode the material for the Le Chéile students at the same time.

Areas for improvement:

- Planning and communication between teachers
- Time to plan each subject
- Good communication between subject teacher and support teacher
- Identify steps to make those improvements
- Use of TEAMS in supporting Le Chéile students, use of class notebook and a clip folder to gather work covered, so that work can be continued with the next support teacher
- One teacher per subject for the 2/3 classes per week. Le Chéile students could then join the main LCA group for one class and spend the next class(es) in a separate room, simplifying the material and doing a differentiated worksheet on this in line with the student's ability, thus making the content more meaningful to them.

Recommendations:

- Teachers need to plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- The curriculum should be adapted by the mainstream teacher to reduce barriers to learning and enable them to access the curriculum more easily.

- Time should be allocated to enable mainstream teachers and support teachers to plan for co-teaching and differentiate tasks to the level of the individual's ability.
- Training should be provided for staff in the area of co-teaching.
- Mainstream teachers should consider the needs of all students, including the Le Chéile students, when selecting textbooks/materials, planning and teaching lessons, setting assignments and assessments for their class groupings.
- Serious efforts should be made to ensure that the Le Chéile students are not marginalised within the school community.
- They should have significant opportunities for involvement in inclusive activities along with their peers in their year group and in the school generally.
- They should be taught separately in the special class **only when it is in their best interest** and at points in their timetable when they are unable to participate beneficially in lessons in the mainstream classes.
- Consideration should be given to providing an opportunity for mainstream students to act as peer supports to students with special educational needs/additional educational needs.
- Management should consider reducing the overall number of support teachers involved.
- Consideration should be given to LP2 repeating 5th Year as they have lost out on a huge amount of teaching/learning and social interaction due to COVID-19.
- Some of the Le Chéile students may undertake work experience placements; those who don't should have classes on Wednesday with their subject teachers to catch up on Tasks/Assignments.
- There may be some classes where the support/co-teacher is not needed.
- It is important to have good communication between subject teacher and support teacher.

Actions for 2021/2022

1. August 2021: provide further training in the area of co-teaching.
2. August 2021: provide 2 afternoons to facilitate planning between the mainstream teacher and support teacher.
3. Allocate Croke Park hours towards planning and review during the year.
4. Reduce the overall number of support teachers to a smaller core group.

The Special Educational Needs Team

Siobhan Hayes

Dolly Stack

Getta Fitzgerald

Bernadette O'Shaughnessy

Aileen O'Leary

Georgina Lynch

Denise O’Riordan

Class Tutor and Year Head Supports

As outlined in the school mission statement, we aim to assist in the development of the full potential of each girl in a pleasant and safe environment, where the dignity of each member of the school community is recognised, affirmed and valued. In addition, we have a commitment to achieving high academic standards in the school. As part of this intention the Class Tutors and Year Heads provide a supportive role as outlined as follows:

The Role of the Class Tutor

- o Builds a relationship with each student
- o Explains the school behaviour code on a regular basis
- o Monitors attendance and punctuality
- o Has access to information on students, ePortal, Year Head, Deputy Principal and Principal
- o 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
- o Has a sanction imposition function – e.g. placing student on detention with Year Head
- o Helps students with exam preparation
- o 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
- o Collect absence notes from students and enters on ePortal

The Role of the Year Head

- Oversee the academic progress of the students
- Monitor compliance to the School Code of Conduct.
- Communicate important information to students
- Encourage students to participate in extra-curricular activities
- Facilitate parental contact
- Support students at risk and address the needs of vulnerable students.
- Communicate regular updates to the Principal and Deputy Principal.

- Communicate and support class tutors.
- Conduct assemblies at designated times throughout the year.
- Be supportive of families and when necessary report to staff.
- Collaborate with the class tutor in implementing the Anti-Bullying Code and the associated Sociogram.

Section 3: Community – Leading Leadership Capacity

Parents' Association 2020-2021

“The collaboration, interaction and communication between parents, guardians, educators and partners in education in Ireland remains of vital importance in positively impacting on the education, development and general wellbeing of young people in the post-primary education system”

Mai Fanning, President, The NPCPP

The board of management and the principal facilitate and support the parents' association to fulfil its partnership and advisory role, and to operate as an inclusive forum, supporting the involvement of all parents. (LAOS 2016). Unfortunately, in compliance with Covid 19 health and safety guidelines no meetings were held this year. The Chairperson of the school Parents' Association, Carmel Kelly, was invited to attend the Board of management meeting on 1st June to discuss her experiences during the school year.

1. Role of Class Tutor Year Heads
2. Teacher pack
3. Subject Department Structure
4. SEN Issues
5. SNA's
6. School Policies
7. Homework
8. Pastoral Care Team Referral
9. Guidance
10. School Self Evaluation School Improvement Planning Assessment for Learning
11. Laptop
12. Forbairt
13. Wellbeing
14. Timetable
15. Class/Year structure
16. IT Support
17. Extracurricular Activities
18. Staff Social Committee
19. Health Promotion Committee
20. Canteen
21. Office Staff
22. Supervision break and lunch
23. Policy on lockers
24. Teaching and Learning Committee Staff Sub Committee
25. Transition Year
26. Leaving Cert Applied
27. Permission to leave the school
28. Supervision and Substitution Scheme
29. Carecall Service
30. Caretaker
31. Principal Contact details
32. Teacher texting Service
33. Teaching Practice
34. Enrolment School Profile
35. State Exams Results PDST Analysis
36. Annual Report 2017-2018
37. Assemblies
38. Theme Weeks
39. 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

Transition Year Activities

Events, trips and Modules

- Ballyhass Activity Centre, Coachford
- Ballybunion Beach Clean- up and Cliff Walk
- Eclipse Activity Centre , Kenmare
- Surfing Team- Building Day - Castlegregory
- TY Walk -South Kerry with Guide (Mangerton Mountain)
- Driving School Lessons plus Trial Theory Driving Test (‘Irish School of Excellence’)
- Home Economics- Safe Food Qualification
- Class Challenge Competition Prizes eg ‘Kahoot’ Class Quiz,Pancake Tuesday initiative supporting “Mental Health Ireland”

School Programmes

- “Make that Course” Enterprise programme
- ‘Project one Sky’: Wellbeing Programme in a Digital Age
- ‘Beauty & Self-Care Wellbeing Workshop”
- “Leading Ireland’s Future Together (LIFT) “ leadership skills programme
- GAA Future Leaders Programme
- IACT Computer Programme
- Online Learning
- French & German Online: week- long language learning Workshop from Hewitt College , Cork
- ‘Education Insights from Industry Professionals For TY Students
- Christmas “Decorate a Door” Competition with Fund-raising initiative in support of “Kerry Health Link Transport” Bus
- TY Law Programme
- Local History Walks
- Individual Programmes undertaken by students eg Saint Patrick’s Hospital, Dublin
- Career Investigation Programme : Reach
- Royal College of Surgeons Ireland (RCSI) Mini Medical and Mini Health Sciences programme (Medical , Pharmaceutical and Physiotherapy sciences)
- “GAISCE” Presidential Award Challenges
- Preparation for Leaving Certificate Academic Tuition Block in school
- Work Experience
- Tuesday Extra Tuition and TY Modules
- Home Challenges in areas such as Fitness , Cookery, Art, Music , Photography, Mental Health and Wellbeing

- Home Challenges using Apps such as the “ Dulingo” Language App , “ Under Armour” and “ Joe Wicks” Fitness App
- The Junior Health Sciences Academy ‘Early Careers ‘ Event
- National University of Galway (NUIG) Careers Talks (2 Weeks)
- WISH National Virtual Event in the STEM subjects : Science, Technology, Engineering and Mathematics (Events chosen in Student Voice” Survey
- “ Junk Kouture” International Re-Cycled Fashion Competition
- First Aid Course
- Rory’s Stories” Mental Health Talk

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 School
- Enterprise
- Career Skills eg. cv, interview, communication

Transition Year Survey for 2020-2021

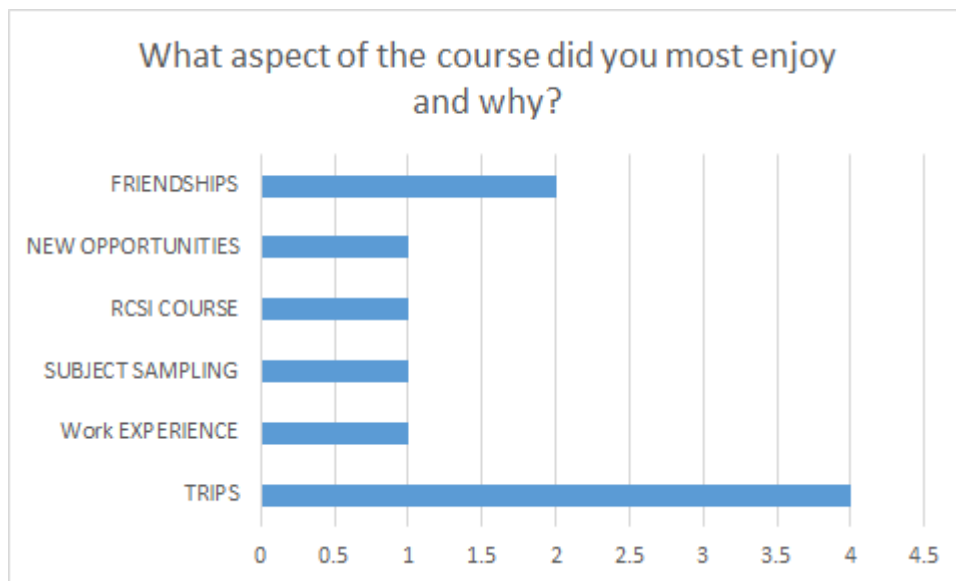
The Transition Year (TY) students were surveyed in early, 2021 as part of the school self-evaluation (SSE) and School Improvement (SIP) practices. The questions, the findings and the analysis are as follows.

Student -Transition Year Survey

Please fill in the following survey by Friday June 3rd at 10am.

1. What part of the TY course did you most enjoy? Why?
2. What part of the TY course did you find most beneficial? Why?
3. What part of the TY course did you least enjoy? Why?
4. How would you rate your own level of participation during the year?

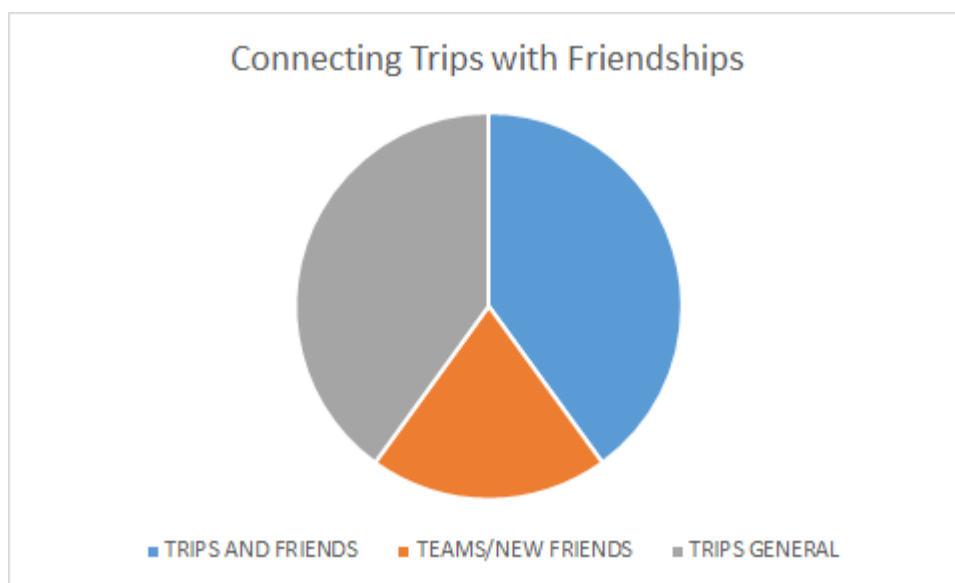
Trips	2
When we went to eclipse because I started to make way more friends as we were split into groups	1
Getting to try new things	1
I enjoyed the ability to have had the chance to test out the subjects that i picked for leaving cert. I enjoyed the fun trips away because we got the chance to go out and have fun and to also not have that overall feeling of stress for school and teats etc	1
Trips	1
RCSII would like to attend there	1
Work experience because I got to experience the different types of work from the places I went on and I also enjoyed the trips we went onw this year because they were fun and enjoyable	1
The trips because it was a good way for us all to do things together	1
The water sports trip it was great to do activities with all our classmates and to enjoy out last few days together	1
Grand Total	10



Note: RCSI is the Royal College of Surgeons and the students did a week long online course with them.

The students enjoyed the trips more than anything else.

Students tended to associate trips with friendships. The made connections between team-work during trips and making new friends.

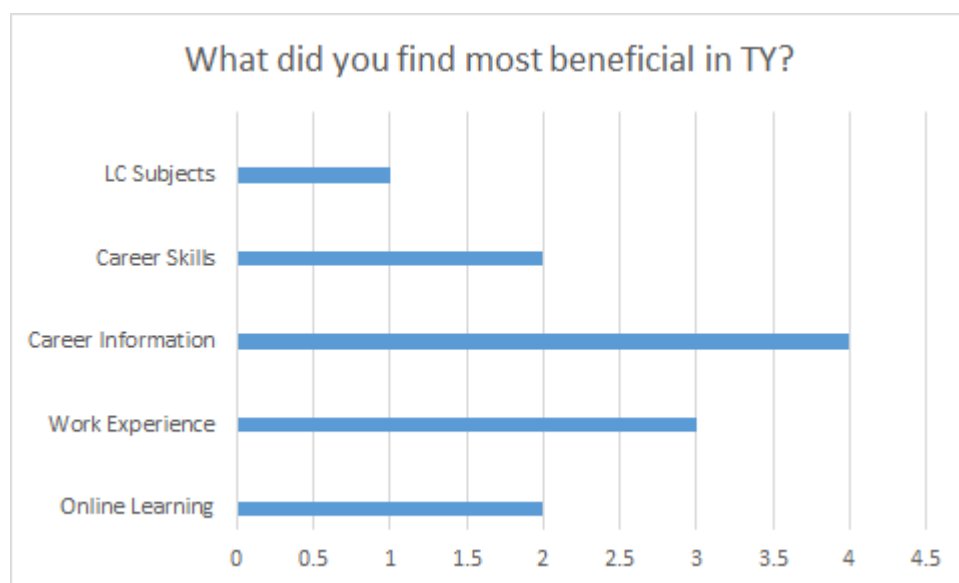


Equal numbers of students enjoyed trips in general as those who enjoyed what was perceived as a connection between friendships and trips. The connection between teamwork while on trips and making new friends was identified and enjoyed by the students.

2. What part of the TY course did you find most beneficial? Why?

The taster subjects as i got a chance to see and figure out what i like and what ones would i pick for 5th year	1
The driving school	1
Work experience helped develop people skills	1
Learning to do presentations	1
The online courses	1
Lift you learnt about leadership and how to team build	1
Work experience	1
Online courses during lockdown	1
I found Deloitte really beneficial as they showed and thought me the layout of CV and what to do in an interview	1
The career courses and talks because it gave me an idea of what I wanted to do	1
Grand Total	10

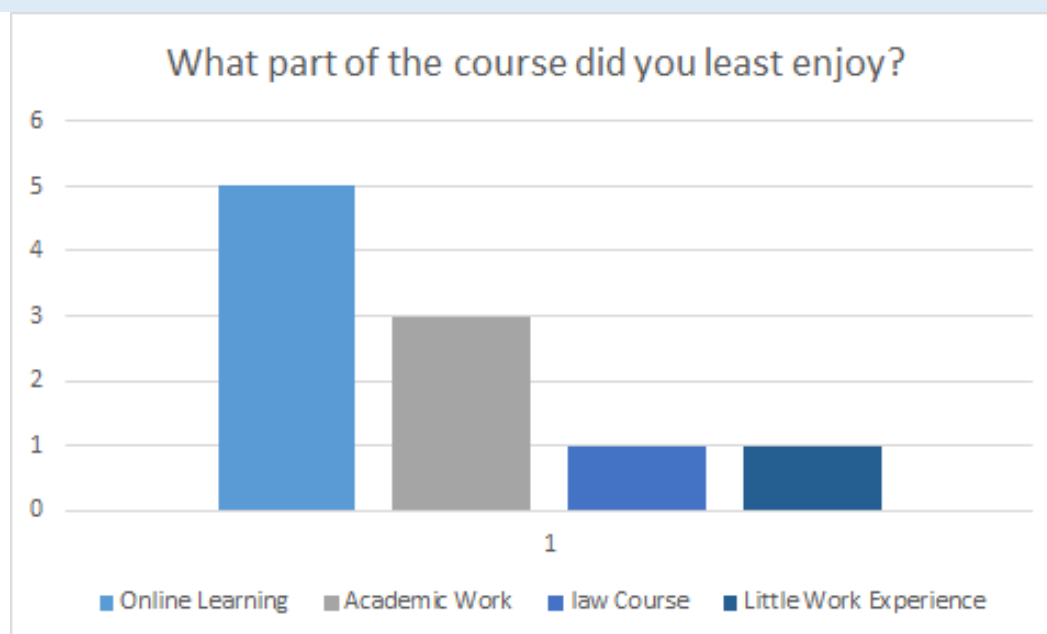
The results were very individualistic but there were some common threads running through the results as illustrated in the table below.



TY Students found aspects of the course which were associated with future careers most beneficial. There was reference to work experience, career information and the skills required to build a career. The students learned skills such as interview skills, writing a CV, making a presentation and 'people-skills'. A significant part of the course was delivered online due to Covid 19 restrictions and students indicated that they benefitted from the online learning.

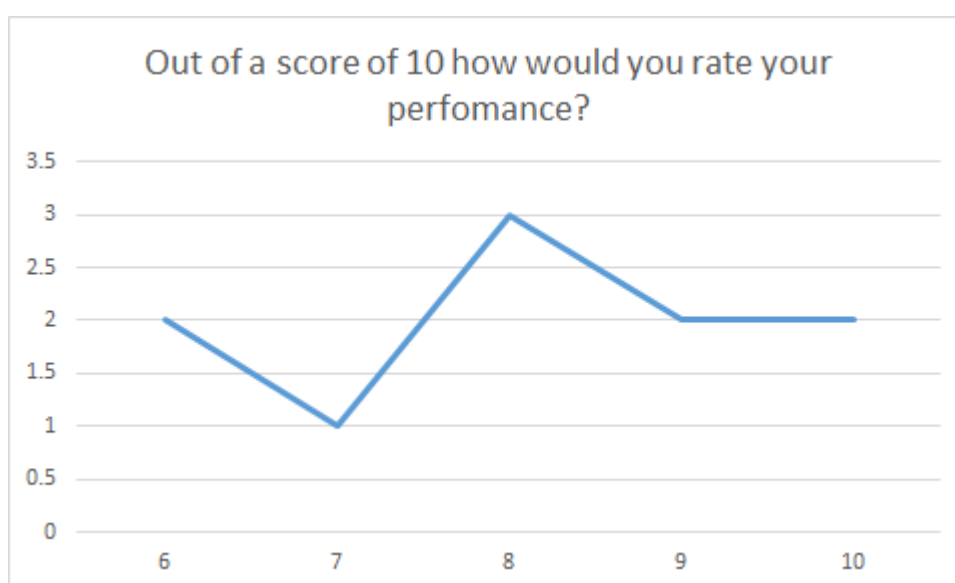
3. What part of the TY course did you least enjoy? Why?

Online learning because I missed friends and classes	1
Academic side	1
The online courses	1
All the courses about different things there was too many	1
Online courses	1
I least enjoyed the class tests we had and the whole online schooling i extremely disliked as i really struggled with it through the 3 months we had to do it	1
The look into law programme as law isn't for me	1
Lots of work in the taster subjects	1
What part of the TY course did you least enjoy? Why?	1
Not been able to go on work experience	1
Online	1
Grand Total	11



The TY students did not enjoy online learning and found that there was found that there was a lot of academic work which is not very enjoyable.

4. How would you rate your own level of participation during the year?



Most students indicated that, in their opinion, they performed well in the TY programme. The majority of students rated their performance as being at or over 80%. There was no score less than 60%.

Parent- Transition Year Survey

Parents of the TY students communicated their views verbally or by email during the year. There was a very low response to the online survey by parents with only one parent

1. What part of the year did your daughter most enjoy? Why?
2. What part of the year did your daughter find most beneficial? Why?
3. Is there any part of the year you feel could be improved?
4. Any other comments/suggestions please fill in below.

1. What part of the year did your daughter most enjoy? Why?

The parent felt that it was beneficial for her daughter to sample leaving certificate subjects.

2. What part of the year did your daughter find most beneficial? Why?

The parent felt that Covid 19 health and safety restrictions had a negative impact her daughter's enjoyment of the programme.

3. Is there any part of the year you feel could be improved?

The parent did not have any suggestions to make in this section.

4. Any other comments/suggestions please fill in below. -Left blank

Analysis of Findings in the Transition Year Surveys

Students in TY most enjoyed the trips, spending time with friends on trips and making new friends. They observed a connection between organised teamwork on trips with making new friends. They felt that they benefited greatly from career education and the associated skills. While the students did not enjoy online learning and missed their friends, they found it beneficial. This indicates a maturity in the responses showing that while something may not be entertaining or fun it can be beneficial. The students were happy with their own performance in TY. The parent response to the online survey was poor. A parent indicated that her daughter benefitted from the subject sampling but that the Covid 19 health and safety restrictions hampered her daughter's enjoyment of the programme. Overall, the results of the survey from the students were positive.

Programmes Coordinator Report

Transition Year and Leaving Certificate Applied was a very busy year for students, parents, teachers, staff and the coordinator. The planning and implementation of the programmes was, undoubtedly, hindered by Covid 19 health and safety guidelines most especially with school closures, travel restrictions and the reduced possibilities for work experience and community work. Nevertheless, new possibilities became available and the vast majority of stakeholders in the programmes adapted very well to the new plans.

Colleges and programme facilitators such as the Royal College of Surgeons, the Law Library of Ireland and many others opened up their TY courses and exhibitions to a higher number of participants as they were not restricted by capacity in buildings. Organisations such as 'Leading Ireland's Future Together (LIFT)', 'Project One Sky' and 'Make that Course' have developed innovative cutting edge specially designed blended learning programmes. With these programmes students and teachers can make smooth transitions between classroom and online learning. The TY students had an opportunity to experience this model of learning.

The Leaving Certificate Applied Class had to adapt to limits in work experience, changes in practical parts of the course and to changes in assessment. They responded very well and their work rate was very impressive. The coordinator introduced online alternatives to work experience with information classes from presenters. The teachers ensured the continuation of teaching and learning during school closures.

The programmes coordinator communicated continually with parents throughout the school year which was a very rewarding and beneficial experience. Aside from two parents in the transition year programmes the response from parents was very positive. With regard to the negative responses in one case there were personal circumstances that hindered participation and the student had a very poor attendance. Poor internet services and problems with devices limited participation in online learning for both students.. The impact of Covid 19 health and safety restrictions and the resulting school closure meant that some students in the programmes struggled and needed extra support from the coordinator which she sees as a significant part of her role.

The student response to the TY survey was very positive overall. There was a very low response to the online survey by parents with only one parent completing the survey. Due to delays resulting from school closures as a result of Covid 19 restrictions surveys went out a little later this year and this may have had an impact on the response rate. All results will be taken into consideration as part of the ongoing school self-evaluation and school improvement plan. One of the highlights of the year for the coordinator was the observation of such a wealth of capabilities, academic potential and creativity across the programmes in addition to a tremendous capability to adapt to change. Overall, her experiences in the programmes during the year confirmed, yet again, for her that when a student is participating

in a programme that is suitable for them the possibility for progression and development is limitless. The programmes offered in the school provide these opportunities if the students, teachers, parents and coordinator involved are committed to participate fully.

Areas Identified as Needing Improvement in transition Year

- More attention to team work and building of friendships would be beneficial.
- Covid 19 had a negative impact on the programme.
- If Surveys were sent out a little earlier to parents and reminders issued the response rate would probably be higher.

Teaching Department Annual Reports

Art Department Annual Report

Subject Co-ordinator: Ms. C O’Riordan

The benefits of Microsoft Office between both students and teachers has proved invaluable at this strange time where Covid 19 has presented unprecedented challenges to school management, teachers and students alike affecting the entire school community. We as teachers whereby we are accustomed to constantly adapting to curriculum changes/ new programme specifications and constant differentiation this change undoubtedly but all these skills to the greatest test. In relation to Art specifically not only did the material being covered have to change but also the manner in which it was being presented. During online learning particularly in lockdown 1 at the end of the academic year 19/20 it was the most challenging as students had limited supplies and many didn’t have access to technology but thankfully a lot of this issues were somewhat resolved this academic year. I was anxious to order art packs for my first year students as soon as was viable after their short taster block as I needed to be prepared for instances where we may return to remote learning or where isolated covid illnesses arose or where students had to restrict their movements etc. I want to ensure that the material I would be covering would be adaptable for home. In accordance to the covid response plan at the beginning of the year the art room was cleared of all unnecessary furniture and storage etc. we utilised the store room as much as possible (in January 2021 the store room and Art room got cleared again completely this time due to the installation of new flooring- safe to say the art room has never been so organised). I in consultation with our caretaker Johnny measured/designed a feedback area with a Perspex screen as in compliance with the social distancing rules and in order to safeguard my own health and wellbeing I wanted to fully comply in keep my 2 metre distance but I need to find a way to engage with my students in a safe way as oral feedback and discussion with students is so instrumental to my teaching practice. The feedback area was great at times but it definitely took slightly from a more relaxed approach in giving feedback to students but it was a necessary evil in the circumstances we were presented with.

Art projects invariably involved mostly dry medium work and remained 2D for the most part as this was the easiest and safest way to remain compliant with the covid response plan and ensure I could keep students and myself as safe as possible. The skills which I sought to focus on and develop through this time included improving research skills/ exploring art works online through artist research and utilising site such as google arts and culture, fundamental drawing skills with exploration of various accessible mediums, an emphasis on wellbeing where students had the autonomy and freedom to engage in a meaningful way with the subject. I found particularly with the remote learning that it was much harder to engage with

all students as students we prohibited from turning their cameras, I as much as way possible had my camera on unless screen sharing and I felt this was important for some if not all students. Throughout the time we were remote teaching I had to change tack on a number of occasions as projects developed more slowly than I had hoped/anticipated whilst making sure to move forward in ways with students who were engaging completely with the process this was challenging and frustrating at times but thankfully Art is extremely versatile and allows for a number of creative responses. I felt for a lot of students it was very difficult to keep on top of art work as their day was jam-packed with online lessons and it was quite overwhelming and stressful for them all and while at times I was annoyed work was not being completed I was completely empathetic to the situation they were in its quite hard with art to just compete for example 20 minutes of work and I felt for a lot of students this kept being put on the long finger and therefore not getting completed this was detrimental in two ways one towards the subject but also it meant they missing out on their art time which they generally enjoy in the art room and of course aids with wellbeing and nurturing a relaxing atmosphere. Last class on a Friday I used to do an optional drawing class with my 2nd years and we would chat briefly at the start and then I would put on a playlist from my phone, leave my camera on and they would draw and I would draw simultaneously with no pressure being put on uploading the work it could be work for their CBA 1 or just anything they wished to draw and though not all students engaged in this I felt for those who did it was a lovely positive end to those stressful weeks for them and I as I also engaged in recreational drawing.

In terms of how I have evaluated and assessed work this has changed slightly also and particularly through remote learning I tried a number of methods involving creating rooms on teams/ individual calls/ written feedback etc. I feel nothing compares to face to face feedback and discussion ideally in person but online if face to face also would be ok where possible otherwise it is difficult to know for sure if the message has been understood or indeed even read. Clear success criteria and accessible exemplars have proven successful and were readily available on teams. Reflections by students on their own work is also a useful tool and something that is very much an intrinsic part to the CBA's process in art so this is something I would like to encourage more in first year to develop those important visual literacy skills in students' and it highlights quickly also what areas student may be finding difficult. As part of the summer assessments I assessed work in a couple of ways elements of projects for example in some cases preparatory studies etc. were uploaded to assignments on teams and PowerPoints etc. but where possible I graded final pieces thankfully in person as for me I enjoy and find that much easier and nicer to do in order to get a greater feel for the work presented.

Ways used to find out what students know are varied clearly seen through project work but also mechanisms such as menti/ google forms and/or kahoot which are done in a simplistic way but quickly highlight any areas of concern this can be used quite readily with art history as an efficient mode of quickly assessing information. Each year within Art project work changes and can be varied dependent on a number of factors but often this is chosen in response to group dynamics and interests within the various groups to cater best to the needs

of the students and in response to cultural events eg. a fashion group assignment in conjunction with the met ball etc.

As mentioned before links with the art community and various networks liaising with other art educators through friendships and through online forums which foster a continued diverse response to keep art up to date and engaging for the students.

Collaboration with the assistant principals (leadership & management team)

In relation to both house exams and the mocks the Art department are usually approached prior to timetabling to see what/if any alternative requirements are needed as there have been changes in both junior and senior cycle of late. In February in particular Art students are often facilitated to work on project work as they would be working on CBA's/ Final assessment work or in the case of senior cycle their coursework.

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

In relation to wellbeing along with Mary O Connor we liaised about working with Jigsaw. Unfortunately we weren't able to organise 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, I hope next year this is something we will be able to organise again. I did endeavour personally to link with wellbeing where possible through not only art projects but within the CSPE classes and also created a display inside one of the main entrance doors with laminated positive quotes to add a little colour and positivity to the area.

Any health and safety matters arising within the Art department were discussed at the beginning of the year and safety measures were put in place subject to subject specific guidelines from the department. Numbers have been capped at 24 for Art and only go over that for CSPE classes.

Emma Kelly and I linked for our theme week of Art & Music and picked a week in March which would be suitable for both departments. Unfortunately due to Covid-19 we weren't able to conduct the Art/ Music week as we would have but I did organise an optional photography project for spring and for Art week I uploaded a little short video clip with music to the school website and gave prizes to our 1st/2nd and 3rd prize winners. I also organised for iron on patches to be sent to the Art students and we shared some lovely results of where students utilised them many students got involved and Ms' Kennelly kindly agreed to awarding vouchers for the winning students, this was a nice way to reward students and encourage participation for our Art week.

Norma informed staff of TY activities and this allowed for planning in the Art department as a timeline important for project work. It is such a pity we are not in a position to run TY for the next academic year and I believe it would have been a great opportunity for students to avail of this extra tuition time to catch up on material missed or for those who were not in a

position or who didn't engage with the online teaching, it could have been sold to parents as a year to bridge the learning gap with an emphasis on collaborative/group project work and an emphasis on wellbeing as I feel it will be harder to deal with some of these concerns next year. The outgoing TY's and while at times it was difficult for them have still very much benefitted from the year and availed of so many great initiatives online through both teachers and Norma as co-ordinator. I look forward to having TY students again in the future as it is a great year to step away from the curriculum in ways and allow all students' access to the subject in a fun and creative way.

Links with the year heads and school management was so intrinsic to our teaching this year especially for the portion or time spent online but particularly at the beginning of the year when there was much unrest in light of the huge changes we faced that were challenging for both staff and students during the pandemic. We mostly receive information in relation to students via email but we have suggested before that perhaps this information could be collated in one place and sometime a situation is ongoing and other times it may just be a short illness etc. it would be great to have an area to check quickly for instance if a student has had a bereavement or if they are meeting with a psychologist etc. We have also considered bring back the lean in/out list where vulnerable students could be highlighted.

Analysis of 6th year results previously were compiled by Athena. The academic year '19/'20 was the third year of the revised framework for Leaving Certificate and even though the change is not revolutionary it is a welcome change in some respects this was a preliminary measure and as mentioned in more detail further on we will see the new course specification beginning with the incoming 5th years. The new framework will of course bring its own challenges. 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 runs 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. 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.

The academic year 2021/2022 will see the introduction of a new revised specification for senior cycle. CPD was delayed due to Covid- 19 but was made available via a zoom in-service and more will follow next year. We have received a new text book for students which provides some more clarify on the Art History component and will be taken into consideration for planning next year.

Junior certificate Art- this year's 3rd years completed their Art CBA 2 and had been due to complete their final assessment workbooks but as the junior cert was cancelled unfortunately now students won't get to conclude this work and instead it was graded as part of their

summer assessment. The course is somewhat revamped and instead of being called 'Art, Craft and Design' it is now called 'Visual Art'.

I would hope that next year's 3rd year students will get the opportunity to visit the Hunt Museum in Limerick or the Crawford Gallery in Cork which provides a great opportunity to view art works and link in the cultural context and develop a greater understanding of art appreciation. It is my hope that next year's 6th year students will get to visit the Crawford Art gallery and receive a guided tour in conjunction with the art appreciation element of their Art History course as we were unable to do this the past year. These visits are intrinsic to teaching about appreciating art works etc. and may be something we will need to change if we need to adhere to social distancing in the academic year 2021/2022 but hopefully we will be in a safer position to travel. I would also like to look at the possibility of not only inviting in a visiting artist but linking perhaps even online also.

Cross curricular links with art including with Music in preparation for the Ty show for example props though unfortunately it didn't get to go ahead this current year. Links with various projects and subjects including C.S.P.E, Green School, and Religion etc. In the past we also linked with Tech Graph as a 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 collaboration etc.

As mentioned we had a visiting Art teacher on placement previously. During this time we did 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 deadlines. 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 possibly even inviting in visiting artists etc.

Competitions entered including the Credit Union and the Mental Health Ireland. We ran an in house photography competition prior to Easter also.

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.

Previously 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 at times especially if the main focus is on for example animation etc. where there is a necessity for more advanced technology 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 and allows me to create new projects each year keeping the art room energised as I wouldn't care to complete the same projects each year. This current year in relation to CPD as well as following webinars on both the JCT Visual Art programme and the new specification for senior cycle I attended the first virtual Art teacher's conference which was as always interesting though unfortunately it didn't result in any free samples every art teacher's highlight! I also attended a work shop titled 'Discover Create Respond' which was a focus on using visual art strategies with Level 2 students and was quite interesting and again allowed for time to meet/discuss with various art teachers albeit online. This course was in collaboration with the National gallery and the Crawford Art Gallery. It is important as an art educator to be constantly engaging with other artists/art educators and I am looking forward to getting back into some art galleries myself over the holidays where no doubt I will find more inspiration for future projects and through lockdown it has afforded me some time to get back into my own practice and reaffirmed how beneficial art can be.

As part of the SLAR this year for our CBA 2 and 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 2 this process was held over Zoom which proved quite useful especially as the only Art teacher in the school it allows for greater collaboration without having distance as a disadvantage.

The action plan for the Art department includes increased use of highlighting numeracy within Art, increased use of email as a mode of communication, developing the use of teams through Microsoft office. Visual literacy and developing confidence is crucial to students' development in art and I look forward to incorporating more group work and collaborative processes moving forward to incorporate this in a meaningful way.

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. Technology is crucial in order to move forward with changes within the Art world. Virtual tours of art galleries can be very beneficial for students even though personally it's great to get out into the environment.

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 we received some this year but some are still needed for the Velux windows. 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 have been keeping track of grades on one note and it is great for ease of access.

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 all the summer assessments I have given students access to copies of the marking schemes prior to the exam or projects to enable them to reach their highest potential. This has been very positive thus far and something we will continue to use. 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 use 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.

This year has more than any other caused us to evaluate how we assess and give feedback and the reporting structures we have in place for all our year groups. In art though grades or descriptors are usually the final part to most projects the part which I truly value is the process and development as students engage with the task at hand this is done through constant oral/written feedback as students work on their ideas this I feel works best face to face but during times this year we have managed online but it has been a lot more challenging to do this via a computer as many students have had difficulties with technology or had stress with families and worry during this pandemic and the cues which we rely on in communicating with our students have been absent in a lot of ways. Feedback is very important for students in terms of learning and improving their skills and each student is unique in their approach.

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. Art is such a specialised subject and needs to be considered carefully if going to take Art for leaving certificate. Though we had no 6th year Art class this past academic year 2020/2021 I look forward to welcoming a new cohort of students for the academic year 2021/2022 into 5th years we take on a new course specification as mentioned.

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 L2LP programme and possibly in the future look at the development of a short course that would incorporate Art we have discussed this year the possibility of using the Visual Art course as a model to be adapted for the L2LP students and I feel this would work well. 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. In relation to Effective/ Highly Effective practice within my subject there are many statements that relate to the Art room and my practice as an Art educator creating a safe place to develop their creativity in a very respectful manner while respecting everyone's differences and creating and sustaining positive connections and interactions to create a great learning environment where students enjoy working on engaging and challenging work. Though I am alone in the department I enjoy a rich and collaborative approach to new projects through a great sharing of resources with other art teachers and therefore it allows me to continue to create new engaging projects for students and continue developing new challenges both for the students and myself.

With the introduction of the Le Cheile class it has been great to see students being able to engage in art activities under their craftwork element and I would love to see students having access to for example a tablet so we could explore more visual culture.

In relation to our teaching & learning in the Art department projects and schemes had to be adapted in order to continue to have student engagement with the subject. Projects were created and adapted to make sure where possible students would have access to materials needed and to avoid using too much technology for a number of reasons including student accessibility and also in terms of wellbeing due to the increased amount of screen time required during this time. I would hope that the adapted plans/projects were accessible to all students while still allowing students to excel within the subject. This time highlighted the importance of the students own art packs. This difficult time did present lots of invaluable resources online etc. and will be something I will be taking into account when planning for next year. Technology will definitely be important moving forward and perhaps we can look into getting a tablet for use in the Art room.

This academic year has been very challenging for both teachers and students and it is very important for the student voice to be valued and as we look towards planning towards a new academic year for 2021/2022 students now more than ever have needed to reflect on their progress as learners and develop a sense of ownership and responsibility for their learning. I will be looking at discussing with other subject teachers and students alike to make sure that students strive to enjoy their learning, continue to be motivated and expect to achieve their best as learners. This time has certainly highlighted some issues and difficulties for students

and we will need to review these as we have been doing going forward access to suitable technology will be a concern as we continue to adapt to this 'new normal'.

As Art teacher and involved with CSPE also I have previously 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.

Although the academic year 2020/2021 has been a very different year in my teaching career it has also shown and highlighted how resilient we all can be and we have seen many successes and also it has given us lots of new things to continue to adapt and work on going forward. I hope that the academic year 2021/2022 will be a happy and health time for all of us going forward.

Business Department Annual Report

BUSINESS DEPARTMENT ANNUAL REPORT 2020/2021

SECTION 1

1. Department member:
Teresa Culhane
2. How Covid has changed the Business Department teaching and learning experiences this year?
 - Use of face masks, social distancing and sanitising obviously affected teaching and learning in 2020/21
 - The class room looked different with no double desks and how we had to have a strict seating plan for contact tracing. As the year progressed and cases rose around the country in schools, this requirement made more sense and its importance increased.
 - Initially I felt that the students would have difficulty hearing me with the masks but this issue did not arise. I did have some difficulty understanding what some students were saying due to the use of facemasks.
 - Taking students out for a mask break was nice when it was allowed. The students enjoyed to break from wearing them.
 - Ventilation was also so important. Having the classroom door open did become distracting for students at time when a neighbouring teacher was playing a youtube clip or having a kahoot etc. As people passed the door, invariably they would look in so it was distracting at time. Looking forward to being able to close the door again.
 - Not being recommended to using group work did affect teaching methodologies.
 - Being able to allow students to use their phones in class did change things. I had been warned to insist that students keep their phones flat on the table to reduce the opportunity for students to record and or take photos of other students/teachers was a good tip.
 - Use of menti, kahoot increased during the school year and using the phone for research for CBA's etc grew during the year. Now that we have Wifi, it will be fairer to students to participate in these activities as some students had problems with lack of phone data.
 - Working online this year was easier than in 2020. The training received in school before Christmas was certainly useful.
 - Learning how to have a virtual visit in for LCVP was also a challenge and a steep learning curve.
 - Not being able to have work experience, visit outs and in person visits in, for Link Modules in 2020/21 was also a challenge.
 - The use of Zoom for staff meetings and staff briefings during lockdown became normal.
 - Hope that these activities can take place in the school year 2020/21
3. The use of Digital Learning Strategies, how the Business Department addressed online teaching and learning. Use of TEAMS.

- The department has taken on the use of TEAMS since March 2020 upon the school closure due to Covid 19. Teresa had not used it before then. I had received a very quick lesson as to how to use it on the day the school closed. The Department worked with another Department during lockdown in 2020 to practice using it and developing the use of it.
- The Department used it on a continual basis in the school year 2020/21 and could not imagine life without it.
- The department use it to upload notes, homework, resource material
- It is used for setting and assessing assignments and the use of Microsoft forms during lockdown was very effective
- Use of forms as a revision tool has also been invaluable.
- The chat function has become an invaluable tool to keep in contact with students including those who are absent due to Covid and other reasons.
- As a member of the Department (Teresa) I am a continual learner of the use of Digital Technologies and do try to keep up with it. I have participated with many online CPD in the school year 2020/21 which was such a change to attending such courses in the Teacher Centres in Tralee etc.
- The Business Teachers Association of Ireland (BSTAI) also used Zoom to allow courses and connection to take place among Business Teachers.
- The classroom now allows the use of phones for class so the department has embraced this and have used it for research, mentimeter, kahoot etc etc
- The new school app has also been useful to the Business Department in conjunction with Link Modules used it for the communicating with students and parents during Business Week in December 2020
- The use of Outlook for communication with fellow staff, management and students has been very useful in the last school year with Covid.

4. Report on Subject Department Action Plan for 2020/21

- We continued to regularly assess and review our student's performance using various forms of assessment.
- A special effort was made to give the first years an interesting taster of the subject when they began the school year.
- Teresa did strive to promote the business subjects at both Junior and Senior Cycle levels in the school year 2020/2021. Teresa, did give a talk to the TY students and Third year students to encourage them to take up our subject suite for the school year 2021/22. It was very disappointing that Accounting will not be timetabled in the school year 2021/22. 7 students chose it but the number was not enough to allow it to go ahead. It will form part of the new Action plan to push the subject harder in the school year 2021/22. We will have 2 Business class groups in 2021/22. One is for students not doing a foreign language so it will form a new challenge for the Department. The regular class will go on as normal.

- Within Covid restrictions, efforts were made to differentiate work on the new Junior Cycle specifications. Teaching across the three strands still has its challenges.
- The new Junior Cycle syllabus is continually developing. There was a number of CPD courses run by the JCT during the school year. They were quite helpful and did provide resources that the Department hope to use on an ongoing basis.
- Essentially the 3rd year class of 2021/21 will only be the second group to sit the new Business Studies Junior Cycle exam so we have a long way to go yet.

5. Details on the Business Department Action Plan for 2021/22

- We will set out our Department plan when we return to school in September.
- We will again try to encourage students to take up our subjects at senior cycle in the school year 2022/23 by promoting the subject using talks with third year students and using social media ie school app etc. The challenge is to have enough students willing to take up Leaving Cert. Accounting in the school year 2022/23
- Marguerite McSweeney returns to the Business Department in the school year 2021/22 so I hope that we can work as a team to develop the Junior Cycle Business studies subject in the school
- The Department plan to expand the use of digital technologies in the classroom in the new school year which is more viable now that we have Wifi in the school.
- The introduction of 1 hour classes will hopefully help to facilitate the use of active teaching methodologies in the subject area. The Department intend to embrace this opportunity and vary the use of active teaching methodologies that are available.

6. Transition Year Activities/Links

- Not applicable this year as Marguerite McSweeney was not a member of the Business Department in the school year 2020/21.

7. LCA Activities/Links

- Not applicable

8. LCVP Activities/links

No Leaving cert class this year.

- John Browne was on Teaching practice between September 29 and December 11.
- Unfortunately, we were unable to make our usual visit to the Lartigue Monorail due to Covid 19. This was very disappointing but necessary for this year.
- No UL/Mary Immaculate College visit out for the girls either unfortunately
- We did have a virtual visit in from Ashley Fitzgerald of the Listowel Credit Union on 3/11/20

- The girls worked with John Browne to set up and run a mini company to produce face masks between September and December 2020.
- We had a representative from the local Irish Cancer Society in to talk to accept the proceeds from the mini company. Due to Covid we could not have her into the school to talk to the students about the work of the branch. We hope that we will be able to do so in 2021/22 instead if restrictions allow.
- Students interviewed a person involved in a particular career as part of completing their career investigation which is a portfolio item.

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

10. GDPR considerations

- The Department take data protection issues very seriously
- All test results and student records are kept on Office 365.
- Access to this data would be restricted to Department member(s) and school management.
- The Department try to always remember to turn the desktop screen towards the wall and make sure the overhead projector is turned off or on freeze when taking the roll call on Eportal.
- I explain this to Business Students when covering GDPR. Students had noticed this practice from teachers and had wondered why teachers were doing this. It brought this practice into focus for them.
- Will adhere to high standards of ethics and professionalism in all data entries.
- Will ensure that any handwritten notes are transferred to the school administrative system as soon as possible.
- Will ensure all personal data is never brought off-site unless appropriate steps are taken
- Will only store school related data on approved devices
- Will never share work-related data on unapproved systems
- Will assist the Principal with access requests

11. Links with the local community

- Covid 19 put a major damper for the department in relation to links with the local community.
- We used our link with Ashley Fitzgerald and the Listowel credit Union to organise a virtual visit in for the 5th year Class.
- We to no work experience, due to Covid, we did not have our usual links with local entrepreneurs.
- We had a visit from a representative of the Irish Cancer Society but that was outside to accept the cheque from the mini company.
- We hope to resume our connections in the new school year in connection with work experience, visits in etc for both LCVP students and others.
- We had two virtual visits in for 5th and 6th year Business students from UL Business Department. Mr. Kieran Gallery who is the Course Director of the BAIB (Bachelor of Arts in International Business) in the University of Limerick(15 April 2021) and Dr Fergal O'Brien on 23 April 2021. Both virtual visits were informative and interesting for both the students and teacher.
- First year students interviewed, using a questionnaire, local entrepreneurs as part of the Business Studies programme.
- Link Modules students linked with a member of the community as part of completing their Career Investigation.

12. Student Teachers

- The Department agreed to take a student teacher during the school year 2019/20
- John Browne (PME2) joined the Department in September 2020. John was in the school til December 11, 2020.
- John worked with 1st, 2nd and 3rd Year Business Studies students and 5th year Link Modules students.
- John worked within the Department to organise and run Business week 2020/21in December.
- He worked with Link Modules student to set up and run the mini company
- He was a pleasure to work within the department and the Department wishes him to best of luck in his future career.

13. Online Guest Speakers

- Ashley Fitzgerald of Listowel Credit union
- Mr. Kieran Gallery who is the Course Director of the BAIB (Bachelor of Arts in International Business) in the University of Limerick
- Dr. Fergal O'Brien is a Lecturer in Finance and Director of Postgraduate Studies at the Kemmy Business School, University of Limerick.

14. Staff CPD within the subject Department 2020/21.

Teresa Culhane

Date	Provider	Title	Venue	Time
9/9/20	Shane Martin	Wellbeing for staff	School	3.30 pm to 5 pm
8/10/20	Catherine Kennedy	Teams inservice	school	3.30 pm to 4.30 pm
15/10/20	JCT meet David Walsh Eimear Buckley Aine Monahan Fergal Doyle Kim Deens	'Taking care of Business'	online	7 pm
20/10/20	JCT David Walsh Joe Stafford Jimmy Meaney	'Open forum: JCT Business Studies'	online	7 pm to 9 pm

	John O'Sullivan Sean			
12/11/20	JCT + Financial Justice Ireland Ellis Ryan	Online workshop	online	7 pm to 8.15 pm
24/11/20	JCT David Walsh	'Webinar on blended Learning in Business Studies'	online	7 pm to 8 pm
25/11/20	JCT	Supporting students In Learning to Learn	online	3.30 pm to 5 pm
2/12/20	BSTAI	LC Accounting 2020	online	7 to 9 pm
10/3/21	Banking and Payments Federation Ireland Ali Agur	Chief Economist Webinar	online	2.30 pm to 3.30 pm
23/3/21	BSTAI Phillip Curry	'Section 3 LC Business: A fresh look'	online	7 pm to 9 pm
15/4/21	JCT	Planning and Assessment: Areas covered include final Accounts and economics	online	7pm to 8.30 pm
22/4/21	JCT	Planning and Assessment: Areas covered included saving, Borrowing, marketing mix And business plan	online	7 pm to 8.30 pm

15. Links with PDST

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

16. Collaboration with other subject Departments

- 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.

17. Junior Cycle – classroom based assessments

- The Department did not have a CBA2 with the 3rd year students in 2020/21 due to Covid 19
- The Department decided to do CBA 1 with second year students and not to do CBA2 with them when they go into 3rd year.
- The girls would normally do a group task for CBA1 in second year. Due to Covid, this was changed to an individual task for 2020/21/.
- The Department decided to change the theme of the task from ‘Finance in Action’ to ‘Enterprise in Action’ in the school year 2020/21. The Department discovered from the experience this year that it would have worked better if it was a group task. The Department will now try ‘Enterprise in Action’ again in 2021/22 for the CBA1 with second years. The department presumes we will be able to have group tasks in the next school year.

18. 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. Very limited use of this could be used in 2020/21 due to Covid 19.
- 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 a product/service idea and developed a Marketing mix for it. It opened their minds to the possibility of starting their own business in the future. The CBA was an invaluable learning experience for them. They developed coping skills to manage the CBA own their own.
- Various teaching methodologies help students develop an awareness of how they learn best which improves the learning experience and alleviate exam stress.
- Mary O’Connor in her role in Wellbeing organised many events in conjunction with JIGSAW during the school year 2020/2021 which benefitted all the students including Business students. Since the school closed the students were provided with links to

help with their wellbeing and the weekly assemblies must have also helped keep the students connected.

19. L2LP La Cheile

- There was just two L2LP student in the Junior cycle Business Studies in 2020/2021. Their poor attendance and lack of interaction during lockdown impacted their completion of PLU's in the school year 2020/21. 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
- The La Cheile girls were not involved with Business Studies in 2020/21

20. SEN

We continue to use suggestions from Rosemarie Flanagan where applicable through differentiated lesson plans and teaching strategies, and through offering choice of homework assignments.

21. New resources purchased in 2020/2021

We did not purchase new resources in the school year 2020/2021 for Business Studies. A new book was added to the book list for Link Modules.

22. Impact of visiting students (modern languages only)

23. School Self Evaluation

- We continued to use mind mapping with our classes which continues to be useful, especially for visual learners. It continues to be useful for student for revision.
- We did not have focus groups with Junior and and Senior Cycle students this school year due to Covid 19.
- Reporting initiative-
- -We have found that the ePortal system has proved to be very useful to keep us up with Junior Cycle reporting.
- -Used Merit and Improvement cards, welcomed the introduction of digital merit cards, throughout the school year to affirm good work and behaviour (positive affirmation). It was a great way to acknowledge helpful acts that the students did for each other or the teacher.
- We reported to parents through the Eportal system in October and summer.

- There was no parent/teacher meeting this school year. It would have been nice to have had an opportunity to meet new parents to make a connection in relation to their daughter.

Covid Response Plan

- The Department took on the Covid response Plan as needed.
- Planning in relation to leaving paper for 72 hours for tests etc became an extra planning issue to deal with.
- Using technology to avoid using paper took time to get used to but it worked.
- Office 365 became more and more important to communicate notes, homework etc
- Business Department experience of online teaching and learning
- It was much easier to work online in 2021 than it was in 2020.
- The students were also much better to attend class online in 2021
- I had improved my skills working on TEAMS and I use the Class Materials section all the time too
- The use of the chat function was invaluable to communicate with individual students. It allowed the teacher to try and encourage students not attending class online to do so.
- Student Voice
- Student voice is an important consideration in setting lessons in the classrooms.
- We use various strategies to estimate the prior knowledge of each student before setting the Learning intentions and Success Criteria. Examples include KWL and Anticipation exercises. This allows the lesson to be set at an appropriate level, remembering some techniques may be vital for some but are useful for all.
- Students are active participants in deciding appropriate Success criteria at the beginning of each new topic.
- Continuous assessment for learning ensures student voice is incorporated into lessons structures. We adapt teaching strategies to include all learners of all levels.
- Oral assessment of learning which we continuously do in our classrooms ensures the teaching strategies are effective.
- Uptake of the subject at Leaving Cert and Junior Cycle
- 1st year Business Studies 2020/21 - 18 students
- 2nd year Business Studies 2020/21 - 23 students(including 2 L2LP students)
- 3rd year Business Studies 2020/21 - 18 students
- Sadly there was no 5th year Accounting this year which was very disappointing. The Department did canvass the TY and third year students and 7 opted for Accounting. Unfortunately the school could not accommodate these students with Accounting for the school year 2021/22. The Department feels that the lack of accounting in the new Junior Cycle Business Studies syllabus is partly to blame for this fall off in interest in the subject.
- We had 17 students studying Business in Fifth year and 8 students taking Business in Leaving cert. Year.

- We were delighted with the 8 students who took up Link Modules in 2020/21. One student decided to leave the programme to concentrate on her other subjects during the school year.
- The Department is concerned about the future in our subject at senior cycle in particular. We are heartened with the increase in our numbers in first year for Business studies. We feel that the taster programme was instrumental in this. The Department will again try our best to encourage our new First years in September to take up our subject and build on it over the coming years.
- Uptake of higher and ordinary level
- Current 3rd year Business Studies
- Common Level for all
- Current 5th and 6th year Business
- All taking the subject at higher level.
- Wellbeing and Classroom Culture in a Covid environment
- Business Studies is essential part in delivering the Wellbeing indicators: responsible, connected, resilient, respected and aware. Business Studies aims to develop students' knowledge, understanding, skills, attitudes and values to achieve sustainable living for individuals, families and businesses. Wellbeing issues are covered relating to budgeting, consumer rights, workplace rights and responsibilities, sustainability, social concerns, family resource management and being an ethical consumer etc etc. Students will develop business literacy skills in order to make informed decisions. We encourage all students and participate ourselves in Wellbeing initiatives in the school.

SECTION TWO

Collaboration with the Assistant Principals (Leadership and Management Team)

Collaboration with Assistant Principals (Leadership and Management Team)

- Liaison with School Ethos Coordinator and Book Rental Coordinator Margaret Daly

We provided details of books being used to Margaret for the book scheme and the book list for 5th year students.

- Liaison with Year Heads (Lauren O'Leary, Aine Ni Chuain, Denise Galvin, Norma Dowling, Eileen Counihan and Muireann O'Sullivan):

We consulted the Year Heads about any worries or issues we may have had with individual students during the school year.

Communication from year heads was vital during the Covid 19 school closure to keep us informed of issues in student lives which were pertinent at the time.

The Department member was invited to the weekly assemblies held by the year heads during lockdown.

The Department appreciated the communication of issues with students during the staff updates each Thursday during lockdown.

- Liaison with SEN co-ordinator Muireann O’Sullivan -

We acted on any information provided by Muireann on individual students in our classes.

We accessed information provided through the SEN share point to keep us up to date with RACE considerations relevant to our students.

- Liaison with Coordinator of school Extra Curricular Activities Coordinator Jessica Keane

The Department had no particular interaction with Jessica in relation to Extra Curricular Activities in 2020/21.

- Liaison/communication with the Wellbeing Coordinator Mary O’Connor

Mary was great to help and advice in relation to any queries the department had in relation to classroom anxiety etc.

- Liaison with the Programmes Coordinator Norma Dowling

The Link Modules would have regular contact with Norma in relation to the running of the programme.

Looking at our School 2016 – 2020

How do you evaluate/assess?

The Department evaluate and assess through questioning, checking homework, peer assessment, summative, modular and online assessment.

How do you know?

- Students are able to report on, present, and explain the process and outcome of learning activities to a highly competent level.
- 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. This is very much reflected in project work.
- They demonstrate a high level of motivation, and enjoy engaging and persisting with increasingly challenging work.

What has the teacher/Subject Department done to find out what the students think/know?

- We as a department 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.

- As a department we maintain assessment records that are clear, useful, easy to interpret and share, and tailored to students' individual learning needs.

DOMAIN 1: LEARNER OUTCOMES

Students see themselves as learners and demonstrate this in their positive and reflective approach to classwork and homework

Students demonstrate an enquiring and open-minded attitude towards themselves and those around them.

Junior cycle students have attained proficiency in the prescribed key skills appropriate to their stage in the cycle.

Senior cycle students have attained proficiency in the skills required for successful learning in the programmes they are following.

Students' achievement in summative assessments, including certificate examinations, is in line with or above expectations.

DOMAIN 2: LEARNER EXPERIENCES

They are able to work both independently and collaboratively in a very purposeful and productive manner.

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.

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.

DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

The Department have high expectations of students' work and behaviour, communicate these expectations effectively to students, and facilitate students in internalising them

The Department members 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 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 regularly provide students with constructive, developmental oral and written feedback. Teachers use feedback to work with students on clear strategies for improvement

Teachers enable students to make meaningful links between lesson material and their learning in other subjects, and to transfer their learning to unfamiliar experiences.

DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

Teresa identified and engaged in CPD that developed her own practice, helped to meet the needs of students and the school, and it will enhance her collaboration in the future.

Due to there being only one member in the department, collaboration with another department member was not possible except when the student teacher John Browne was in the school.

The Department member(s) share their experience with teachers from other schools, for example through education centres, online forums, and school visits.

The department member(s) are proactive in building collective expertise in the skills and approaches necessary to facilitate student learning for the future.

English Department Annual Report

English Department: Annual Report 2020 – 2021

Department members

Elaine Keane, Muireann O Sullivan, Gemma O Loughlin, Denise Galvin and Michael Daly.

How Covid has changed our teaching and learning experiences this year.

Successes	Challenges
<ul style="list-style-type: none">➤ Very good collaboration and support amongst the department members.➤ Improved digital literacy within the department.➤ Have benefitted from evening digital upskilling in small groups.➤ Students have benefitted from the affirmation provided online, in particular the quieter student who may not ask questions in class.➤ TEAMS facility has allowed us to engage with absent students, allowing them to catch up on notes etc.	<ul style="list-style-type: none">➤ Monitoring the level of engagement, attendance and participation e.g. students not answering questions during live lessons.➤ Correcting students' work and providing feedback.

The use of Digital Learning Strategies, how the subject department addressed online teaching and learning.

All teachers in the English department have striven to integrate ICT into our lessons. The provision of projectors, computers and laptops has facilitated this process. The wireless facility went live at the end of this academic year and it will be an invaluable resource going forward. Various applications within the Office 365 suite have been used by all English teachers and, following the various school closures, teachers are using office 365 as their main teaching platform. Live lessons became the norm, supplemented by the use of online textbooks, PowerPoints, YouTube videos, Forms for assessment, One Note and TEAMS.

We used Kahoot to revise topics with students and they enjoyed the competitive element. We have found that students engaged well with Forms for assessment and we will strive to continue our use of these tools going forward.

Report on Subject Department Action Plan 2020-21

As a result of Covid19 and school closures, we were unable to complete the 'Display What we Read' initiative. Students were encouraged to use thesaurus.com during class time and for homework to improve their vocabulary. We continued to use formative feedback as a correction tool which was greatly enhanced by the use of assignments on TEAMS.

Subject Department Action Plan 2021-2022

As the school is moving to one-hour classes, our action plan for 2021 to 2022 is to plan for these one-hour classes. We will complete new subject department plans in line with the new timetable, with a focus on class contact time.

Transition Year Activities/links

As a result of Covid, activities for TYs were conducted mostly online or in the school environment. TY students attended a virtual 'Young Adult Bookfest' provided by Listowel Writers' Week committee from November 24th to 26th 2020. In addition to this, we engaged with classroom debating as part of our activities.

.

Cross Curricular links

Cross Curricular links were forged between the English department and the History department through the successes of the debating team. Unfortunately, this has been put on hold as a result of Covid19 but we look forward to rebuilding on previous successes in the next year. In general, English is a department that works collaboratively with numerous subjects due to its literacy content and is integral in the writing process of CBAs in many subjects such as history, geography, science and business.

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. Ensuring the careful use of eportal in the classroom. At no time students can view the monitor showing information showing students' attendance, grades etc.,

All test results are private to the individual student and are returned to students in a manner where students do not feel uncomfortable regarding others knowing their grade.

Any memory sticks that have sensitive material regarding students' grades are removed from computers before leaving the classroom. In order to prepare for the safe return of students in September 2020 we had to clear our classroom of all materials. This required all materials which identified any student to be shredded e.g. test papers etc.

We ensure that we log off and out of all classroom computers at the end of class so that no other individual has access to our log in details.

Links with the local community

We have a long-established relationship with Listowel Writers' Week that we continue to nurture.

Contact with St John's Theatre is essential to us for the viewing of live dramatic performances.

We have supported Mercy Mounthawk on numerous occasions, attending their theatrical performances at Siamsa Tíre in Tralee.

Lastly, we constantly encourage our students to avail of the local library, particularly this year with the use of 'Borrow Box', an online borrowing facility.

Student Teachers

We did not have any English specific student teachers this year. However, we had a second year Arts student who is studying English in college observe live classes. Valuable teaching and learning were experienced by both parties. It's great to see such capable students entering the teaching profession.

Staff CPD within the Subject Department

Individual teachers are responsible for their own CPD. All teachers engaged with training on the new Junior Cycle including group training, courses in the Tralee Education Centre and webinars on the topic.

Ø Aoife O Driscoll- x3 Leaving Cert English - Approaching the Short and Long Composition Tasks (QB and Composing) 2/3/'21. LC English Comprehension Strategies (QAs) 10/2/'21

Ø LC English Single Text-King Lear by Aoife O'Driscoll 15/3/'21 Leaving Cert English - Planning the Prescribed and Unseen Poetry Question" 25/3/'21

Ø Podcasting Part 2- 11/3/'21

Ø JCT Training Day in English 11/2/'21

Ø Droichead PST Training for 4 days 9/3/'21 and 10/3/'21 and 14/4/'21 and 15/4/'21

Ø Toe by Toe- Dyslexia Training with Kelsey Cowling

Ø Preparing students for Junior Cycle English Final Examination, with particular emphasis on the Higher-Level Paper with Pauline Kelly

Ø INOTE conference in November

Links with PDST

We use many resources from PDST such as revision aids, graphic organisers and online information on Numeracy and Literacy.

Collaboration with other subject departments

Cross Curricular links are continuously nurtured and developed in our school. The sharing of resources to make posters with the Art Department, creative writing with History and various competitions with numerous subjects, have made for a positive working environment where all subjects can learn from one another.

Junior Cycle CBAs

We are in our fourth year of official engagement with the CBA and SLAR process. CBA2, the collection of portfolio pieces, was completed with the third year students by

Elaine Keane and Denise Galvin. These will form part of the Junior Cycle assessment as a descriptor on their School Cert of Completion. The 'Assessment Task' was quashed for this year as a result of Covid19.

CBA1 has been postponed until October 2021 as a result of Covid. Current second year students will complete this in early September.

Wellbeing initiatives

We in the English Department address 'wellbeing' on a daily basis by focusing on and engaging with topical items taken from the world of literature that feature personal experiences of issues such as bullying and mental health. We do our best to encourage our students to engage with personal writing as an aid to self – expression.

As part of our Wellbeing programme the school is engaging with the Jigsaw initiative 'One Good Adult'. The main tasks of the One Good Adult are to promote and support the mental health of the young person and above all to believe in that young person when they might not have much belief in themselves. The One Good Adult must be a good listener, be able to show empathy or to put themselves in the shoes of the young person to try to understand their experience. They should be non-judgmental, which means no rolling of eyes, tutting or general disapproval.

L2LP Le Chéile class

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. The priority learning unit (PLU) being worked on is 'Communicating and Literacy.' Junior students benefitted from the L2LP Communicating and Literacy' programme within their English classes taught by Michelle O'Connor/Gemma O'Loughlin in third year. This programme advocates inclusion for all through the differentiation of the curriculum. It provided access to students who may have otherwise struggled to achieve in Level 3 Junior Cycle English. The programme was also facilitated by Elaine Keane within the Le Cheile Moderate Learning Unit.

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 continue to be exciting times in education.

SEN include all SEN in-service this year

SEN is an integral part of all we have to offer in Pres. Listowel. Students have so many diverse needs. These are catered for, in the main, through LS classes, contact with and support from the SNA team, and via particular testing e.g. CAT4, WIAT-111, WRAT1V etc. Programmes of work are drawn up by individual subject teachers to meet the educational needs of these students. RACE applications were made on behalf of some Leaving Cert students and accommodations were granted. Applications were also made on behalf of Junior Certificate students. To date, no confirmation of accommodations has been received for Junior Cycle students. CAT4 testing of First Years and NGRT testing of Second Years was carried out later than usual. This was unavoidable. The results of these tests have been analysed and shared with all staff through the SEN folder on SharePoint.

A review of the efficacy of provision was carried out during term three. A report was completed and shared with staff. It was discussed during our last staff meeting and certain recommendations will be broached during the next academic year.

SEN Inservice

Co-Teaching at Post-Primary Level with Rosemarie Flanagan NCSE webinar 15/4/'21

New Resources purchased in 2020-2021

Resources are purchased as required, with the agreement of management. This came in the form of providing some senior students with English textbooks that they could not afford. The 'Book Scheme' has continued for junior cycle with some students opting to purchase their own. Kingdom 1 and Kingdom 2 were purchased for the

English Department students. The SEN resource bank was also stocked to meet the ever-increasing needs of students and teachers. An IXL subscription was purchased by the school to help with the teaching of SEN students with the continuation of the use of Twinkl.

School Self Evaluation

Literacy: The English Department has been to the forefront in the promotion of literacy in the school. Our 'Drop Everything and Read' initiative continues to be a success – even amongst those reticent readers. We continually strive for new and exciting ways to promote literacy – in-house competitions, literary walls in classrooms, book recommendations shared by individual students, typing programmes, apps etc.

Numeracy: Numeracy is also there. We tend to use it in the area of functional writing and when using the language of information and argument. This is often noted in references to statistics, percentages etc. Timelines have been put in place on the walls of English classrooms.

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

Mind mapping: Mind mapping is used by teachers who feel comfortable using it. This is done with revision in particular. Some students completed mind maps in areas such as poetry etc.

Links with the SSE and SIP: We have engaged with all aspects of the improvement plans and one member of our Department, Gemma O Loughlin was, in the past, part of a Forbairt initiative which identified formative assessment as our target for improvement. The English department continues to implement this initiative. Two stars and a wish, student self-evaluation, comment only grading and ICT feedback are used. This works well and allows teachers measure student engagement.

Gemma O Loughlin was also on the Batelle for Kids programme. Gemma 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.

The SSE for 2020/2021 was largely paused this academic year as a direct implication of Covid19.

The Subject Department experience of online teaching and learning

As a department we worked closely together to share resources. We engaged in zoom calls for department meetings and JCT in-service. It was challenging to assess online engagement as students didn't have their cameras turned on even though they were logged onto the live classes. Some students' participation was exemplarily which aided the teacher in gained student feedback.

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

Students have been surveyed twice this year regarding their experiences of online teaching and learning.

Student Voice

This is an inherent part of the collaborative process. Surveys and engagement with class representatives on the Student Council (or indeed individual students) have been used to gauge student concerns/issues. We make every effort to address these. There is an extremely high uptake of Higher level, both in Third Year and Sixth Year groups. We particularly encourage Junior Cycle students to continue in Higher level for as long as possible. Because of that, they are better prepared for Senior Cycle. Most students at Senior Cycle continue Higher Level course for as long as possible and the majority end up sitting Higher level.

Section 2

Collaboration with Assistant Principals

Please outline collaboration with the Assistant Principals (Leadership and Management Team)

Liaison with School Ethos Coordinator and Book Rental Coordinator 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. Some students opt to rent or buy their books depending on their preference. Books are usually rented in Junior Cycle with many Senior Cycle students opting to buy.

- Liaison with the Year Heads Lauren O’Leary/Áine Ní Chuain/Denise Galvin/Norma Dowling/ Eileen Counihan/ Muireann O’Sullivan: Consultation happens when different year groups are being taken to literary and cultural events or when same are in-house.

- Liaison with the 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. Recommendations as per psychological assessments are shared with and accessed by staff through the SEN folder on SharePoint. The SEN coordinator is available to address concerns.

- Liaison/communication with the 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. This year the school continued its involvement with Jigsaw’s ‘One Good School’ programme and all staff have completed the eLearning Mental Health Programme for Teachers. Some Fifth Year students were awarded certifications and sponsored hoodies for completion of the Jigsaw’s Peer Programme. As part of Wellbeing programme, the school is engaging with the Jigsaw initiative ‘One Good Adult’. The main tasks of the One Good Adult are to promote and support the mental health of the young person and above all to believe in that young person when they might not have much belief in themselves. The One Good Adult must be a good listener, be able to show empathy or to put themselves in the shoes of the young person to try to understand their experience. They should be non-judgmental, which means no rolling of eyes, tutting or general disapproval.

- Liaison with the Coordinator of school Extra Curricular Activities Coordinator Jessica Keane: As an English Dept we engaged with Jessica Keane for sharing updates and news for Christmas and Summer Newsletters. Michelle O’ Connor held a book club every Tuesday lunchtime while Gemma O’ Loughlin also held a lunchtime drama group which was thoroughly enjoyed by all students and complements their classroom learning.

- Liaison with the Programmes’ Coordinator Norma Dowling: Student tasks and key assignments were discussed and advice about timelines were shared. We suggest and plan specific activities and/or speakers in or out of school for the different programmes – TY, LCA etc.

· Liaison with the Coordinator of Health and Safety/Student Council Coordinator: Kay Kennedy/Catherine Kennedy: We engage with the instruction provided to us by the coordinator. Various staff members engage with The Student Council at different times of the year.

Looking at our Schools

How do you evaluate/assess?

We evaluate and assess through questioning, checking homework, peer assessment, summative, modular and online assessment and exit tickets (during pre-covid times students could write on a piece of paper 1 thing that they learned and maybe another point on something they would like to understand better. Post-covid they can message us using the chat function in Teams). This is an excellent forum for quieter students who traditionally may not have asked questions in the classroom.

How do you know? What has the teacher/subject department done to find out what the students think/know?

Through analysis of class copies/One note/class notebook, class tests, standardised tests, student profiles, teacher observation, team-teaching, SEC results, teacher reflection and professional collaboration.

Students are able to report on, present, and explain the process and outcome of learning activities to a highly competent level.

· 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. This is very much reflected in project work.

· They demonstrate a high level of motivation, and enjoy engaging and persisting with increasingly challenging work.

How effective is our subject department? LAOS

Domain 1: Learner Outcomes

Highly Effective: Students demonstrate very good subject knowledge and subject skill at an appropriate level, and demonstrate this at the relevant assessment points in the year or cycle. This is proven through our excellent state exam results both at junior and leaving cert levels and the high uptake of English at higher level for the Leaving cert which is well above the national average.

Students' achievement in summative assessments, including certificate examinations, is in line with or above expectations. This is demonstrated through the high standards of CBAs presented at junior cycle.

Domain 2: Learner Experiences

Highly Effective:

Students demonstrate very high levels of interest and participation in learning.

Interactions among students and between students and teachers are very respectful and positive, and conducive to well-being

Domain 3: Teachers' Individual Practice

Highly Effective:

Teachers have the required professional qualifications and have engaged in a range of continuing professional development (CPD) relevant to students' learning.

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 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.

Domain 4: Teachers' Collective/ Collaborative Practice

Highly Effective:

Teachers use formal meeting and planning time to reflect together on their work.

Teachers collectively agree and implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.

Teachers collaboratively plan learning experiences that enable and empower students to see learning as a holistic and lifelong endeavour.

Gaeilge Department Annual Report

Tuairisc na Bliana 2020-2021: Roinn na Gaeilge

Ceannaire na roinne:

Norma Dowling

Baill na roinne: Norma Dowling

Áine Ní Chuáin

Elaine Keane

Úsáid na teicneolaíochta:

Bhí an- tábhacht ag baint leis an teicneolaíocht sa roinn Gaeilge i mbliana toisc gur dúnadh na scoileanna de bharr scaipeadh an Choróinvíris agus na srianta a chuireadh i bhfeidhm mar thoradh ar an víreas. Dúnadh na scoileanna i mí Eanáir agus d'fhillamar ar líne i ndiaidh saoire na Nollag. Bhí na múinteoirí ag brath ar na háiseanna teicneolaíochta chun na scolairí a mhúineadh. Roghnaigh na múinteoirí cur chuige teagaisc a bhí oiriúnach do riachtanais foghlama na scolairí agus iad ag obair ó bhaile. Ba iad seo a leanas na hacmhainní teicneolaíochta agus na straitéisí ar bhain siad úsáid astu:

- Cruthaíodh ranganna ar 'Teams' ar 'Microsoft Office 365'.
- Seoladh acmhainní, obair bhaile agus ceartúcháin ar Teams.
- Múineadh ranganna i bhfad ó láthair ar áiseanna closamhairce ar nós Zoom, Go to Webinar agus ardáin eile mar sin de.
- Roinneadh seóanna sleamhnáin ar Zoom.
- Cuireadh scolairí ar an eolas faoi leabhair leictreonach (eleabhair) a bhí saor in aisce de bharr Covid-19
- Roinneadh áiseanna ón tSeirbhís um Fhorbairt Ghairimiúil do Mhúinteoirí leo.

Comhoibriú le Ceannairí Scoile -An Fhoireann Cheannaireachta agus Bhainistíochta.

Comhoibríodh leis na ceannairí cuí sna cásanna seo a leanas:

- Co-ordaitheoir Measúnaithe: Pléann múinteoirí leis na measúnaithe chun tacú le foghlaim na scoláirí agus chun a ngnóthachtáil a thomhas. Tá polasaí scoile uile um measúnú forbartha ag na múinteoirí i gcomhar lena chéile atá iomchuí don churaclam agus dá scoláirí. Áiríonn an polaisí seo cleachtais um measúnú foirmitheach agus

suimitheach. Cuirtear i bhfeidhm go comhsheasmhach é agus déantar athbhreithniú air i gcomhar lena chéile.

- Co-ordaitheoir Do Riachtanais Oideachasúil Speisialta: Cuirtear na múinteoirí ar an eolas faoi riachtanais foghlama aonair na scolairí, agus cuireann siad cleachtais teagaisc agus foghlama in oiriúint chun cuidiú leis na scolairí a ndúshláin a sharú.
- Co-ordaitheoir Ghradaim na Bliana: Ainmníonn na múinteoirí scolairí do na gradaim éagsúla mar creideann siad go gcuireann sé leis an taitneamh a bhaineann na scolairí as an bhfoghlaim agus a eascraíonn as na mothúcháin go bhfuil dul chun cinn á dhéanamh acu. Cuidíonn rannpháirtíocht leis an ócáid ghradaim lena mothúchán folláine.
- Na Ceannairí Bliana: Comhoibríonn na múinteoirí leis na ceannairí mar tuigeann siad go dtugann eispéiris na scolairí mar fhoghlaimeoirí léiriú maith comhsheasmhach ar an gcaoi in dtuigtear agus ina gcuirtear an cód iompraíochta i bhfeidhim.
- Co-ordaitheoir Cláir: Le tacaíocht ó na múinteoirí eagraíonn daltaí na hidirbhliana gníomhaíochtaí éagsúla sa scoil i rith na bliana chun an Ghaeilge a chur chun cinn, mar shampla, Tráth na gCeist, comórtais agus seisiúin cheoil le linn Seachtain na Gaeilge. Bíonn Lá Gaeilge speisialta sa scoil gach bliain freisin.

Nóta: Microsoft Office 365- Is áis iontach é Microsoft Office 365 é do mhúinteoirí agus ceannairí scoile a chothaíonn comhoibriú eatarthu. Bíonn cumarsáid rialta idir na baill éagsúla. Déanann gach duine planáil go comhoibríoch agus roinntear eolas agus acmhainní go héasca ar an ardán seo.

Athbhreithniú ar phlean gníomhaíochta na bliana 2020-2021

Ba é aidhm na bliana ná an Ghaeilge a chur chun cinn. D'eagraíomar imeachtaí do sheachtain na Gaeilge agus don Lá Gaeilge. Bronnadh duaiseanna ar na buaiteoirí. Ghlacamar páirt i roinnt comórtais a réachtáladh i rith na bliana, comórtas óráide an Phiarsaigh, comórtas scríbhneoireachta ina measc.

Ceiliúradh seachtain na Gaeilge ar líne agus ghlac na daltaí páirt sna gníomhaíochtaí sin: Toraíocht taisce, comórtas seanfhocail, tráth na gceist, Gaeilge i mo cheantar.

Rinneadh athbhreithniú ar na hacmhainní a úsáideadh don fhoghlaim ar líne agus na buntáistí/míbhuntáistí a bhain leo chun na hacmhainní is oiriúnaí a roghnú. Tugadh deis do mhúinteoirí a gcuid taithí agus moltaí a roinnt chun liosta do mhodhanna agus stráitéisí foghlama cuí a chur le chéile.

Plean gníomhaíochta na bliana 2021/2022

Gabhann na múinteoirí go rialta d'athbhreithniú comhoibríoch gairmiúil ar chleachtais teagaisc agus foghlama, agus úsáideann siad é chun cur chuige éifeachtachta a aithint agus tógáil orthu. Tá na múinteoirí réamhghníomhach chun saineolas comhoibríoch a thógáil sna scileanna agus

cuir chuige atá riachtanach chun cuidiú le foghlaim na scolairí don todhchaí. Is e seo a leanas plean gníomhaíochta na bliana 2021/2022

Gníomh	Baill na Foirne	Plean Ama	Acmhainní	Critéir Ratha	Bainte Amach
Ath-bhereithniú a dhéanamh ar an measúnú rang-bunaithe mar chuid den Theastas Sóisearach	Gach duine	Méan Fómhair 2021-Cruinniú amháin	Nótaí na múinteoirí ón bhForbairt Ghairmiúil Leanúnach (FGL) agus nótaí ranga	Torthaí agus Eispéiris na bhfoghlaimeoirí (gan Teastas Sóisearach oifigiúil)	
Saintaithi a roinnt faoin measúnú rang-bunaithe	Gach duine	Méan Fómhair 2021-Cruinniú amháin	Nótaí na múinteoirí ón Fhorbairt Ghairmiúil Leanúnach (FGL) agus nótaí ranga Loga Foghlama na ndaltaí	Má bhíonn tuiscint chruinn ag gach múinteoir sa roinn ar an measúnú rang-bunaithe agus iad réidh chun tabhairt faoi sa rang. Cinneadh a dhéanamh ar chur i láthair	

				cnomnsneasmnadh	
Ath-bhreithniú rialta a dhéanamh ar an gcur i láthair comhsheasmhach	Gach duine	Roimh an mbriseadh lár téarma-cruinniú amháin agus gach	Nótaí na múinteoirí agus cóipleabhair na ndaltaí	Má bhíonn na daltaí spreagtha chun foghlama agus má bhíonn na torthaí foghlama insroichte.	

--

		leaththéarma ina dhiaidh.			
--	--	---------------------------	--	--	--

Anailís ar na scrúduithe stáit: Sa bhliain 2020

Torthaí sa Ghaeilge ag an Árdleibhéal Árdteistiméireachta

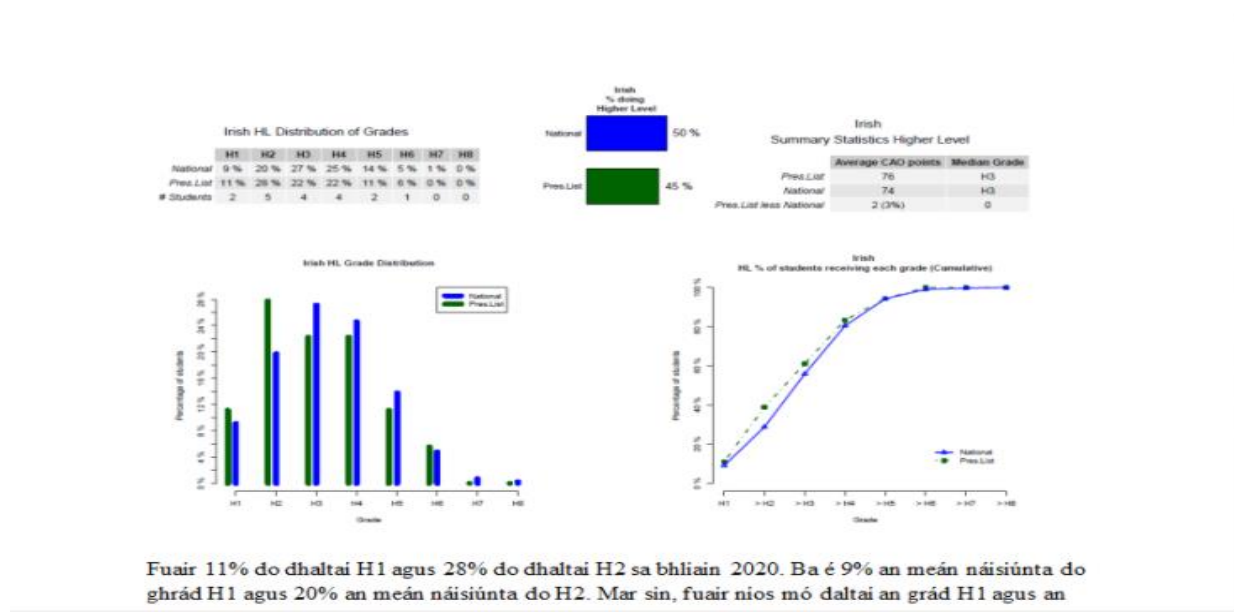
Sa bhliain 2020, rinne 40 scoilire an Ghaeilge don Árdteistiméireacht.

Céatadán ag Árdleibhéal sa Ghaeilge san Árdteistiméireacht: Sa bhliain 2020, bhí céatadán na scolairí a dhein an Ghaeilge ag an Árdleibhéal 5% níos ísle ná an céatadán a dhein an Ghaeilge ag an Árdleibhéal go náisiúnta. (45% i gcoinne 50%). Bhíodh difríocht de 6%-10% idir líon na ndaltaí ag déanamh an Ghaeilge ag an ardleibhéal sa scoil agus go náisiúnta sna blianta roimhe seo. Mar thoradh, tá laghdú ar an difríocht seo.

Ag an Árdleibhéal bhí na pointí CAO a fuair scolairí sa Ghaeilge 3% níos airde ná na figirí céanna go náisiúnta ar an meán (74 i gcoinne 76). Ba é an H3 an meán grád, mar an gcéanna leis an meán náisiúnta.

Ní bhfuair aon scoláire níos lú ná 40% i gcomparáid le 1% go náisiúnta. Ní bhfuair aon scoláire níos lú ná 40% i 2019 ach an oiread, tháinig feabhas ar an bhfigiúr seo.

Léaráid 1.1 Dáileachán na dtorthaí sa Ghaeilge ag an Árdleibhéal agus na pointí CAO gnóthaithe sa Ghaeilge igcomparáid leis figiúir go náisiúnta sa bhliain 2021

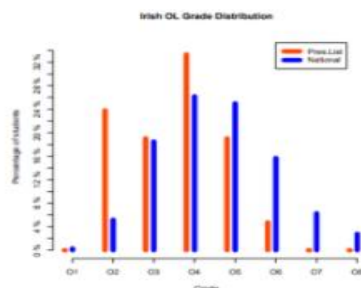


Léaráid 1.2 Dáileachán na dtorthaí sa Ghaeilge ag an Árdleibhéal agus na pointí CAO gnóthaithe sa ghaeilge igcomparáid leis na figiúir go náisiúnta sa bhliain Torthaí sa Ghaeilge ag an nGnáthleibhéal Árdteistiméireachta

Rinne 22 dalta Gaeilge ag an nGnáthleibhéal sa bhliain 2020. Bhí na pointí CAO a fuair scolairí sa Ghaeilge ag an nGnáthleibhéal 15% níos airde ná na figirí ar an meán go náisiúnta (26 i gcoinne 30). Anuas ar sin ba é an scéal céanna é leis na blianta roimhe sin le céatadán comhsheasmhach atá níos airde ná an céatadán go náisiúnta le céatadán idir 8% (2 phointe) agus 33% (8 bpointe). Ní bhfuair aon scoláire níos lú ná 40% sa bhliain 2019 i gcomparáid le 5% go náisiúnta.

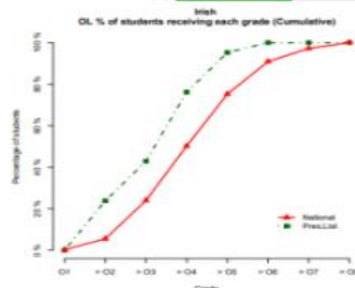
Léaráid 1.3: Anailís ar na torthaí sa Ghaeilge ag an nGnáthleibhéal igcomparáid leis na figiúir go náisiúnta sa bhliain 2020.

Irish OL Distribution of Grades								
	O1	O2	O3	O4	O5	O6	O7	O8
National	0%	5%	18%	26%	25%	16%	6%	3%
Pres.List	0%	24%	19%	33%	19%	5%	0%	0%
# Students	0	5	4	7	4	1	0	0

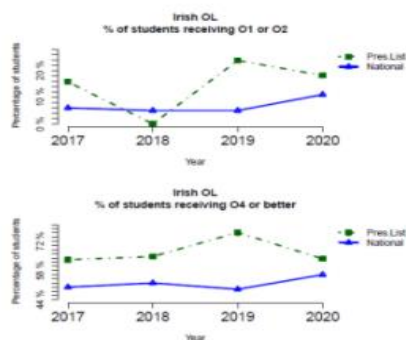


Irish
Summary Statistics Ordinary Level

	Average CAO points	Median Grade
National	24	O4
Pres.List	32	O4
Pres.List less National	8	0
Pres.List less National (%)	33%	NA



Faigheann níos mó scoláirí sa scoil seo grad O1 nó O2 sa Ghaeilge ag an nGnáthleibhéal le cúig bliana anuas ná na figiúirí go náisiúnta seachas sa bhliain 2018. Ní bhfuair aon dalta níos lú ná grad O6.



Summary Statistics OL Irish

	2017	2018	2019	2020
A: Average CAO points Pres.List	28	26	32	30
B: Average CAO points National	24	24	24	26
A less B	4	2 (8%)	8 (25%)	4 (13%)
C: Median Grade Pres.List	O4	O4	O4	O4
D: Median Grade National	O4	O4	O4	O4
D less C	0	0	0	0

Torthaí sa Ghaeilge ag an Árdleibhéal sa Teastas Sóisearach 2020

Cuireadh an scrúdú ar ceal de bharr Covid19.

Cinneadh na Roinne maidir leis na torthaí sa Ghaeilge sa scoil.

Tá na múinteoirí sa roinn an-sásta leis na torthaí maithe comhsheasmhacha go háirithe nuair a chuireann siad iad i comparáid leis na figiúirí go náisiúnta. Is cosúil go bhfuil na scoláirí ag déanamh na Gaeilge ag leibhéal atá oiriúnach dóibh don chuid is mó. Is cuntas sásúil é anailís ar na torthaí sa Ghaeilge san Árdteistiméireacht sa bhliain 2020 agus sna cúig bliana roimhe sin.

Gníomhaíochtaí na hIdirbhliana agus Gníomhaíochtaí lasmuigh den seomra ranga / Téama na seachtaine

Chabhraigh daltaí na hidirbhliana leis an Lá Gaeilge. D'éagraíodar Tráth na gCeist, cuireadar suas na postaerí/maisiúcháin don Lá, d'ullmhaíodar an Pop up Gaeltacht sa halla spóirt.

Ghlacadar páirt sa chomórtas Podchraoladh, eagraithe ag Conradh na Gaeilge. Faraor, de bharr na srianta a chuireadh i bhfeidhm tar éis na Nollag níor éirigh leo é a thaifead.

Ardteist Fheidhmeach

Rinne an rang an scrúdú agus an bhéaltairil sa Ghaeilge sa bhliain 2018. Ghnóthaigh gach scoláire sa rang grad maith sa Ghaeilge. Bhí gnóthachtáil na scolairí i measúnuithe suimitheacha, lena n-áirítear scrúduithe teistiméireachta, ag teacht le hionchais nó os a gcionn.

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

Eagraíodh comórtasaí mar chuid don Lá Gaeilge agus do sheachtain na Gaeilge. Ghlac daltaí páirt i gcomórtasaí scríbhneoireachta agus i gcomórtas Óráide an Phiarsaigh.

GDPR

Gach rud a choiméad faoi rún.

Naisc leis an bpobal áitiúil

De gnáth faighimid urraíocht agus bronntanais ó na síopaí áitiúla do Sheachtain na Gaeilge ach faraor, níor éirigh é seo a dhéanamh i mbliana. Ghlac daltaí páirt sa chomórtas scríbhneoireachta áitiúil agus cuireadh i gcló iad. Chomh maith, scríobh daltaí píosaí le cur san iris áitiúil.

Múinteoirí oiliúna

Ní raibh aon mhúinteoirí oiliúna i roinn na Gaeilge

Cuairteanna lasmuigh den scoil

Ní dhearnamar turas i mbliana

Forbairt ghairimiúil 2020/21

D'fhreastail múinteoirí ar cheardlanna ar líne - ionad oideachais Trá-Lí, ionad oideachais Luimní agus ceardlanna PDST.

Nascanna leis an Seirbhís um Fhorbairt Ghairimiúil do mhúinteoirí:

Seimineár gréasáin a cuireadh ar fáil i rith na bliana.

Cómhmuinteoireacht

Ní dhearnamar é

Measúnú Rang Bunaithe

Is cuid lárnach é de phlean gníomhaíochta na bliana 2020/2021

Folláine

Ta an taitneamh a bhaineann na scoláirí as an bhfoghlaim soiléir agus eascraíonn sé as mothúchán go bhfuil dul chun cinn á dhéanamh acu agus iad ag gnóthachtáil. Cuidíonn a rangpháirtíocht leis an bhfoghlaim lena mothúchán folláine. Spreagtar na scolairí chun foghlama, agus bíonn sé seo nasctha go minic le mothúchán soiléir a bheith acu de thorthaí foghlama insroichte.

Acmhainní nua:

Níor ceannaíodh acmhainní nua i mbliana.

Measanú chun foghlama

Tugann na múinteoirí aiseolas cuiditheach, forbarthach ó bhéal agus scríofa go rialta do na scolairí. Baineann na múinteoirí úsáid as aiseolas chun oibriú leis na scolairí ar stratéisí soiléire d'fheabhasúchán.

Coinníonn múinteoirí taifid mheasúnaithe atá soiléir, úsáideach agus éasca le léirmhíniú agus comhroinnt, agus curtha in oiriúnt do riachtanais foghlama na scoláirí aonair.

Tionscnaimh litearthachta agus uimhearthachta:

Níl tionscnaimh litearthachta agus uimhearthachta idir láimhe ag an roinn faoi láthair.

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

Bíonn cruinnuithe foirne ag bainistíocht na scoile leis an bhfoireann múinteoireachta go minic sa scoil. Tá Coiste Mhúinteoireachta agus Fhoghlaim bunaithe sa scoil agus tá múinteoirí ó Roinn na Gaeilge mar bhaill sa choiste. Cuireadh bainistíocht na scoile na múinteoirí go léir ar an eolas faoi gCreat Cáilíochta d'Iar-Bhunscoileanna- 'Ag Breathnú ar an scoil againne 2016'. Le comhairle ó bhainistíocht na scoile rinne gach múinteoir féin-mheasúnú ar a cleachtas mar mhúinteoir le tagairt don chreat cailíochta.

Féinmheasúnú na scoile

Bíonn cruinnuithe foirne ag bainistíocht na scoile leis an bhfoireann múinteoireachta go minic sa scoil. Cuireadh bainistíocht na scoile na múinteoirí go léir ar an eolas faoi gCreat Cáilíochta d'Iar-Bhunscoileanna- 'Ag Breathnú ar an scoil againne 2016'. Le comhairle ó bhainistíocht na

scoile rinne gach múinteoir féin-mheasúnú ar an scoil seo againne le tagairt don chreat cailíochta.

Tuairiscí na ndaltaí

Coiméadtar na torthaí go rúnda ar an gcóras scoile mar shampla, ar Eportal agus ar Microsoft Office 365. Tá múinteoirí i Roinn na Gaeilge ar an bhfoireann Battelle.

Guthanna na ndaltaí

Cuireann na scoláirí a gcuid tuairimí in iúl sa phlé ranga go muiníneach. Ta meas acu agus suim acu i dtuairimí agus eispéiris a gcomhscoláirí sa rang. Cuireann siad ceistanna go minic agus molann siad réitigh go h-an-mhuiníneach. Sa Teastas Sóisearach roghnaíonn siad a scéalta agus a ndánta féin sa Ghaeilge agus taispeánann siad a nobair féin i measúnú rang bunaithe.

Múineadh na Gaeilge i rith an Choróinvíris sa bhliain 2020

Dúnadh na scoileanna de bharr scaipeadh an Choróinvíris agus an t-ordú-dianghlasála náisiúnta i Mí Márta, 2019. In dhiaidh sin bhí ar mhúinteoirí agus scoláirí bheith ag obair ón mbaile. Ina dhiaidh sin bhíomar, mar mhúinteoirí Gaeilge, ag brath ar na teicneolaíochta chun na scoláirí a mhúineadh. Ba thimpeallacht fhoghlaime agus mhúinteoireachta nua é agus thóg sé tamall sula ndeachaigh daoine i dtaithe air. Bhí deacrachtaí ag daoine go háirithe leis an ídirlíon lag in áiteanna faoin tuath. Le tacaíocht ó bhainistíocht na scoile rinne na múinteoirí i Roinn na Gaeilge s a seacht ndícheall chun timpeallacht fhoghlaime a chruthú agus caidreamh a bheith acu leis na scoláirí. Ce go soláthraíonn an theicneolaíocht acmhainní iontacha ní féidir éifeachtacht an tseomra ranga agus na scoile a shárú in oideachas na scoláirí go háirithe le scoláirí ag leibhéal sóisearaigh. . Bíonn cleachtais um measúnú foirmitheach agus cumarsáid leis na scoláirí i bhfad níos éifeachtaí sa seomra ranga. Cuireadh an bhéaltriail árdteistiméireachta , na scrúduithe Árdteistiméireachta agus na scrúduithe sa Teastas Sóisearach ar ceal b'athrú dochreidte é sin. Mar fhocal scoir, suíomh gan réamhshampla ab ea é ach cé is móite na deacrachtaí bhí comhoibriú láidir idir scoláirí, múinteoirí agus bainistíocht na scoile. Léirigh na scoláirí leibhéal an-arda spéise agus rannpháirtíochta san fhoghlaim. Tharraing an t- eispéireas aird ar na hacmhainní oideachais iontacha a chruthaíonn an theicneolaíocht

Geography Department Annual Report

Geography Department Annual Report

Section One

1. Name the members of the Departments: Margaret Daly, Denise Galvin
2. How Covid has changed our teaching and learning experiences this year

We have reverted to more online practices e.g Teams and One note to avoid the spread of Covid from copies across all teaching groups.

During lockdown we taught through Teams online which proved challenging for a number of students but overall good student engagement. Work was uploaded through Teams. Junior Cert students had exam papers and workbooks which proved successful. However, when the department announced cancellation of the Junior cert State exams there was a noticeable disengagement by some students. Both 2nd and 3rd Years have completed their CBAs which were both powerpoints and were submitted online some to an excellent standard. The course was taught to senior cycle students through live classes, online textbooks, powerpoints, youtube videos, forms for assessment, one note and Teams to upload supplementary material.

After our return to school we revised over material that was covered online to ensure that no student was disadvantaged as a result of the school closures. We have reverted to more online practices e.g Teams and One note. We have had students collaborate online using their phones to create revision powerpoints of work that they have covered. This avoids students physically collaborating in a covid environment.

3. The use of Digital Learning Strategies, how the Subject Department addressed online teaching and learning

Use of Teams to upload supplementary teaching material, communicate with students through chats, as a way for students to upload their homework and assignments. Students have used their research skills using google and youtube to keep informed about recent Natural disasters. Use of Forms to assess students. We have found that students have engaged well with this form of assessment. We use Kahoots to revise topics with students and they enjoy the competitive element.

4. Report on Subject Department Action Plan for 2020-2021

- 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 has helped to further develop literacy in the department.

Display of student project work was done online where students were able to share and present their work to their peers which proved affirming for the students.

- Planned Open Night was changed to an online event where Margaret Daly made a presentation which was included in a video promoting the department in Pres Listowel.
- Regular meetings within the department both formally and informally are invaluable to the successful running of the department.
- Green Schools/TY outings are beneficial to students who opt to take geography at senior cycle, particularly the TY Beach Clean in Ballybunion.

5. Details on Subject Department Action Plan 2021-2022

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 the CBA1 task with the 2nd Years

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

Who:

Margaret Daly

Denise Galvin

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. (This wasn't possible due to Covid restrictions but we aim to re-instate once the restrictions are lifted.)

Agreed Evaluation Procedures:

- Higher and Lower order questioning techniques.
- Written and online class tests.
- February (online due to covid school closures)/Summer Tests.

6. Transition Year Activities/links

TY continued with their Green Schools endeavours which was is the 5th Green School's Flag on Biodiversity. During the Covid closures a number of TY students excelled regarding their own interests in gardening and horticulture at home. They posted spectacular pictures of their bird feeders, window boxes, borders etc., They were made aware of the ARC Gardening Project which particularly emphasises "re-wilding". This encourages enhances the natural habitat for wildlife. The TYs also engaged in litter-picking in The Cow's Lawn, showing their continued commitment to The Listowel Tidy Towns efforts. A beach clean also took place in Ballybunion in May following the students' discussions about the plastic pollution problem.

7. LCVP Activities/links

8. 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 – powerpoint designs

9. GDPR considerations

- Ensuring the careful use of eportal in the classroom. At no time students can view the monitor showing information showing students' attendance, grades etc.,
- All test results are private to the individual student and are returned to students in a manner where students do not feel uncomfortable regarding others knowing their grade.
- Any memory sticks that have sensitive material regarding students' grades are removed from computers before leaving the classroom. In order to prepare for the safe return of students in Sept 2020 we had to clear our classroom of all materials. This required all materials which identified any student to be shredded e.g test papers etc.,
- We ensure that we log off and out of all classroom computers at the end of class so that no other individual has access to our log in details.

10. Links with the local community

The TYs were involved in the Town Park Clean Up and the Ballybunion Beach Clean Up.

11. Student Teachers

A second year Arts student from UL observed and assisted in junior geography classes from April-May. Valuable teaching and learning was experienced by both parties. It's great to see such capable students entering the teaching profession.

12. Online Guest Speakers

13. Staff CPD within the subject Department 2020-2021

- JCT In-service
- Webinars in Geography

CPD plans for 2021-2022

We have subscribed to the JCT newsletter and will keep up to date with up coming webinars and in-services

14. Links with PDST

Online information on Numeracy and Literacy

Graphic Organisers from PDST site

Revision aids from PDST and distributed to all students

15. Collaboration with other subject Departments (please see above no. 8 Cross-curricular links)

16. Junior Cycle Classroom Based Assessments

3rd Yrs were exempt from doing one of their CBAs due to the Covid school closures. They had already completed one in second year. The present 2nd Years completed a CBA online using a powerpoint instead of the poster which they would have done under pre-covid conditions.

17. Wellbeing initiatives

We praise and affirm students both online and in class. We encourage them to get out and become involved in their local environment which has a positive impact on their mental well-being.

18. L2LP Le Cheile class

The students completed workbooks on Care for their Environment which also enhanced their literacy and numeracy. They was a practical element where students were setting and

watering plants in the school court yard. The care taker kindly upcycled school lockers which created raised beds making them wheel-chair accessible. The students greatly enjoyed this activity.

19. SEN include all SEN in-service this year

- Toe by Toe- Dyslexia Training online with Tralee Institute of Technology 14/1/21
- Co-Teaching at Post-Primary Level with Rosemarie Flanagan on 15-04-2021

20. New resources purchased in 2020-2021

For the 2021/2022 fieldwork investigation ranging poles for a beach study will need to be purchased. All other equipment will be borrowed from the maths and science departments.

21. Impact of visiting students (Modern Languages Departments only)

22. School Self Evaluation Must be mentioned

- 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.

How the implementation of the Covid Response Plan has changed the teaching and learning experience in your Subject Department in 2020-2021

(Please see answer 2 above)

The Subject Department experience of online teaching and learning

As a department we worked closely together to share resources. We engaged in zoom calls for department meetings and JCT in-service. It was challenging to assess online engagement as students didn't have their cameras turned on even though they were logged onto the live classes. Some students participation was exemplarily which aided the teacher in gained student feedback.

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

Students have been surveyed twice this year regarding their experiences of online teaching and learning.

Student Voice

Students who wished to present powerpoint presentations to their peers were facilitated. It was a great opportunity for them to display their work. We are conscious of good questioning and answering techniques in our classes and we have created a respectful environment where debates on environmental issues frequently take place.

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

The uptake of Geography has been very successful with 25 students opting for higher level Geography 2020/2021. We also had one international student from Germany who joined our class from September – Christmas and made a valuable contribution to the class.

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

The 3rd years now sit a common junior cycle paper. As it was cancelled this year, students have done 3 class tests which will be added to an Athena calculated school grade for students. Leaving cert students are being awarded calculated grades this year and all procedures in calculating this grade have been adhered to, along with the Subject Alignment Meeting. Six students are registered to sit the Leaving Cert Exam.

Wellbeing & Classroom Culture in a Covid environment (see answer 17 above)

Section Two

Please outline collaboration with the Assistant Principals (Leadership and Management Team) in your report

Liaison with School Ethos Coordinator and Book Rental Coordinator Margaret Daly
Junior cycle students rent Cyclone textbook and buy the Cyclone skills workbook.

Liaison with the Years Heads Lauren O’Leary/Áine Ní Chuain/Denise Galvin/Norma Dowling/ Eileen Counihan/Muireann O’Sullivan

We liaise with year heads to keep informed about the well being of our students which ensures students’ holistic education. Well-being takes precedence over academic achievement. We provide information for academic and behaviour reports and where possible we endeavour to include positive commentary to affirm the students.

Liaison with the SEN Coordinator Muireann O’Sullivan

In order to differentiate in our classes we liaise with Muireann O’Sullivan, the SEN co-ordinator.

Liaison/ communication with the Wellbeing Coordinator Mary O’Connor

We have engaged with the ‘One Good Adult’ programme through Jigsaw which helps us to become perceptive towards vulnerable students.

Liaison with Coordinator of school Extra Curricular Activities Coordinator Jessica Keane

We sign-post students to extra curricular activities particularly in relation to the environmental matters e.g Green Schools. We encourage students to submit pieces for the

Student Voice section of the newsletter on their experiences of re-wilding in their home environments.

Liaison with the Programmes Coordinator Norma Dowling

TY Environmental Science involves studying environmental issues. We engage with the co-ordinator for time-tabling, organising trips and assessment procedures.

Appendices

Looking At Our School 2016-2020

How do you evaluate/assess?

We evaluate and assess through questioning, checking homework, peer assessment, summative, modular and online assessment and exit tickets (during pre-covid times students could write on a piece of paper 1 thing that they learned and maybe another point on something they would like to understand better. Post-covid they can message us using the chat function in Teams). This is an excellent forum for quieter students who traditionally may not have asked questions in the classroom.

How do you know?

- Students are able to report on, present, and explain the process and outcome of learning activities to a highly competent level.
- 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. This is very much reflected in project work.
- They demonstrate a high level of motivation, and enjoy engaging and persisting with increasingly challenging work.

What has the teacher/Subject Department done to find out what the students think/know?

- We as a department 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.
- As a department we maintain assessment records that are clear, useful, easy to interpret and share, and tailored to students' individual learning needs.

Looking At Our School 2016-2020

The statements of practice – teaching and learning

STANDARDS STATEMENTS OF

EFFECTIVE PRACTICE

STATEMENTS OF HIGHLY EFFECTIVE PRACTICE

How effective is our Subject Department? LOOK AT THE DOMAINS

HAVE WE EXAMPLES OF EFFECTIVE PRACTICE?

HAVE WE EXAMPLES OF HIGHLY EFFECTIVE PRACTICE?

DOMAIN 1: LEARNER OUTCOMES

Highly Effective: Students demonstrate very good subject knowledge and subject skill at an appropriate level, and demonstrate this at the relevant assessment points in the year or cycle. This is proven through our excellent state exam results both at junior and leaving cert levels and the high uptake of Geography at higher level for the Leaving cert which is well above the national average.

Students' achievement in summative assessments, including certificate examinations, is in line with or above expectations. This is demonstrated through the high standards of CBAs presented at junior cycle.

DOMAIN 2: LEARNER EXPERIENCES

Highly Effective:

Students demonstrate very high levels of interest and participation in learning.

Interactions among students and between students and teachers are very respectful and positive, and conducive to well-being.

DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

Highly Effective:

Teachers have the required professional qualifications and have engaged in a range of continuing professional development (CPD) relevant to students' learning.

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 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.

DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

Highly Effective:

Teachers use formal meeting and planning time to reflect together on their work.

Teachers collectively agree and implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.

Teachers collaboratively plan learning experiences that enable and empower students to see learning as a holistic and lifelong endeavour. Geography is a subject which leans itself well to

the care and protection of the environment which is a life-long endeavour particularly during these challenging times of climate change

Guidance and Counselling Department Annual Report

Guidance Counselling Department

End of Year report 2020 – 2021

Grace Titus 27/05/2021

Table of Contents

List of Table and Figure.....	3
Department Coordinator.....	4
Abbreviations.....	4
Introduction.....	5
Guidance Counselling Action Plan 2020 -2021.....	7
Teaching and Learning Resources in Covid-19.....	7
Guidance Activities and Services.....	8
Guidance Curriculum.....	9
Guidance Programme.....	12
Professional Engagement.....	14
Online and Face to face Teaching and Learning.....	14
Counselling and Educational Meeting.....	15
Evaluating Teaching and learning 2020/2021.....	16
Learner experience and outcome in table and graph.....	17
Reference.....	19
Appendices.....	20
Appendix 1: Ad hoc Procedure.....	20
Appendix 2: Student Evaluation Response.....	22
Appendix 3: College and other progression options 2021/2022.....	29

List of Table and Figure

Table 1. 1 : 5th Year evaluation..... 17

Table 1. 2 : 6th Year evaluation..... 18

<u>Figure 1. 1: 5th Year evaluation.....</u>	<u>17</u>
---	------------------

<u>Figure 1. 2: 6th Year evaluation.....</u>	<u>18</u>
---	------------------

Department Coordinator

Grace Titus (August – May 2021)

Abbreviations

NCGE National Centre for Guidance in Education

IGC Institute of Guidance Counsellors

DES Department of Education and Skills

CEIST Catholic Education An Irish Schools' Trust

Introduction

The guidance counselling department support students to develop life skills to manage all aspects of their learning and development during their time in second level education. These life skills learnt in school, further transition with students beyond second level. Students are encouraged to develop the ability to work cooperatively with others, to regulate their emotions, to make informed decision from available information and manage crisis. The Guidance counsellor was available throughout the 2020/2021 school year to provide necessary support to student regardless of the challenges posed by

Covid-19. The department had to adapt to new ways of supporting students and adopted different strategies that allow the guidance work to progress.

The work of the guidance department in the school is geared towards the Presentation Secondary School Mission statement that:

‘ 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..... ’ As well as fulfilling the legal requirement of meeting the guidance needs of all students in the school (Education Act 1998, section 9(c)). The guidance department further made attempt to incorporate the recommendations of a Whole School Guidance Framework of provision of guidance for **All**, For **Some** and for **A Few** in the school. (NCGE, 2017).

<https://www.ncge.ie/school-guidance-handbook/ncge-whole-school-guidance-framework>

Each girl in Presentation Secondary School Listowel is encourage to develop a sense of personal responsibility and reach her full potential by learning the values of honesty, justice and commitment to work (CEIST). The guidance department provides support for each girl and encourage them develop life skills necessary to meet individual educational, emotional, social and personal needs accordingly.

This report provides a formal presentation of the guidance department action plan, curriculum, resources and activities for the school year 2020/2021. It reflects on the impact of Covid-19 pandemic on the implementation of guidance counselling activities and services. It justify the

importance of communicating with students virtually using the Reach+ programme as a major teaching tool. It further identify the challenges of alternating between virtual and face to face teaching and learning as well as the provision of virtual one to one sessions and services to students. The guidance department adhered to professional standards and guidelines to achieve best practice (LAOS's 2016/2020; SSE; Wellbeing and Classroom Culture in a Covid-19 environment).

Guidance Counselling Action Plan 2020 -2021

The guidance department plan, schedule activities and curriculum for the year 2020/2021 are presented in this section of the report. The action plan was designed to fit for purpose given the prevailing circumstances and challenges of the global pandemic (Covid-19) and obligatory changes imposed by same on teaching and learning. The goal of the guidance department for each student in Senior Cycle (TY, LCA, and LCE) was to support them to develop an understanding of their progression route and develop meaningful life skills through research activities.

Teaching and Learning Resources in Covid-19

The teaching and learning materials for the school year 2020/2021 were all carried out in softcopy, there were no exchange of textbook or prints material in accordance with the Return to school guidelines due to Covid-19. All teaching and learning materials/resources were sourced online. The senior cycle students (TY/5th /6th Year) paid for their online access of the Reach+ Programme (www.careersportal.ie), this was the guidance department major subject material. Each topic on the Reach+ programme have different units with complementary APP that students use as their work book during guidance class. They can access this APP anywhere and every time. Also, other online resources and websites were used in conjunction with materials from careers portal.

The third year girls and LCA's registered on careers portal and have access to all the free basic programmes. Although, the Junior Cycle were not timetabled for guidance, however the guidance department work collaboratively with other departments to facilitate timetable sessions with third year.

During the lockdown, Brian Commerford of Classroom guidance (www.classroomguidance.ie) gave free access to all the online resources on this website for both teachers and students. All senior year students were encouraged to make use of the free opportunity and log in details was shared to all the girls on Microsoft Teams. There were also career and course related short

YouTube videos posted every week through the same website, and these were also shared with all senior cycle students on Teams.

Websites

- Careers portal: www.careersportal.ie
- Skills to Succeed Academy: www.s2sacademy.ie
- Classroom guidance: www.classroomguidance.ie
- Kahoot: www.kahoot.com
- Qualifax: www.qualifax.ie
- PDST: www.pdst.ie

Guidance Activities and Services

College Visits / Open Days / Events/ Course Presentation Guest Speakers

IGC Career fair

Parent/student Presentation (CAO/ SUSI/HEAR/DARE)

Online Resource: Microsoft office 365/Zoom/Webinars/Podcast/YouTube One to one Session (Counselling/Educational)

Professional engagement Social Media/School Website

Guidance Curriculum

Senior cycle Career class (careers portal) classroom guidance

LCA 1

S/N	Topic
1.	Guidance - Vocational Preparation and Guidance 4 Key Assignments
2.	Introduction to careers portal
3.	Career Interest Assessment
4.	Apprenticeships
5.	Further Education & Training (FET)
6.	Post Leaving Certificate (PLC)
7.	Progression Path for LCA
8.	National Framework of Qualifications
9.	Career Investigation (Task)
10.	Accenture – Skills to succeed
11.	Career Event

Transition Year

S/N	Topic	Unit /APP
1.	Introduction to careers portal Reach+ Programme	Using the Reach+ Programme
2.	Career Planning and Research	<input type="checkbox"/> Guidance Interview <input type="checkbox"/> Choosing a Career <input type="checkbox"/> What Inspires Me <input type="checkbox"/> High Five Principles <input type="checkbox"/> My Talent <input type="checkbox"/> Future Dreams
3.	Self – Assessment	<input type="checkbox"/> Career Interest Assessment <input type="checkbox"/> Personality Assessment
4.	World of Work	<input type="checkbox"/> TY Work Experience <input type="checkbox"/> CV Builder <input type="checkbox"/> Career Investigation

5th Year

S/N	Topic	Unit /APP
1.	Introduction to careers portal Reach+ Programme	Using the Reach+ Programme
2.	Career Planning and Research	<input type="checkbox"/> Guidance Interview <input type="checkbox"/> Choosing a Career <input type="checkbox"/> What Inspires Me <input type="checkbox"/> High Five Principles <input type="checkbox"/> My Talent <input type="checkbox"/> Future Dreams <input type="checkbox"/> College Open Days <input type="checkbox"/> Career Fair and Events
3.	Self-Assessment	<input type="checkbox"/> Career Interest Assessment <input type="checkbox"/> Personality Assessment <input type="checkbox"/> Personal and Career Values <input type="checkbox"/> Multiple Intelligence <input type="checkbox"/> Aptitudes <input type="checkbox"/> Career Skills
4.	Study Performance	<input type="checkbox"/> Exam Targets <input type="checkbox"/> Learning Styles
5.	World of Work	<input type="checkbox"/> Sector Investigation <input type="checkbox"/> Career Investigation
6.	World of Education	<input type="checkbox"/> CAO & HET Choices <input type="checkbox"/> PLC & FET Choices
7.	LCVP*	Cross Curricular Link (Teresa Culhane)

6th Year

Continuation of Reach+ programme

S/N	Topic	Unit /APP
1.	Career Planning and Research	<input type="checkbox"/> Choosing a Career <input type="checkbox"/> College Open Days <input type="checkbox"/> Career Fair and Events
2.	Self-Assessment	<input type="checkbox"/> Career Sector Profiler <input type="checkbox"/> Personal and Career Values <input type="checkbox"/> Career Skills
3.	Study Performance	<input type="checkbox"/> Exam Targets <input type="checkbox"/> Study Skills Questionnaire <input type="checkbox"/> Study Action Plan
4.	World of Work	<input type="checkbox"/> Sector Investigation <input type="checkbox"/> Career Investigation
5.	World of Education	<input type="checkbox"/> CAO & HET Choices <input type="checkbox"/> PLC & FET Choices <input type="checkbox"/> Money Matters <input type="checkbox"/> Personal Statements
6.	LCVP*	Cross Curricular Link

Guidance Programme

September – December 2020

S/N	Activities	Year group	Resource / Method
1.	Vocational Guidance Interview (VGI)	LCA 6 th year	One to one meetings
2.	Career class	3 rd Year (2 periods)	www.careersportal.ie / Class group LC Subject Options Presentation
		TY 5 th Year 6 th Years	www.careersportal.ie / Class group www.s2sacademy.ie / Class group www.qualifax.ie / Class group
		LCA	www.careersportal.ie / Class group www.s2sacademy.ie /Class group
3.	Look into Law	TY	Registration
4.	College Open days Career Events	TY 5 th Year 6 th Year	Links to join different College event posted on Teams (Webinar/YouTube//Podcast//Zoom)
5.	Counselling sessions	All year group	One to one meetings
6.	Educational sessions	All year group	One to one meetings
7.	Guest speakers (in-house)	TY	Denise O'Riordan / Group
8.	Mock Interview	TY	Denise O'Riordan
9.	Guidance Information	Senior year group	Guidance Notice Board and Library Teams
10.	Parent information	Senior Cycle	Senior Cycle Progression/Online Presentation

11.	CAO Application	6 th year	www.cao.ie / class group
12.	NUIG Presentation	5 th Year 6 th Year	Caroline Duggan https://vimeo.com/460106031
13.	Care Team meeting	Care Team Members	
14.	Information and Correspondence	Students/Parent	Email / Phone call / School APP and website

January – May 2021

S/N	Activities	Year group	Resource / Method
1.	Educational Sessions (Online and Face to face)	3 rd Year LCA 5 th Year 6 th Year	One to one meetings
2.	Career class (Online and Face to face)	TY 5 th Year 6 th Years	Careers portal (Reach+) / Class group www.s2sacademy.ie / Class group www.qualifax.ie / Class group
		LCA	www.careersportal.ie / Class group www.s2sacademy.ie / Class group www.classroomguidance.ie / class group
3.	Look into Law (Online)	TY	Weekly Online Module (5 Modules) Online Look into Law TY Programme - Module 1 - Overview (lawlibrary.ie)
4.	College Open day Course Information session Career Events (Online)	LCA	Link to join on Teams https://colaisteide.ie/openday-presentations#Beauty

5.	College Open day Course Information session Career Events (Online)	LCA TY 5 th Year 6 th Year	Links to join different College event posted on Teams (Webinar/YouTube/Podcast/Zoom)
6.	Counselling sessions (Online and Face to face)	All year group	One to one meetings
7.	Guidance Information	Senior year group	Guidance Notice Board and Library Teams
8.	Review of CAO Application	6 th year	Online / One to one session (Screen Share)
9.	Complete Application form HEAR / DARE	6 th Year	Online / One to one session (Screen Share)
10.	Virtual DCU Presentation	6 th Year	Margaret Brierty (Zoom)
11.	Virtual UL Presentation	6 th Year	Dr. John Heneghan / Class group
12.	Care Team meeting	Care Team members	
13.	Information and Correspondence	Parent	Email / Phone call / School APP and website

Professional Engagement

- Attend professional supervision for the school year
- Attend Kerry branch IGC meetings and CPD
- Attend other relevant training and workshop associated with working with students
- Attend CAO conference (Online)

Online and Face to face Teaching and Learning

The guidance department adhered to all relevant guideline and policy during the 2020/2021 school year (i.e. Digital learning strategies). Learning from last years' experience of online engagement with students, the guidance department follow the return to school guidelines and develop ad hoc procedures (Appendix 1) for one to one session. All guidance related activities and services (face to face and online teaching and learning) were conducted in-line with professional recommendations consequent upon Covid-19. The Institute Guidance Counsellors (IGC) recommend that each Guidance counsellor put to play their individual professional competence and judgement to carry out guidance counselling related services and activities while returning to school. The guidance department follow professional recommendations (IGC) around supporting students virtually using the different online platforms (Teams, Zoom).

During the 2020/21 school year the guidance department made use of school owned password protected laptop to carry out all guidance counselling related work. All online engagement with student were carried out in line with data protection and confidentiality guidelines.

The Guidance counsellor make a professional call on how best to relate with students during the 2020/2021 school year as a result of returning to school in the middle of a global pandemic (Covid-19) without adding to the level of stress and anxiety that students might already be experiencing. Most of the topics taught in guidance class during lockdown was about minding mental health (mindfulness, anxiety and stress and meditation, anger management – classroom guidance) and coping strategies.

The guidance department work in collaboration with other teachers when completing the DARE application form during lockdown. The 6th class Year Head – Muireann O'Sullivan – work with the Guidance counsellor to get the DARE forms completed, signed, stamped, printed and delivered on time to all the students that applied for DARE.

Counselling and Educational Meeting

Students were offered one to one sessions throughout the school year. The Guidance counsellor met with individual student that self referred, was referred or invited by the Guidance counsellor. The face to face meetings were conducted in line with the stipulated guidelines (social distance and face mask) while the online one to one meetings follow the ad hoc procedure.

The face to face meetings were less challenging compared to online sessions. One major challenge was about time management. A student may take up to three different sessions with the Guidance counsellor for an issue that usually takes about half a session. For instance, a student struggling with using online tools during a session may require that the Guidance counsellor hold off on the original purpose of meeting to teach them how to use these online tools for the purpose of the meeting, this usually occur during the first meeting (i.e. screen share when completing form virtually).

Evaluating Teaching and learning 2020/2021

Evaluation of students' experiences and learning in guidance class was conducted in various manner during the 2020/21 school year. Online quiz was introduced to students (www.kahoot.com) to encourage participation and observe online attendance. Also, students were ask to respond to questions via the chat menu on Teams to assess their work. It is not uncommon for students to disengage in the guidance class because there are no formal assessment to quantify students' participation in class work. Also, student do feel that the guidance class do not have any influence on their overall achievement in school. However, the Guidance counsellor enlightens the students about the importance of guidance as a non-exam subject that teach life skills and support students towards making informed decisions. This point was reiterated particularly to all senior year students to encourage full participation in class.

In order to ascertain the domain of learners' outcome and experiences, all 5th and 6th year students were ask to write out individual reflection and evaluation of their experiences and learning in guidance class. The reflection is presented in Appendix 2. The student names were not included in the report in line with data protection. This exercise was carried out in December 2020 and April 2021.

The progression path of the 6th year students based on their CAO application course choice and preferences is presented in Appendix 3.

Class group	Total in class	Present	Absent	Response	No response
5A	12	9	3	9	-
5B	23	23	-	21	2
5C	14	4	10	4	-
5D	12	8	4	7	1
Total	61	44	17	41	3

Learner experience and outcome in table and graph Table 1. 1 : 5th Year evaluation

There were 61 students in 5th year, 44 of these students were present on the day of the evaluation while 17 students were absent. Table 1.1 show that 41 of the 44 students participated in the class assessment while 3 students did not return a response.

Table 1. 2 : 6th Year evaluation

Class group	Total in class	Present	Absent	Response	No response
6A	26	23	3	22	1
6B	25	19	6	15	4
Total	51	42	9	37	5

There were 51 students in 6th year, 42 of these students were present on the day of the evaluation while 9 students were absent. Table 1.2 show that 37 of the 42 students participated in the class assessment while 5 students did not return a response.

Reference

Department of Education and Skills Education Act 1998

Planning for the return to school for staff and students

<https://www.gov.ie/en/publication/7acad-reopening-our-post-primary-schools/>

<https://www.ncge.ie/school-guidance-handbook/ncge-whole-school-guidance-framework>

National Centre for Guidance in Education

<https://igc.ie/ict-guidelines-for-continued-guidance-counselling-delivery-during-covid-19/>

Institute of Guidance Counselling

<https://igc.ie/interim-protocols-for-online-guidance-counselling/>

Institute of Guidance Counselling

Appendices

Appendix 1: Ad hoc Procedure

Presentation Secondary School, Listowel. Co. Kerry

Ad hoc procedure for one – to – one session with students via Microsoft Teams (video)/ Zoom

Please comply with the following procedures in line with Child Protection, Data protection, and Confidentiality.

- Appropriate attire must be worn during meeting with Guidance counsellor
- Students must be seated with their back against a plain background (wall) during the meeting
- Students are not permitted to record the session

- Students should attend the meeting in a quiet location with little or no noise (use headphones if possible)
- Students should complete and sign the documents attached with this brief before attending the meeting.

Thank you Ms. Titus

Consent Form to attend Confidential One to One Guidance Sessions

School Name: Presentation secondary Listowel

The whole-school guidance programme in this school aims to provide a safe environment for each student to grow and to develop their personal, social, careers, educational and life choices.

Where appropriate, guidance counsellor provide a confidential one-to-one guidance counselling service to students. In this context the guidance counsellor may discuss a range of careers, educational, personal and / or social development issues.

If your daughter wishes to meet the guidance counsellor **online** on a one-to-one basis at any stage during the **lockdown** your permission is required.

Our school policy on confidentiality is informed, among others, by the General Data Protection Regulations (GDPR) and the Children First Guidelines (2017).

To be completed by parent / guardian and returned to the Guidance Counsellor through Microsoft TEAMS

Name of Student: Year:

Class:

--	--

--	--

Name of Parent / Guardian:

I give my permission for the student named above to meet with school guidance counsellor on one-to-one basis in keeping with the School's mission of support for students and in the context of the School's whole school guidance programme.

Signature (of parent / guardian)

Date:

Appendix 2: Student Evaluation Response

6th Year Students

S/N	Review /Feedback/Response
1.	My experience with you as a teacher: I was expecting to learn a lot from you and understand you but you are hard to understand, you start a sentence but never finish it. I have to go to a careers guidance teacher outside of school because you don't explain things the best or else you just can't find the right words to say it. But other people may benefit from what you say and your style of teaching but I personally don't. I would like to learn more about what jobs you can get out of certain courses. But again that's just my opinion on this class. Others may think differently.

2.	<p><u>Expectation:</u></p> <p>In guidance class, I expected to learn about what I can do after school and which college courses would suit me best. I also wanted to learn about the different schemes and what ones I could come under.</p> <p><u>Description of experience:</u></p> <p>I have learned about all options after school and I now know what I want to do for college. I have also learned a lot about SUSI and HEAR schemes. At the same time guidance class wasn't totally needed for me, I already knew a lot about what I wanted to do, I only really needed guidance class to hear about the different schemes that I could come under. I do enjoy that I have a chance to learn about the college course I would want to do in school, so if I have a question about anything I can ask the teacher immediately. I personally didn't really need guidance class but I know that this class would be extremely useful for others. In this class I feel that I already know everything that I wanted to know.</p>
3.	<p>I really enjoyed learning about the different courses. Learning about myself and my personality. I</p> <p>learned all different outcomes after finishing school. I hope next year we will get to experience more open days and see the colleges. I finally learned what I'm interested in</p>
4.	<p>Expectations: I expected to look at a lot of different colleges and open days. I expected to learn about the other options and alternatives to colleges and all the grants and support students can get. I learned about all the grants that I expected to and about different options for college e.g. apprentices</p> <p>What changed: I figured out where I want to go to college and what course I want to do</p> <p>What I'd like to learn: how to apply for grants and get accommodation</p>
5.	<p>I really enjoyed learning about all the different career paths I could take after school and all the</p> <p>different routes they branch out into. I enjoyed the videos.</p>
6.	<p>Expectations- I expected to learn about different colleges and PLCs</p> <p>I learnt about college and PLC</p>

7.	<p>I really enjoyed career guidance this year. I learned about the different courses and colleges. I also</p> <p>learned about the other options for after school like a PLC. Personality tests helped me pick the career path that I want. Next term I'd like to watch more open days.</p>
8.	<p>Expectations - I expected to learn what will come after school and how to get into colleges I want.</p> <p>I learned how to fill out a CAO form</p>
9.	<p>Expectations:</p> <p>I expected this experience to be a little boring but extremely useful at the same time. I always knew what I wanted to do but I expected to find more options and narrow down possible courses. Description of Experience:</p> <p>I found this guidance experience extremely helpful and I learned more about the CAO System, more about what colleges have to offer. The different tests on Careers Portal were a big help and helped me find out more about myself. Virtual Open Days and talks were an extra help also. I also wish to learn more and discover more about colleges etc.</p> <p>I found our CG classes very helpful in terms of researching different courses and gaining more knowledge on what I would like to pursue in college next year. I also found it very helpful in seeking accommodation and other useful resources. I also found doing personality tests extremely beneficial as they played a massive role in helping me choose a course.</p>
10.	<p>Reflection</p> <p>Expectation: I expected us to look at open days and look at college campuses and prospectuses What I learned: that there's more options than just college</p> <p>What changed: I figured out what I want to do</p> <p>What I'd like to learn: how to figure out the cost of living and look at accommodation for the next year</p>

11.	<p>Expectations:</p> <p>I kind of expected it to be a small bit boring but useful at the same time. I expected to figure out what I wanted to do or at least narrow it down to a few options and be able to decide where I wanted to go.</p> <p>Description of experience (career portal, engagement, liked most, useful or not etc):</p> <p>I found the class useful for learning about how the CAO points system works and about UNICAS and all the deadlines for each. The different tests on Careers Portal were handy but a bit repetitive. I liked watching the virtual open days/information videos. I found it fairly easy to keep engaged. I have been able to narrow down my options for the CAO and have an idea of what I want to do next year and a plan to go along with it.</p> <p>Learn more: Planning and decision making.</p> <p>I think the most helpful thing is learning about different ways to get to the same course/job. Knowing the deadlines for different things and having info posted on the teams makes it easier to stay on top of everything and making sure that all things that need to be done and filled out get done before the end of applications etc... I found the class really interesting and helpful in the majority.</p>
-----	---

12.	<p>I really enjoyed my experience of career guidance this year. I learned about the various aspects involved in deciding on a career path. I learned about my personality type and different courses. Next term I would like to watch more open days.</p>
-----	---

13.	<p>Guidance class experience reflection</p> <p>Expectations; to learn about the different options and opportunities available after school and how to go about getting to do what I want.</p> <p>Description about experience; career class was very useful as I learned about all the different options and opportunities available after school. In class we talked about the different levels of qualifications and what you achieve from each course and how to check what level you want to do on the framework of qualifications chart. I learned about how if you do a PLC you can use that to get into many different colleges instead of using your leaving cert directly.</p> <p>I learned about applying to CAO and how to apply and chose what courses to put on each level. I learned to put the course choice in order of genuine preference as if you don't get your first course the next one will be checked and then if it was your third choice you preferred to your second and you get an offer for your second choice your third one is automatically deleted forever. I learned that if you get your course you can choose to defer it for a year if you want.</p> <p>Using careers portal I was able to see all the different courses under certain titles and descriptions. It showed them all in the one place which was very useful. On careers portal the different personality tests etc. were very useful as it confirmed to me that I was choosing the right type of career for my personality type.</p> <p>Overall I found the careers class and the separate individual meeting interesting and beneficial in helping me to decide what I would like to do after school.</p>
14.	<p>Expectations:</p> <p>I expected to figure out what I wanted to do or at least narrow it down to a few options and be able to decide where I wanted to go.</p> <p>Description of experience (career portal, engagement, liked most, useful or not etc):</p> <p>I found the class useful for learning about how the CAO points system works and about UNICAS and all the deadlines for each. The different tests on Careers Portal were handy but a bit repetitive. I liked watching the virtual open days/information videos. I found it fairly easy to keep engaged. I have been able to narrow down my options for the CAO and have a better idea what to put down on my CAO.</p> <p>Learn more: Planning and decision making.</p> <p>Career guidance was great help this year. Doing the profiles on career interests and personality tests on career portal were fun and interesting. However not having any open days due to Covid and getting to see colleges and only getting to watch one from NUIG wasn't very beneficial as we didn't see what all the colleges had to offer.</p>

	There wasn't a lot of information about accommodation for colleges either as a lot of us were unsure when they opened and closed etc. a bit more info on accommodation would have been better as some parents with their first child going were unsure of the different college systems for accommodation
15.	I found it overall a great experience which was very factual and helped me with the CAO and dare applications :)

16.	Career guidance class was very helpful for the preparation for college and some things to expect in college. Using careers portal self-assessment really helped in the line of personality and what type of jobs suit me. This class also helped me with other resources like how to use the CAO.
17.	I think the information about the websites we can use to find courses was really helpful. Also, information about PLCS was helpful too. The classes were very beneficial and enjoyable
18.	I thought that the career guidance classes were very beneficial and practical because I learned a lot about the CAO and scholarships etc. However I didn't really need a lot of the classes because I already knew what I was going to do after school, but that was just for me personally. Overall I liked coming to career guidance throughout 5th and 6th year smile
19.	Positive experience in career guidance class. I don't think there's anything that we haven't covered that's vital

20.	Positive experience, I learned about the different routes that can be taken after school. Careers portal was helpful too
21.	I've learnt about suzie and hear or dare aswell as course choices and videos have worked well for me in class as well as getting more websites for college.
22.	Career guidance was grand, personally I learn more from open days but obviously that wasn't available this year
23.	I find the career guidance class ok. Sometimes I find it a bit boring but it's helpful sometimes. I think asking the class what we would like to hear about and learn more about would be helpful for us. I have found it a good class for me to research more about my course and what I want to do after school. I am doing a PLC and I would like to hear more spoken about it in class because there are a few more students doing plc course and it's all CAO spoken about in class. Some of the videos shown in class are helpful and useful but I'm not as interested in this class because I already know what I would like to do after school. Overall though the class is grand.
24.	It was good and the information given on college and applying was very helpful.
25.	I learned a lot about the CAO form and how to fill it in correctly. I found the one on one Zoom call very beneficial as you reassured me about my choices for college. In class I learnt about the SUSI and HEAR schemes. I was able to find out what courses suited me through personality tests on careers portal. As it is coming to the end of the year and I am clear on my choices I am finding the classes a small bit repetitive. Overall this class has benefited me in many ways. (Laugh)
26.	I learned different pieces of useful information in the career guidance class this year. For example, I learned more about the SUSI grant and HEAR and DARE schemes. I learned what they were and found out whether I was eligible for them or not. I benefited from the meetings we had, it was reassuring to talk about my choices. However, I did/do find some of our classes repetitive. I also thought that it was really good that we applied for the CAO in school this way I was able to make sure that I filled out everything correctly although I do think that if we had a bit more time during that class the process would have been more relaxed/less stressful. Thank you for your continued help throughout the year.

27.	<p>Review of the career guidance class.</p> <p>Ever since last year I thought I had my future career figured out. Then I started having career guidance and realised there might be more out there for me. I changed my path and my way of thinking all thanks to career guidance. The classes are informative and allow you to focus on what you want to do in the future. It can be surreal and stressful at times but it helps us as a class take big steps towards the future together.</p>
-----	---

28.	I enjoyed career guidance this year found it very effective however a bit more information and guidance towards accommodation would have been nice. Thanks smile
29.	I learned that I have a lot of people skills and that I want a career in that sector in the future. The information about grants and CAO applications was very clear and I felt more comfortable after receiving information on my applications. I learned that I wish to pursue a career in social work or criminal justice and that I enjoy helping and listening to people. Overall, I found this class very useful over the years and found what I want to do in September :)
30.	I thought career guidance this year was really helpful. I learnt a lot of information on the college power points and small video clips. More information on accommodation dates and places would have been helpful smile
31.	<p>Maybe a bit more on accommodation before the applications opened would have been helpful.</p> <p>The power points on anxiety and the various application schemes were very useful. Thank you it is a nice class smile</p>
32.	Very focused on only those doing the CAO and moving into colleges, don't really talk about PLCs and what is involved with applying and what grants/services are available with them.
33.	Guidance class: really helpful, maybe in future more information on accommodation would be helpful but overall I found it really helpful, especially the one to one interview
34.	Found the meeting when we were online very helpful especially the one to one ones as well as the updates on college posts in teams smile
35.	I don't have any feedback I find everything okay

36.	I found the online meetings very helpful and the information about college open days and the CAO was very useful.
37.	I thoroughly enjoyed the year and think I got great advice and guidance on career choices. I thought Miss Titus was very helpful and understanding.

5th Year Students

S/N	Review /Feedback/Response
1.	Found this class very help full and found out things I didn't know example reach and more about different courses And plcs
2.	It was fine sometimes boring
3.	I have learned about the points system, CAO and PLC courses. The class was enjoyable
4.	it was good sometimes a bit repetitive
5.	It was good sometimes however, can me repetitive at times
6.	I found it insightful into career opportunities
7.	I found careers class very helpful and useful. It has helped me in deciding on a career
8.	ive learned about the different courses that i can do and looked at my different options and colleges i can go to. Smile
9.	I learned about different courses and what i want to do after school.
10.	It was educational and nice to learn more about caos and plcs. i have a better understanding of what i want to do and where i want to go for college
11.	it was good to learn more about caos smile
12.	it was good to learn about all the course stuff

13.	I found the class helpful in giving me an idea of what I want to do in the future
14.	Career guidance helped me understand other ways I can get into my future course if I don't get my points
15.	I enjoyed the class and I found out what career I want to do after school and the courses that are available to do. And the Styles and interests
16.	I found it helpful as it gave me a better understanding of the leaving cert and CAO.
17.	I find these classes very beneficial for my college career
18.	I found the class beneficial. I have a better understanding of PLC
19.	I find it helpful learning about cao for college and looking at different courses.
20.	Sometimes I find it helpful sometimes I find it a bit boring. It's a good class to learn at times.
21.	I found the class very good it helped, me learn more about CAOs for next year
22.	I found the class benefited me because I learned more about CEOs and more about my career choices and different college courses
23.	Learned a lot of good information about plc courses. Learned more about what course I want to do when I'm older
24.	I learned a lot about applying for CAO and I have a better idea of what I want to do. I now have a list of careers that I can use to apply for the CAO. I know about PLC course and have chosen some of them to apply to also. I now know about the different levels of courses and all the different ways you can get where you want to go. I also know which colleges I would like to go to and I know how well I have to be doing in school to get what I want.
25.	I found the class helpful
26.	I have found careers class very helpful and I have learned about both CAO and PLCs. Through using careers portal it has helped me to decide what I want to do in college and how to get into specific courses.

27.	Careers class was very interested as I got to learn about what college course to do
28.	I really enjoyed the careers class this year. I have learned many things such as the CAO and PLC applications, the type of personality I have, what college I want to go and what I want to study in college
29.	Hi Miss, this year of career guidance has been very helpful in deciding what I want to do after school. It has helped me decide on which course I want to do in college and I have in general learned about myself. Thank you very much for all the time you have spent with us despite challenges of COVID-19 and online teaching.
30.	I found the career guidance class helpful. I now have a better understanding about what I want to do in college. I learned more about PLCs which I didn't know much about before.
31.	I learned about my options for after secondary school. Career guidance was an informative class where I was able to learn about different routes and ways I can further pursue my education.
32.	Good class , learned a lot about CAO's and PLC and figured out what courses I want to do after secondary school
33.	The personality and types of intelligence quizzes etc on careers portal were very helpful when trying to decide on a career path
34.	Learnt more about cao and plc courses and what is needed to get into them.
35.	Some classes were boring but some were informing ive learnt how to use career portal and research different career options for the future
36.	Career guidance class was very good this year. I learn a lot such as information about cao and plc and I now have an idea about what I want to do after school
37.	Hi Miss Titus. I found the career guidance class very helpful as it helped me discover new courses that I never new about. I enjoyed learning about the CAO.
38.	It was good but I still don't know what I want to do. Some stuff was repetitive.
39.	I learned a lot about the difference between plc and cao
40.	This year I learned the differences between CAO courses and PLC courses, and this was helpful because I found some courses that I'm interested in from both categories.

41.	<p>I found career class very helpful. I have now a much better knowledge on the cao and my personalities and my interests. At the start of the year I didn't know anything about the plc but now I have knowledge about it. I also found career portal extremely helpful during the year as it all every course in one place and you can keep all of your results and information in one place</p> <p>Thanks</p>
-----	--

History Department Annual Report

History Department Annual Report 2020-2021

Section One

Members of the Department

Emily Ryan

How Covid has changed our teaching and learning experiences this year?

- Gaining more confidence and knowledge using Microsoft Office – Teams, OneNote and Forms.
- Very good communication tool between teachers and students in sharing resources such as PowerPoints, Word docs and Forms quizzes.
- Developing online assessments and resources such as video's, tests, handouts and tests to use for current and future students.

Planning ahead/future with online teaching.

- Continue professional development with more training regards online teaching
- Ensure that all students are competent with computer use, e.g. incoming first years are trained how to navigate Microsoft Teams.

The use of Digital Learning Strategies, how the Subject Department addressed online teaching and learning – Use of Teams:

- Microsoft teams works well as if students were absent from class they could catch up on work as all resources uploaded to files.
- Teams also beneficial as it was easy to record, which students were absent and not engaging with classes.
- Teams also makes it more accessible to contact other teachers if necessary.

The use of Digital Learning Strategies:

What worked:

- Students were generally competent at using Teams, this made the teaching and learning experience more positive.
- Following the school timetable, ensured that there was a structure to the day.
- Microsoft teams worked well for sharing resources quickly and easily with students. The assignment tool worked well for them to submit their work for correction.

Challenges:

- Wi-Fi connectivity issues from both teachers and the students. It interfered with teaching and learning as sometimes internet connection was not consistent for students.
- Hard to scope if students were paying attention as sometimes they would login for the roll call and then logout.

The use of Digital Learning Strategies and Use of Teams

- Microsoft Teams has become our online classroom base, communicating on a daily basis and sharing assignments on the site.
- Microsoft Forms is another area of Microsoft Office the department are learning about, which allows you to make assessments and create a mark scheme, so grades are automatically recorded for the teacher.

Report on Subject Department Action Plan for 2020-2021

- Classroom Based Assessments have been completed with 2nd year classes and I am now aware that they are required to complete only one CBA.
- Schemes of Work and linking of learning outcomes from various strands have been developed over the year
- Literacy and numeracy have been supported by key words and working with dates and years in History
- Adapt schemes of work to suit hour long classes.

Details on Subject Department Action Plan 2021-2022

- Implement wellbeing into History curriculum.
- Cater teaching and learning methodologies for the hour-long classroom. More project work, independent learning and research work .
- Differentiation for all learning outcomes must be developed.
- Resources for students completing Level 2 History must be developed.

Activities organised for students outside of the classroom in 2020-2021 to reflect the Other Areas of Learning at Junior Cycle Level

- Visits with students to the local Famine Graveyard to learn about local History.
- Visit with TYs to Listowel Castle, a project then had to be completed on 'The History of Listowel'.

Transition Year Activities/links

- Students were given a history topic (e.g 1916 Rising) and made Tik Toks to illustrate the events.
- Project work done on Listowel, students brought to Famine Graveyard and Listowel Castle on walking trips.
- Documentary activities, students watched documentaries on Racism in America and then made projects on their findings and research.

GDPR considerations

- Logging out after using School related programmes
- Ensuring when using Teams for online teaching that the teacher takes all necessary safety precautions to ensure they know who exactly is engaging in their class.
- All cameras for staff and students remained turned off to maintain safety and privacy in homes.

Staff CPD within the subject Department 2020-2021 / CPD plans for 2021-2022

- Jigsaw- managing anxiety in the classroom.
- JCT History course day
- Patrick Hickey -Leaving Certificate History Tutor; correcting dissecting marking scheme and marks awarded
- Tralee Education Centre: Stacey Stout – CBA guideline

Junior Cycle - Classroom Based Assessments

The CBA carried out was 'The Past is my Place'. The students had three weeks on total too complete the CBA. 2nd year Classroom Based Assessments were carried out this year. 2nd Years are now only required to complete one CBA as outlined by the Department of Education. Resources had been created at the beginning of the year to provide templates for students. The CBAs were conducted remotely, and students were supported online for one week and on the return to school the students completed their CBAs over two weeks.

Wellbeing initiatives

- Throughout lockdown, I encouraged students to connect with one another and work together to complete work.
- I adopted the 5-4-3-2-1 grounding initiative in our classrooms to promote positive mental health in our students. This initiative was outlined to us by Mary O' Connor.
- I encouraged students to use the wellbeing indicators. E.g.: Be active and resilient.

L2LP - Le Cheile class

I discussed the needs of students with the L2LP co- coordinator Denise throughout the year. I also liaised with the SNA team on a regular basis. I differentiated my classes to ensure that all students were catered for no matter what their abilities.

SEN - include all SEN in-service this year

The School provided SEN training during the year through online CPD sessions and webinars. Here I developed strategies and resources to use with students with SEN. Strategies used in every day teaching.

School Self Evaluation

How the implementation of the Covid Response Plan has changed the teaching and learning experience in your Subject Department in 2020-2021?

- The use of Microsoft Forms for assessments was useful as we had to avoid handing out physical tests. This was positive in terms of self-correcting but were time consuming to put together.
- Microsoft Teams was excellent for promoting communication between teachers and students. We were able to upload work, set assignments with appropriate deadlines and keep a track of engagement with materials.

The Subject Department experience of online teaching and learning

- As stated at the beginning of the document under heading: "How has Covid changed our teaching and learning experiences this year?" there was advantages and disadvantages outlined and our plans. The experience was more so positive as it promoted professional development.

Student Voice

- I implemented Reflection into my classes to learn about what methodologies students found most beneficial in class, 'two stars and a wish' was important to find out what students needed to work on more in History class.
- I used class discussion to let students talk about their historical opinions on certain events.
- I used questionnaires to promote the student voice in my classes.

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

History is now Common level at Junior Cycle. The Leaving Cert class of 2021 were all higher-level students.

Collaboration with the Assistant Principals (Leadership and Management Team)

- Liaison with Mock and House Exams Coordinator Elaine Keane:

Discussions were held throughout the year with Elaine, 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: Lauren O'Leary / Aine Ni Chuain / Denise Galvin / Norma Dowling / Eileen Counihan / Muireann O'Sullivan:

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 and Denise discussing concerns relating to students with possible SEN.

- Liaison/ communication with the Wellbeing Coordinator Mary O'Connor:

Discussions held throughout the year to promote student wellbeing, including mindfulness practices.

Home Economics Department Annual Report

Annual Report 2020-2021

Section One

1. Name the members of the Departments

Mary O'Connor and Lisa Whelan

2. How Covid has changed our teaching and learning experiences this year

We had to adapt the way cookery practicals were run to ensure that they were run safely within COVID guidelines. Students worked individually therefore classes had to be divided and supervised. This greatly reduced the amount of practical cookery delivered this year. This resulted in a reduction in the amount of theory covered. We introduced a Home Economics COVID contract so that all students were aware of the new guidelines, mask wearing, hand washing and extra sanitizing required. Seating arrangements were arranged to ensure as much social distancing as possible within the classroom. Sanitizer was placed at every sink and extra condiments were purchased so that students were not sharing. Equipment was re-arranged so that it stayed at a specific unit to reduce movement in the room and to reduce the number of students handling equipment. Extra washing was needed at the end of every class as all cloths, towels and oven gloves were washed after every class. During lock down students had to carry out practical cookery at home making it more difficult for the Home Economics teacher to gauge the development of skills. Some students did not engage in practical cookery and this is a cause for concern as the practical cookery is worth 50% for Junior Cycle Home Economics. The changing of the Dress Design room to a classroom has meant that the Home Economics teachers are carrying textile materials and equipment from prefabs into the main building. The current Home Economics kitchens were never designed to run textile classes and to store sewing machines and supplies. Student engagement has increased in comparison to this time last year teachers built on the skills developed during lockdown 1 and found Microsoft office and Teams easier to use in lockdown 2. CBA2 had to be completed on line this year due to the lock down.

3. The use of Digital Learning Strategies, how the Subject Department addressed online teaching and learning - Use of Teams

Department meetings are saved to Microsoft office. SEN resources are shared on Microsoft office. Calendar is very useful to share information in relation to school activities and assessment dates. Documents are shared with staff in staff documents folder.

Teachers have set up Home Economics Teams for their classes on Microsoft Office 365. We have also set up a Home Economics Teachers Team where we shared resources, files and videos. This has been resourceful as it allows direct communication between each of the members and has facilitated department meetings via the meetings tool on Teams. All members of the department have upskilled in using digital technologies this year. Live classes were taught on Teams during the lockdown this year. We have engaged with students by

sharing information on posts and chat in our class Teams. Class Notebook has been used as an online copy for some classes while other students have engaged by sending images of their work or cookery on chat. There is less of a paper trail as most resources are online and students can access them on their devices. Assignments were used to set work for some students.

4. Report on Subject Department Action Plan for 2020-2021

We used Class Notebook more this year on Teams. We will continue to develop new units of learning for new Junior Cycle Home Economics. We have developed more L2LP resources. A template was developed for CBA2 to scaffold students progress, CBA2 was assessed and SLAR was completed. The CBA2 had to be completed on line this year due to lockdown.

5. Details on Subject Department Action Plan 2021-2022

We will continue to review units of learning for new Junior Cycle Home Economics.

We will plan for 1 hour classes in particular the practical cookery. We will engage with other Home Economics teachers who have one hour classes in their schools to see how we can adapt teaching and learning this year to cope with the shortfall of 20 minutes for practical cookery classes in particular. We will introduce more active teaching methodologies as we are moving to one hour classes and will have more time to do so.

6. Transition Year Activities/links

Transition Years knit Bravery Blankets for children in Ireland diagnosed with cancer. They also completed the Safefood for Life Programme and sat the on line exam.

7. Cross curricular links

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

Wellbeing - Jigsaw One Good School – Youth Mental Health

Team building – Glanageenty Loop walk, Wellbeing Challenges (Minding your wellbeing – Michael Daly)

Student Council: World Mental Health day – put up positive quotes around the school

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, Study Skills,

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: Microsoft Teams, research and typing CBA 1&2, journal assignments

Maths: Recipe, costing calculations, weighing & measuring.

8. GDPR considerations

We use a secure platform Microsoft office 365 approved by the Dept. of Education and Skills. E portal and Microsoft office are being used to store student data. Computer screens are faced away from student when taking the roll and teacher devices are password protected.

9. Links with the local community

Transition Years knit Bravery Blankets for children in Ireland diagnosed with cancer.

10. Student Teachers

A final year (5th Year) student completed PME placement from 18th January – 26th March 2021. She worked with 1st years and Transition Year students.

11. Online Guest Speakers

Transition Year and 5th Year students joined the ARC -Aquaculture remote classroom webinar for post-primary schools on 5th November.

12. Staff CPD within the subject Department 2020-2021 CPD plans for 2021-2022

Online Resilience Seminar - Shane Martin Moodwatchers

ICT Teams Upskilling Training

5 Ways to Well-Being

JCT: Final Examination Exploration

JCT: Supporting Students in Learning to Learn, Olivia Guiltinane

Webinar – COVID 19 Induction training: information on cleaning for schools

Webinar- Returning to school after COVID 19 school closure; supporting the wellbeing of school community

JCT webinar: SPHE Teaching Supports for the return to school

JCT Home Economics in-service – CBA2

Microsoft Education Ireland –

Session 1: setting up Microsoft Office 365

Session 4: Video calling & resources

Session 5: OneNote for Teaching and Learning

Session 6: Inclusion- accessibility features in Microsoft Office 365

Session 7: AFL Strategies with MS Teams

Dublin ATHE Branch meeting

PDST – Using digital portfolios for post primary school

Be Kindonline – empowering students to build digital resilience and manage their on line wellbeing

RE in service – Personal development: Stress management; Declan Browne

RE In service – Pierce Dargan, Ailish O'Connor

JCT – Home Economics – Planning for Learning using Learning Outcomes

ARC - Aquaculture Remote Classroom Webinar

Religion in service – Carol Hickson and Ellen McKenna

Webinar on Dyslexia

BeLonG to Stand up awareness Training

Student Support Team Training

Managing Anxiety in the Classroom – Jigsaw One Good School

JCT Planning for Learning, Assessment and Reflection in SPHE

JCT Webinar Updated NCCA Guidelines 2021 for ongoing Planning

Kerry ATHE Branch Meeting Leaving Cert Food Studies Assignments 2022

PDST Formative Feedback in the Home Economics Classroom Spring 2021

JCT Supporting Students to Research and Analyse Information for CBAs

13. Links with PDST

There are a variety of resources on the PDST website which we use to support us during the school year. JCT and PDST training was attended during the year (refer to CPD above)

14. Collaboration with other subject Departments

Consultation and advice with various departments over implementation and completion of CBA's in new Junior Cycle. We consulted with one another around the use of Microsoft Teams during school closure

14. Junior Cycle Classroom Based Assessments

We attended JCT Home Economics in service training on 8th October, 2020 on CBA2. We attended another in service on 'Supporting students to research and analyse information for CBA's' on 14th April, 2020. CBA2 was completed during lock down. CBA 1 was planned and delivered up until school closure.

15. Wellbeing initiatives

We promoted Mr. Daly's Minding your Wellbeing week on line during lock down and we participated in staff step challenge ourselves. As part of Activities week before Easter students prepared entries for a Bake Off competition and ATHE Seachtain na Gaeilge competition.

16. L2LP Le Cheile class

We work closely with the L2LP SNA's 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 are filing evidence of work completed by L2LP students. The 3rd year L2LP students really benefitted from having a class time tabled for cookery this year and developed many practical skills. The 5th Year L2LP students are part of the LCA HCT class.

17. 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. A member of the department attended a dyslexia workshop.

18. New resources purchased in 2020-2021

Tray bake tins were purchased this year.

Two cookery books were ordered for use with L2LP students.

19. School Self Evaluation

How the implementation of the Covid Response Plan has changed the teaching and learning experience in your Subject Department in 2020-2021

Time must be allocated at the start and end of class to wipe down the desks. Time is lost as teachers must move between student-based classrooms and log into the different computers. Teachers must be extra vigilant ensuring students remain socially distanced and that all students are wearing their masks correctly. Rooms must be ventilated; windows and doors remain open

Time was allocated in class to promoting hand sanitising and show how to correctly wash hands (covid guidelines)

Nests of tables have been removed in line with covid guidelines. This has affected how we approach groupwork in class.

20. The Subject Department experience of online teaching and learning

Student engagement on line improved this year. As a result of covid there is an awareness overall student wellbeing. Students are encouraged to communicate with their teachers on chat if they have any questions or difficulties. It was quite challenging to complete the CBA2 on line during the lockdown this year.

21. Student Voice

In the Home Economics classes we encourage all students to be heard in class while nurturing a culture of respect and collaboration. Student voice is encouraged at whole school level. We have a very active student council who are involved in the decision making and day to day activities in our school. We implement changes as necessary as a result of surveys carried out with students.

22. The uptake of the subject at Leaving Cert and Junior Cycle where appropriate

In Junior Cycle, there are 26 students in First Year Home Economics. There are 31 students in Second Year. There are 18 students in Third year, of which four students are following the L2LP programme. In senior cycle, there are 18 students in fifth year and 14 students in sixth year Home Economics. There will be no 5th Year Home Economics for 2021-2022.

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

All third year students are studying Home Economics at common level. In the class of incoming sixth years, there are 17 students studying Higher level and one student is studying Ordinary level Home Economics. At the time of writing this report, 11 sixth year students were studying Higher level and 3 students were studying ordinary level Home Economic

24. Wellbeing & Classroom Culture in a Covid environment

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 develop food and health literacy skills in order to make informed decisions to adopt a healthy lifestyle. We encourage all students and participate ourselves in Wellbeing initiatives in the school. Student wellbeing was strongly promoted in Home Economics during the year. Positive relationships between

teachers and students and students and their peers were nurtured in the classroom to support student wellbeing in the uncertain and challenging Covid environment. Class Teams were set up and students were encouraged regularly to engage with and contact teachers on chat, if they needed any help or support on returning to school or during the school year.

Section Two

Please outline collaboration with the Assistant Principals (Leadership and Management Team) in your report

- Liaison with School Ethos Coordinator and Book Rental Coordinator Margaret Daly

We collaborated with M. Daly in relation to ordering junior cycle Home Economics books

- Liaison with the Years Heads Lauren O'Leary/Áine Ní Chuain/Denise Galvin/Norma Dowling/Muireann O'Sullivan/ Eileen Counihan

We collaborate with relevant Year Heads when necessary in relation to implementing the code of behaviour

- Liaison with the SEN Coordinator Muireann O'Sullivan

We collaborate with M. O'Sullivan as she distributes information at staff meetings in relation to SEN students. We access Microsoft office 365 for related SEN information and resources.

- Liaison/ communication with the Wellbeing Coordinator Mary O'Connor

We collaborated with M. O'Connor by participating with the Jigsaw One Good school action plan. We completed the Managing Anxiety in the Classroom Workshop for teachers. We liaised with M. O'Connor around Stand Up Awareness week, Tie Day Friday fundraiser for Kerry Mental Health Association and Humourfit Drama Programmes on Substance Abuse and Bullying. M O'Connor updated staff on Wellbeing at staff meetings

- Liaison with the Health and Safety Coordinator Catherine Kennedy

We collaborated with C. Kennedy by completing the Health and Safety audit for all rooms.

- Liaison with the Programmes Coordinator Norma Dowling

We liaised with N. Dowling in relation to Transition Year Home Economics and HCT in LCA. We collaborated with N. Dowling to collaborate in promoting our subjects for incoming students; there was a virtual open night video recorded to highlight the various subjects in our school.

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 which is

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

In the domain of teachers' individual practice, and through 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 on line webinar ARC –Aquaculture remote classroom webinar for post primary students.
- At subject department meetings and informally, we discuss teaching strategies that work in our Home Economics classes and we have frequently discussed and shared resources when using Microsoft Teams during the school closure

Mathematics Department Annual Report

Members of Maths Department:

- Sinéad Breen
- Marguerite Linnane
- Norma Dowling
- Lauren O’Leary

Collaboration with Assistant Principals

- The Maths department liaised with the Assistant Principals during the academic year 2020-2021.
- Liaison with School Ethos Coordinator and Book Rental Coordinator: Margaret Daly
- Liaison with the Years Heads: Lauren O’Leary, Áine Ni Chuain, Denise Galvin, Norma Dowling, Eileen Counihan, Muireann O’Sullivan
- Liaison with the SEN Coordinator: Muireann O’Sullivan
- Liaison and communication with the Wellbeing Coordinator: Mary O’Connor
- Liaison with the Health and Safety Coordinator: Catherine Kennedy
- Liaison with Coordinator of school Activities and Newsletter Coordinator: Jessica Keane
- Liaison with the Programmes Coordinator: Norma Dowling

- Liaison with ICT Coordinator: Densie Galvin

Report of Subject Department Action Plan for 2020-2021

The subject department action plan for 2020-2021 incorporated:

- The use of digital learning resources to facilitate the period of online learning during the 20/21 academic year. This includes the use of Microsoft teams, live lessons, zoom lessons. Teams has a means of communications between staff and students.
- COVID compliance – group work was restricted. Teaching and learning methodologies were affected – particularly the use of pair work and group work.
- 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
- 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.
- Teachers continued to plan and develop the new Junior Cycle Maths.

Details of Subject Department Action Plan 2019-2020

For the coming academic year we will implement the following:

- Due to COVID 19, current 2nd and 3rd years are only required to complete ONE CBA. The Maths department will plan, liaise and timetable for these CBA's.
- 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.
- 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

Leaving Certificate 2020 exams did not run due to COVID 19. All students received predictive grades which were supplied by the teachers.

44 students did Mathematics.

Percentage doing Higher Level

The percentage of students doing Higher Level Mathematics was 2% less than the percentage nationwide (34% versus 36%). This was a lower relative percentage than previous years, except for 2018 where the difference between Pres.List and the national percentage doing Higher Level Mathematics was -6%.

Higher Level results

At Higher Level, the average CAO points received by students in Pres.List in Mathematics was 3 (3%) below the national average (94 versus 91). This was a lower result than previous years, except for 2018 where the difference between Pres.List and the average national CAO points for Higher Level Mathematics was -7%.

The median grade was the same as the national median grade (H4). This was an improvement or similar to all previous median grades in Higher Level Mathematics.

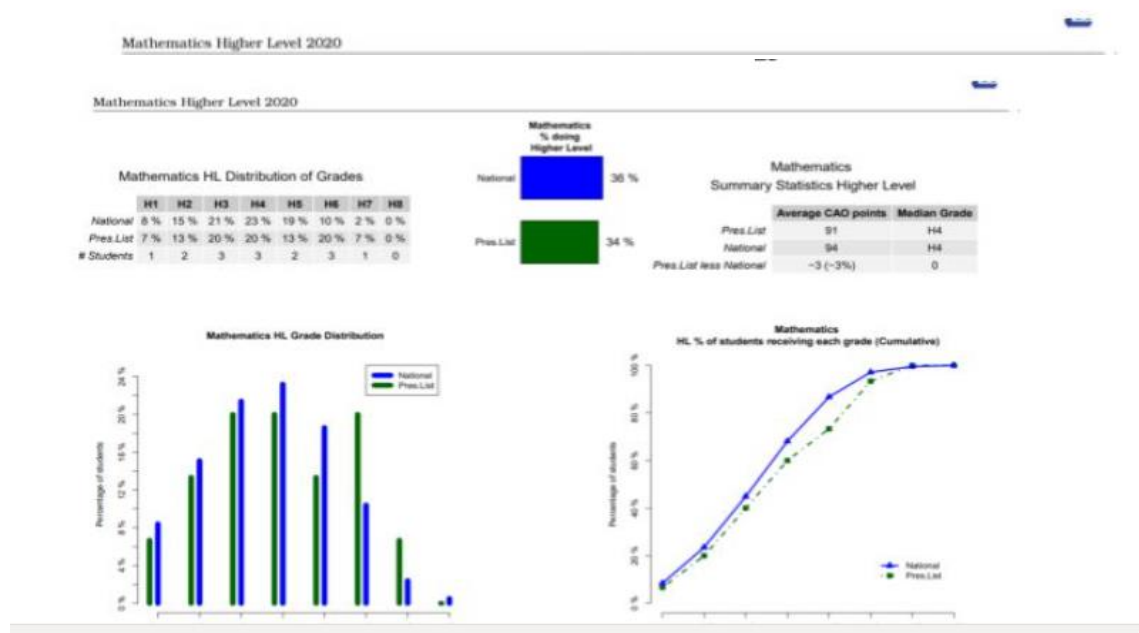
7% of students received less than 40%, versus 3% nationwide. As well as being higher than the national percentage in 2020, this percentage was higher than the previous three years in Pres.List.

Ordinary Level results

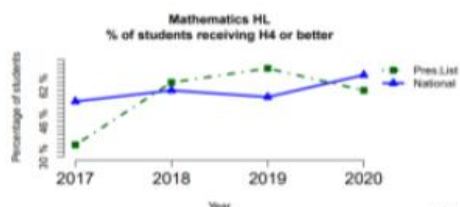
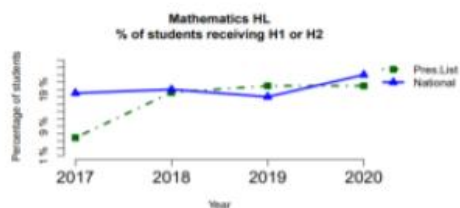
At Ordinary Level, the average CAO points received by students in Pres.List in Mathematics was 1 (4%) higher than the national average (28 versus 29). This was an improvement on the previous three years, except for 2019 where the difference between Pres.List and the national average CAO points at Ordinary Level was 19%.

The median grade was the same as the national median grade (O4). This was an improvement or similar to all previous median grades in Ordinary Level Mathematics.

No students received less than 40%, versus 6% nationwide. For the past number of years, the percentage of students receiving less than 40% has been less than the percentage nationwide each year.



Maths Higher Level-Year on Year



Summary Statistics HL Mathematics

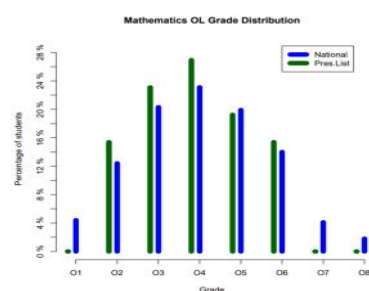
	2017	2018	2019	2020
A: Average CAO points Pres.List	83	94	94	91
B: Average CAO points National	89	90	89	94
A less B	-6 (-7%)	4 (4%)	5 (6%)	-3 (-3%)
C: Median Grade Pres.List	H5	H4	H4	H4
D: Median Grade National	H4	H4	H4	H4
D less C	-1	0	0	0

Mathematics % doing Higher Level

	2017	2018	2019	2020
Pres.List	36 %	26 %	43 %	34 %
National	30 %	32 %	33 %	36 %
Pres.List less National	6 %	-6 %	10 %	-2 %

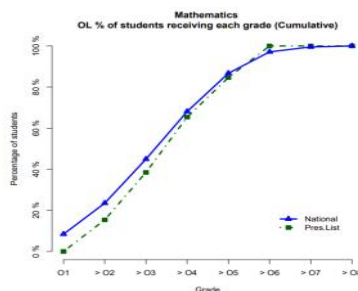
Maths Ordinary Level Year on Year

	O1	O2	O3	O4	O5	O6	O7	O8
National	4 %	12 %	20 %	23 %	20 %	14 %	4 %	2 %
Pres.List	0 %	15 %	23 %	27 %	19 %	15 %	0 %	0 %
# Students	0	4	6	7	5	4	0	0



Summary Statistics Ordinary Level

	Average CAO points	Median Grade
Pres.List	29	O4
National	28	O4
Pres.List less National	1 (4%)	0



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 in March 2021 online. Well done to the students who took part.

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 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

YES XXXXX: 2nd Year PE & Maths teacher from University of Limerick. Ciara took Sinéad Breen's 1A Maths class for 2x40 minute classes a week and Lauren O'Leary's 2A Maths class for 2x 40-minute classes a week. The first 4 weeks of Ciara's placement were carried out online due to COVID 19. We thank Ciara for all her hard work.

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, 2021-2022. Various online courses completed by teachers. Links with PDST Completed various PDST online courses and webinars. 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. Current 2nd and 3rd Years are now only required to complete ONE CBA, due to COVID 19.

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 everyone's 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

Microsoft Go's were purchased for the department to facilitate online teaching and learning.

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. • Use of ICT greatly increased due to online teaching during COVID 19. • 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 student's 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. • Wifi implemented throughout the year made a big improvement to the department.

AOB Reflecting on the year to date, we feel that due to the lengthy maths syllabi any additional maths classes would be of great benefit to the students. An upgrade in ICT would be beneficial as current laptops are very slow. Marguerite Linnane is in the process of purchasing new laptops for Maths department

Leaving Certificate 2020 exams did not run due to COVID 19. All students received predictive grades which were supplied by the teachers.

44 students did Mathematics.

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 in March 2021 online. Well done to the students who took part.

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 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

Ciara Hudson:

2nd Year PE & Maths teacher from University of Limerick. Ciara took Sinéad Breen's 1A Maths class for 2x40 minute classes a week and Lauren O'Leary's 2A Maths class for 2x 40-minute classes a week. The first 4 weeks of Ciara's placement were carried out online due to COVID 19. We thank Ciara for all her hard work.

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, 2021-2022.

Various online courses completed by teachers.

Links with PDST

Completed various PDST online courses and webinars.

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.

Current 2nd and 3rd Years are now only required to complete ONE CBA, due to COVID 19.

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 everyone's 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

Microsoft Go's were purchased for the department to facilitate online teaching and learning.

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.
- Use of ICT greatly increased due to online teaching during COVID 19.
- 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 student's 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.
- Wifi implemented throughout the year made a big improvement to the department.

AOB

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

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

Marguerite Linnane is in the process of purchasing new laptops for Maths department.

Modern Foreign Language Department Annual Report

Annual Report Modern Foreign Languages 2020-2021

MFL Department

Eileen Counihan

Muireann O'Sullivan

Kay Kennedy/Clare Brennan

How Covid has changed our teaching and learning experiences this year

Our ability to use our resources has been severely curtailed as we are now out of our base classrooms. Technology, in the form of TEAMS and Zoom, has become the norm for teaching and learning. Pair and group work has been affected. The pace of teaching and learning changed. Much material had to be revised when we returned to school after lockdown. It was difficult to keep students engaged.

The use of Digital Learning Strategies: How the subject department addressed online teaching and learning.

Homework and assignments were assigned via TEAMS, making it possible to keep track of student work more easily. Students could access class content from home as lessons could be uploaded to the file section on TEAMS. TEAMS accessories such as video calls and the chat feature were used to communicate with students during the school closure, allowing students

to continue contributing to class discussions. The polls feature was a useful tool for Assessment for Learning to monitor pupil progress and minimise marking.

Report on Subject Department Action Plan for 2020-2021

Having met as a department we at the beginning of the academic year we put in place plans for our year groups. We discussed starting point for each class as the last term of previous year was hugely impacted by Covid. We hope to amend and update our action plan in the coming academic year.

Details on Subject Department Action Plan for 2021-2022

We will review our yearly plans and make changes where and if necessary. This will be important given that we will have one-hour classes and that there is 'catch up' to be done. We will continue to work on learning units for the Junior Cycle programme. Our planning to date has been quite disrupted. Whether or not we can have an MFL Theme Week remains to be seen given the current circumstances.

Transition Year Activities/Links

Many of the activities covered with Transition Year classes were centred around French/German culture. Topics such as French/German music, cinema, history and sport were covered, and pupils had opportunities to delve deeper into these topics by creating projects and presenting these to their classmates. Basic tenses were also revised throughout the year in order to prepare students for Senior Cycle. Transition Year students of both French and German also attended revision courses hosted by Hewitt College, again to ensure that they are sufficiently prepared to commence Senior Cycle in September.

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. Ensuring the careful use of eportal in the classroom. At no time students can view the monitor showing information showing students' attendance, grades etc.,

All test results are private to the individual student and are returned to students in a manner where students do not feel uncomfortable regarding others knowing their grade.

Any memory sticks that have sensitive material regarding students' grades are removed from computers before leaving the classroom. In order to prepare for the safe return of students in September 2020 we had to clear our classroom of all materials. This required all materials which identified any student to be shredded e.g. test papers etc.

We ensure that we log off and out of all classroom computers at the end of class so that no other individual has access to our log in details.

Links with PDST

We use many resources from PDST such as revision aids, graphic organisers and online information on MFL.

Collaboration with other subject departments/ Cross curricular links

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

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

Junior Cycle Classroom Based Assessments

Unfortunately, because of the current pandemic, we have never fully completed the CBA process. This year CBA 1 was done by our Third Year group. Subject teachers issued descriptors to their students. These descriptors have been uploaded to eportal and will form part of the students' school certificate of achievement.

Wellbeing initiatives

In the MFL department, 'wellbeing' was considered in every lesson. Students' individual needs were always taken into account, and our actions were guided by the wellbeing of the students in our classes. We were mindful of the challenges of online learning, and so we aimed to pitch the content of our lessons at an appropriate and accessible level for all students.

Thanks to the Wellbeing programme at school, we had the opportunity to engage with the Jigsaw initiative 'One Good Adult'. The main aims of the One Good Adult were to promote and support the mental health of the young person and above all, to believe in that young person when they might not have much belief in themselves. The One Good Adult must be a good listener, be able to show empathy or to put themselves in the shoes of the young person to try to understand their experience. They should be non-judgmental, which means no rolling of eyes, tutting or general disapproval.

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 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 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.

Staff CPD within the Subject Department

JCT training was done twice by department members in school.

CPD plans 21/22

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

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 own experiences. We appreciated and acknowledge language and cultural differences. In addition, we identified key words/key concepts that need to be pre-taught if English is not the student's first language. The visiting students were a great help to the girls in their class in relation to pronunciation and oral work which assists students with peer mentoring.

Level Two Learning Programme and SEN

This is a new departure in teaching and learning and makes the whole process inclusive. However, we have found that SEN students generally tend to opt out of MFL. Where a student presents with a learning difficulty such as dyslexia, for example, a RACE application is made to the SEC for a spelling, punctuation and grammar waiver. When and if granted this waiver is applied to any English element of the MFL examination.

School Self Evaluation

AFL: We engaged with various apps and websites to carry out formative assessments during the school closure and when we returned to school. Kahoot, Quizlet and the polls feature on teams were some of the tools we used. We also used regular questioning during lessons to assess students learning, and altered the course of our lessons where necessary.

Mind mapping: Mind mapping is used by teachers who feel comfortable using

it. This is done with revision in particular. Some students completed mind maps in areas such as verbs etc.

Links with the SSE and SIP: We have engaged with all aspects of the improvement plans. Formative assessment was considered an area worth looking at. Student self-evaluation through self-correction gave students ownership of their own work, with oversight by teacher. Comment only grading and ICT feedback are sometimes used. This works well and allows teachers measure student engagement. ICT feedback is done through OneNote.

Uptake: The uptake for German is reasonable at Junior Level. French is traditionally the stronger language. We are actively encouraging a stronger uptake

in the future.

The fact that modern languages are examined at common level at Junior Cycle makes the process more inclusive. At senior cycle the majority of students opt for higher level. We hope that this trend will continue.

Section 2

Collaboration with Assistant Principals

Please outline collaboration with the Assistant Principals (Leadership and Management Team)

· Liaison with School Ethos Coordinator and Book Rental Coordinator 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. Some students opt to rent or buy their books

depending on their preference. Books are usually rented in Junior Cycle with many Senior Cycle students opting to buy.

- Liaison with the Year Heads Lauren O’Leary/Áine Ní Chuain/Denise Galvin/Norma Dowling/Eileen Counihan/ Muireann O’Sullivan: we liaise with Year Heads as matters arise.

- Liaison with the 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. Recommendations as per psychological assessments are shared with and accessed by staff through the SEN folder on SharePoint. The SEN coordinator is available to address concerns.

- Liaison/communication with the 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. This year the school continued its involvement with Jigsaw’s ‘One Good School’ programme and all staff have completed the eLearning Mental Health Programme for Teachers. Some Fifth-Year students were awarded certifications and sponsored hoodies for completion of the Jigsaw’s Peer Programme. As part of Wellbeing programme, the school is engaging with the Jigsaw initiative ‘One Good Adult’. The main tasks of the One Good Adult are to promote and support the mental health of the young person and above all to believe in that young person when they might not have much belief in themselves. The One Good Adult must be a good listener, be able to show empathy or to put themselves in the shoes of the young person to try to understand their experience. They should be non-judgmental, which means no rolling of eyes, tutting or general disapproval.

- Liaison with the Coordinator of school Extra Curricular Activities Coordinator Jessica Keane: As a department we engaged with Jessica Keane for sharing updates and news for Christmas and Summer Newsletters.

Liaison with the Programmes’ Coordinator Norma Dowling: Student tasks and key assignments were discussed and advice about timelines were shared. We suggest and plan specific activities and/or speakers in or out of school for the different programmes – TY, LCA etc.

- Liaison with the Coordinator of Health and Safety/Student Council Coordinator Catherine Kennedy: We engage with the instruction provided to us by the coordinator. Various staff members engage with The Student Council at different times of the year.

Looking at our Schools

How do you evaluate/assess?

In order to evaluate and assess student knowledge, we use questioning, peer assessment and group assessment. These provide students with the opportunity to collaborate and learn from one another's strengths and mistakes. We also use summative assessment, formative assessment (in the form of checkpoints and exit tickets), modular and online assessment to inform us of students’ understanding and shortfalls in knowledge. Homework corrections are also a great tool to assess students’ understanding.

How do you know? What has the teacher/subject department done to find out what the students think/know?

Through analysis of class copies/One note/class notebook, class tests, standardised tests, student profiles, teacher observation, team-teaching, SEC results, teacher reflection and professional collaboration.

Students are able to report on, present, and explain the process and outcome of learning activities to a highly competent level.

- 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. This is very much reflected in project work.
- They demonstrate a high level of motivation, and enjoy engaging and persisting with increasingly challenging work.

How effective is our subject department? LAOS

Domain 1: Learner Outcomes

Highly Effective: Students demonstrate very good subject knowledge and subject skill at an appropriate level, and demonstrate this at the relevant assessment points in the year or cycle. This is proven through our excellent state exam results both at Junior and Leaving Cert levels and the high uptake of French at higher level for the Leaving Cert. This tends to be higher than the national average.

Students' achievement in summative assessments, including certificate examinations, is in line with or above expectations.

Domain 2: Learner Experiences

Highly Effective:

The majority of students demonstrate very high levels of interest and participation in learning.

Interactions among students and between students and teachers are very respectful and positive, and conducive to a positive sense of self and overall wellbeing

Domain 3: Teachers' Individual Practice

Highly Effective:

Teachers have the required professional qualifications and engage in a range of continuing professional development (CPD) relevant to students' learning.

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 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.

Domain 4: Teachers' Collective/ Collaborative Practice

Highly Effective:

Teachers use formal meeting and planning time to reflect together on their work.

Teachers collectively agree and implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.

Teachers collaboratively plan learning experiences that enable and empower students to see learning as a holistic and lifelong endeavour.

Music Department Annual Report

Music Department Annual Report 2020-2021

Dept. Members: Emma Kelly

1. How Covid has changed our teaching and learning experiences this year

Blended learning has become an integral part of teaching and learning this year. The Music Department has embraced the use of technology to facilitate teaching and learning during lockdown as well as to support students who may have been absent because of the virus.

Due to covid the practical elements of the subject have been adapted to adhere to safety guidelines; group vocal performances that would usually take place during the year were cancelled such as the Presentation Day Mass, Christmas Carol Service and TY Musical. While in the classroom performances of woodwind instruments and group singing has been restricted, as a result of this the department purchased a class set of ukuleles to replace choir class for first year students. All performances classes are organised with social distance in mind.

2. The use of Digital Learning Strategies, how the Subject Department addressed online teaching and learning Use of Teams

The Music Department has been using Microsoft 365 Teams to communicate and share resources with all students. This platform is a valuable tool that allows students to access resources, class notes and shared links while also offering a digital notebook for each subject and a space for assignments to be submitted and corrected online. The chat forum also allows students to communicate freely with their teacher and fellow peers (when permitted). During lockdown Teams facilitated online lessons through their meeting function. This allowed students to enter the class, ask questions and remain in daily contact with their teacher.

3. Report on Subject Department Action Plan for 2020-2021

Guidelines were adhered to with regard to performances (restrictions on group singing and use of wind instruments). The department adapted to the guidelines by teaching ukuleles during choir class for first year students.

A second music teacher was employed in the school, this facilitated inhouse SLAR meetings

A JCT cluster day was attended which clarified some points of the CBA and SLAR preparation. As it was an overall approach to JC music, the SLAR and CBA were not covered in detail therefore I will continue to research and attend other workshops tailored to CBA preparation

CBA 2 was completed during lockdown (it will be preferable to complete it in the classroom in future years) however due to the Covid restrictions a Junior Certificate practical did not take place this year.

. Details on Subject Department Action Plan 2021-2022

New junior cycle book to be added to the book rental scheme for 2nd and 3rd years (Maestro)

Research and attend CPD courses and PPMTA Music Conference if location and date are suitable

Incorporate ukuleles into all music classes where appropriate (linking to learning units)

Scheduling on school concerts (if applicable) in the new academic year

5. Transition Year Activities/links

Unfortunately, due to the pandemic we were not able to present the TY musical in the final term as we usually do. Instead, this year the Transition year music students learned about music technology and how to use a variety of different software to create ambient music, mash ups and to collaborate and record podcasts.

6. LCA Activities/links

The 5th year LCA students undertook the General Education Task from September to December 2020. They completed a group investigation researching their favourite musicians and other students' knowledge of them. Their results were presented in a portfolio and a task report was written describing the entire process. An external examiner visited the school in February to grade the reports, however due to the restrictions in place at the time the interview that usually takes place did not and their grades will be based on the portfolio and report.

7. Cross curricular links

There are many cross curricular links between music and the various subjects offered in the school

Computers – Musescore, Soundtrap (Junior and Senior Cycle) Audacity (TY & LCA) Soundtrap (JC & TY)

Religion – Prayer services, Presentation Day Mass, Graduation Mass

English – Literacy; Key words and definitions

Art - Periods in Music Art; Baroque/Renaissance/Modern

Irish - Song and Dance types, Folk tradition

History - Composers J.C. and L.C. & Eras/Time periods, researching the context of a composition with regard to historical events

Geography - Nationalist Composers

Modern Languages; study songs and composers from different countries in different languages

Maths - Use of time signature, note values and rhythms

8. GDPR considerations

Every effort is made to ensure that our student's information is protected:

All staff have received training on GDPR matters and there is a heightened awareness of regulations within the school

Teachers no longer use planner journals containing student data; they have been replaced with ePortal and Microsoft 365 (roll calls and test results etc)

Students' personal data is saved in the school

All teacher devices and accounts are password-protected

Permission is requested before a student's picture is taken

Data relating to a student is not saved on a teacher's personal device

Classrooms have been rearranged to ensure computer screens are facing away from students

9. Links with the local community

Although public gatherings and performances were restricted this year the music department continues to reach out to the community with our performances. Our music students provided vocal and musical accompaniment during the 8th of December mass service held in St Mary's Church. Our fifth-year students took part in the Kerry Diocese Virtual Choir recording of 'True Colours'. All school events that the community could usually attend were live streamed this year to allow anybody in the community to access and enjoy the performances.

10. Student Teachers

The Music Department did not have a student teacher this year however Mr Mackessey Was observing classes during the year and assisted in teaching the ukulele to the choir class during the final term. This allowed two teachers to team teach the chord progressions and strumming patterns that would be used in class.

11. Staff CPD within the subject Department 2020-2021 CPD plans for 2021-2022

'Mood Watchers' Shane Martin- Staff Resilience

ICT Teams Upskilling Training

PPMTA Branch meeting; Teaching Strategies

LCA General Education Training

JCT; Music Strategies

Engaging with learning inside and outside the JC music classroom

5 Ways to Well-Being

Ableton Software introduction

JCT: Final Examination Exploration

JCT: Learning to Learn

PDST: Exploring Resources for Senior Cycle Music

JCT Music Cluster Day

12. Links with PDST

The PDST Music section provides professional development and supports that facilitate upskilling. There are workshops offered during the year and a great range of resources available on their website which are utilised during the academic year.

13. Collaboration with other subject Departments

Religion - Various prayer services - Nano Nagle Mass, Graduation Mass

Computers – Teams Assignments, Audacity, Soundtrap, Musescore (Music practical option) - Posters – Music/Art Week, T.Y. Musical

Art – collaboration during Music-Art Week

English/Drama - script writing,

14. Junior Cycle Classroom Based Assessments

There are two CBAs for junior cycle music. One to be completed in 2nd year, a compositional portfolio and one to be completed in 3rd year, a Programme Note. As of the year before due to the disruption in learning the NCCA announced that the incoming 3rd years (current second years) will only need to complete a minimum of one CBA. As the Programme Note is attached to the practical examination in 3rd year CBA 2 must be completed. Therefore the 2nd year CBA did not take place this year while the 3rd years completed their CBA from home during lockdown.

15. Wellbeing initiatives

This year our school entered its second year of their involvement with Jigsaw's One Good School Initiative. Although progress was hindered by Covid restrictions our staff attended a 'Managing Anxiety' workshop with a Jigsaw clinician. We plan to continue our work with Jigsaw into 2021-2022 academic year.

16. L2LP Le Cheile class

Our SEN students have their own base classroom, they attend learning support classes and mainstream classes, this allows our students to learn in a safe environment. These classes have been highly successful in allowing our SEN students to learn at their own pace and allows for more teacher-student interaction. Each student is completing their learning statements as subject departments collaborate to ensure that all are working to complete statements under each PLU; Communication & Literacy, Numeracy, Personal Care, Living in the Community and Preparing for Work in the Junior Cycle and Key Assignments in LCA. We work closely the SNAs to discuss student's progress and to ensure all the student's needs are met.

17. SEN include all SEN in-service this year

Muireann O Sullivan communicates with all teachers at staff meetings regarding SEN matters. 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.

18. New resources purchased in 2020-2021

The Music Department purchased a class set of ukuleles because of the restrictions regarding group singing. Although purchased for the choir class this has been a resource for all music classes.

19. School Self Evaluation Must be mentioned

The choice by management was to prioritise Covid Response and the digital learning experience this year.

How the implementation of the Covid Response Plan has changed the teaching and learning experience in your Subject Department in 2020-2021

Teachers are had to become more vigilant with regard to Health and Safety matters. Rooms are to remain ventilated and time must be set aside at the beginning and end of class to sanitise desks and hands. The Covid Response Plan has particularly affected the approach to performances and group work in class. All students must remain socially distanced in their seats which has discouraged group activities. While playing classroom instruments, each student must sanitise their hands and assigned instruments before and after use.

The Subject Department experience of online teaching and learning

Overall, it has been a positive experience. Microsoft 365 has been a valuable tool in facilitating lessons through Teams. I have noted that both teachers and students have upskilled with regard to digital platforms. This is advantageous as there has been an increase in video/online classes and overall engagement this year. While blended learning and its development will be a priority

in the future it cannot replace/substitute the classroom setting; there are areas of the curriculum that are certainly more suited to face-to-face classroom contact.

The department relies on informal surveys; knowledge/data is gathered by questioning the students on what they prefer/like/dislike/comprehend. This is a way of encouraging student voice and a great way of receiving honest feedback.

20. Student Voice

Students are involved in their learning within our department.

We give our students the opportunity to voice their opinions, peer education and become more involved in their learning. We respect our student's talents and participation in the school. Music students are given the choice to perform and given ownership of programme selection where possible. We encourage all students to be heard in class and where appropriate to 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. We encourage all students to get involved and embrace an active classroom where learners can grow in a safe, managed environment.

21. Comments on the uptake of the subject at Leaving Cert and Junior Cycle where appropriate (option subjects)

There are 20 incoming 3rd year music students

There are 8 incoming leaving cert music students

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

There are currently 14 junior certificate students, 12 taking common level, 2 L2LP

There are currently 4 leaving certificate students all sitting higher level

Section Two

Collaboration with the Assistant Principals (Leadership and Management Team)

Liaison with School Ethos Coordinator and Book Rental Coordinator Margaret Daly

Discussion were had with Margaret regarding school ethos, prayer services and masses that took place during the school year. I also liaised with her when updating the booklist for the new academic year.

Liaison with the Years Heads Lauren O’Leary/Áine Ní Chuain/Denise Galvin/Norma Dowling/Eileen Counihan/Muireann O’Sullivan

Liaised with year heads to discuss student progress and student behaviour (if necessary)

Liaison with the SEN Coordinator Muireann O’Sullivan

Liaised with Muireann to discuss updates on student’s needs, for recommendations/advice for learning support students and with regard to IEPs

Liaison/ communication with the Wellbeing Coordinator Mary O’Connor

Communicated with Mary for a number of events during the school year including;

- Jigsaw; One Good School
- Well-Being activities
- Choir introduced as well-being class

Liaison with Coordinator of school Extra Curricular Activities Coordinator Jessica Keane

Lunchtime activities, Summer newsletter

Unfortunately, due to the global pandemic, many school events were affected by lockdown, restrictions and social distancing

Liaison with the Programmes Coordinator Norma Dowling

We met with Norma to talk about TY and LCA progress, planning and scheduling.

Liaison with the Health and Safety Coordinator Catherine Kennedy

Liaised with Catherine regarding fire drill procedures and feedback reports, H&S audits of our classrooms and risk assessments

LAOS 2016-2020

How do you Evaluate/Assess

Both formative and summative assessments are used in the Music Department. Formatively students are questioned, given quizzes, use whiteboards and traffic lights. We listen to and provide feedback on their practical performances, carry out pair work and encourage group collaborations. For summative assessments written exams are given which are graded(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 the topic was taught and if they understand, questioning, assessment/written assignments, performances, homework

The interactions among students and between students and teachers are respectful, positive, and conducive to well-being. Students feel comfortable asking questions and suggesting solutions confidently. As it is a nurturing environment, they are willing to risk incorrect responses and understand the value of making mistakes, using them as learning opportunities

Students also experience opportunities to develop the skills and attitudes necessary for lifelong learning in music class. They demonstrate a high level of motivation and enjoy engaging and persisting with increasingly challenging work.

Within the department:

Planning, preparation and assessment practices are selected that progress students learning.

Inclusive learning exists where we respond to individual learning needs and differentiate teaching and learning activities depending on our classes

Different teaching strategies are explored and utilised depending on the class grades.

Physical Education Department Annual Report

Physical Education Annual Report 2020-2021

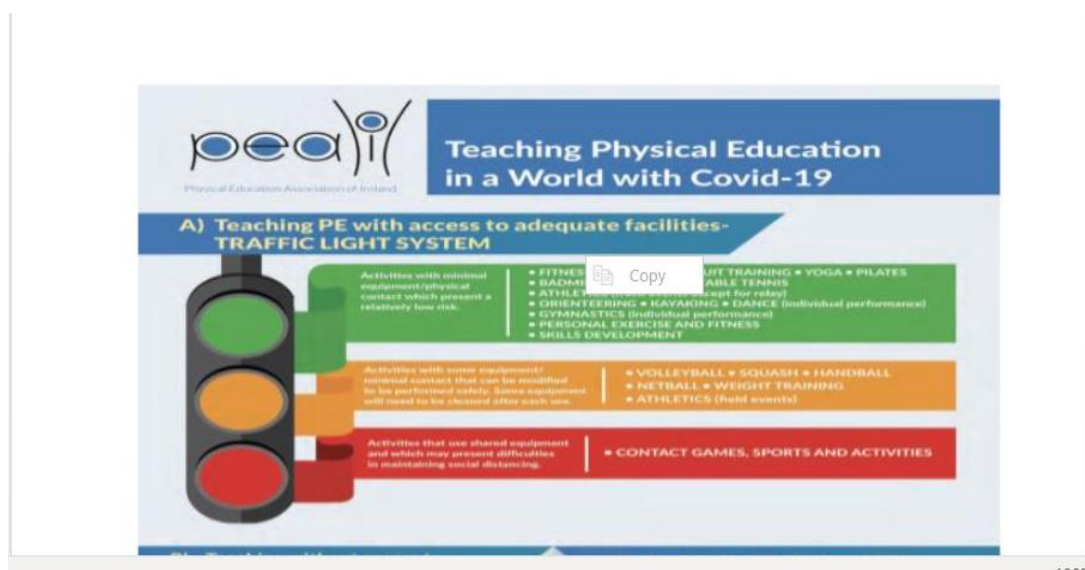
Section one

Members of the Dept.

Michael Daly

How Covid has changed our teaching & learning experiences this year

Covid 19 pandemic has had a major impact on the teaching of PE in school. Firstly, the curriculum has been restricted as to topics which can be taught. The PEAI gave great guidance on this with the following poster.



Covid also impacted on the students learning. Particularly during lockdown and students learning from home. Microsoft Teams became an integral part of students learning in PE this year. To keep in line with GDPR guidelines and school policy, during zoom online classes student's cameras were turned off. To deal with this, various physical challenges as well as a steps challenge were assigned weekly where there was brilliant student engagement. Many activities were linked to HRA which all students had covered in class prior to school closures.

The use of Digital Learning Strategies, how the subject Department addressed online teaching & Learning

As mentioned above, Microsoft Teams and live classes was a big element of teaching & learning this year. January to April 2021 teaching and learning was occurring online through Microsoft Teams live classes. I recorded videos for students of the different physical challenges each week as well as a verbal and written explanation of each. In this way we were catering for all students learning needs and students engaged well with this.

Report on Subject Department Action Plan for 2020-2021

The Subject Dept Action Plan for this academic year was very much guided by Covid 19 pandemic. As already discussed under the impact of Covid on Teaching & Learning, there were limitations placed on what could be taught in PE this year. Therefore, as part of the Dept action plan we decided to make Health Related Activity a key component of all our teaching. The key components of balance, agility, muscular strength, muscular endurance, flexibility and body composition were connected to nearly all lessons and how they applied in the context of learning and their application, role and importance in different sport activities and exercises.

Details on Subject Department Action Plan 2021-2022

As we slowly move away from Covid 19 and the limitations it placed on us in the year 2020-2021 we can look forward to greater hope and optimism for 2021-2022. This will allow for greater scope to plan in our subject action plan for the academic year.

As the school is moving to one-hour classes, our action plan for 2021-2022 is to plan for these one-hour classes. We will complete new subject department plans in line with the new timetable. The shift from 80 minutes to 60 minutes will be a big change in PE and effective planning must take place for this. PE Dept plan on liaising with staff in schools where PE is currently one-hour classes as well as liaising with PEAI.

In addition to this, it is hoped that extracurricular activities will be back in full swing in schools. Therefore, there will be a big push to promote extracurricular activities in areas such as GAA, soccer, rugby, badminton and basketball as well as more lunchtime activities for students. It'll be the responsibility of PE teacher to increase awareness of these different extracurricular clubs and events while linking in with the Extracurricular activities coordinator.

Transition Year Activities/links

In collaboration with the TY Co Ordinator, GAA Future Leaders Programme was trialed this year. PE class was used for this with students which involved some practical and theory work. The programme is broken down into different modules and the coaching module was the focus in PE. Students completed the module and uploaded their completed project and assignments online. Students received a certificate for the completion of this coaching module.

Cross curricular links

PE has many cross curricular links. These include:

Maths: timing of runs/ measuring distance of throws in athletics

English: Verbal & written instructions/guidelines for students

Geography: Map reading in orienteering

ICT: We strive to use ICT wherever possible in PE. It can be used to introduce new skills/correct technique with a video demonstration

History: When introducing new sports/activities giving students a history and background is very important. This gives learning context and many sports can link very closely with History in the classroom e.g GAA

SPHE & Home Economics: Diet & Nutrition is emphasised with students with regards physical activity and the key role it plays in maintaining a balance of a healthy and active lifestyle.

Student Teachers

The school has continued its links with UL student placement for Teaching Practice. This arrangement has a major benefit to all concerned and has a very positive impact and input to the school during their time.

Ciara Hudson was a student teacher this year from 22nd February 2021 to 30th April 2021. This placement was both online and in class. Ciara taught both First year and Second year students. She had three double PE classes weekly, on Monday, Thursday and Friday.

Staff CPD within the subject Department 2020-2021 CPD plans for 2021-2022

I engaged in the following CPD this year:

1. Manageable & Meaningful- Supporting students to gather evidence of their learning in JC PE 13th March 2021
2. Ultimate Frisbee Workshop by Irish Flying Disc Association 21st April 2021
3. JCT Cluster day 11th February 2021

These webinars/workshops were chosen as Assessment in PE is a target for next year with First Year students while Ultimate Frisbee is a sport which students want to do. This was found out through talking to and surveying student cohort.

CPD plans for 2021-2022 include attending PEA1 annual conference and also engaging in CPD around assessment in PE. Any other CPD focused on specific PE strands will also be availed of during the academic year.

Wellbeing initiatives

As PE is now closely linked with Wellbeing, the PE Dept organised outings for all JC year groups. All group travelled to Glanageenty Woods in the morning and engaged some team activities and fun games in the afternoon back at school. First Years had their activity day on 24th May, Second Years had their activity day on 14th May and Third Years on 26th May.

L2LP Le Cheile class

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. L2LP students engage with PE with LCA1 students this year. This has meant for much differentiated learning taking place in the PE classroom but this has been a challenge that has been embraced and enjoyed. High quality teaching and learning resources have been provided and are on the staff share drive for ease of access.

New resources purchased in 2020-2021

PE Dept recently purchased some new equipment for the 2021-2022 academic year. This new equipment includes:

New badminton posts and net

Rugby balls

Ultimate Frisbees

Olympic handball

Portable soccer goals

Soccer balls

Rounders bats

School Self Evaluation

Student Voice

This is an inherent part of the collaborative process. Surveys and engagement with class representatives on the Student Council (or indeed individual students) have been used to gauge student concerns/issues. We make every effort to address these and listen to the students. The students shared their ideas for JC activity days.

Students have been surveyed twice this year regarding their experiences of online teaching and learning.

AFL: PE Dept. continues to use Learning Intentions and Success Criteria with all Junior Cycle classes in line with school policy. Assessment is important in PE for students as they can gauge their own progress when they self-assess and peer assess in class.

As discussed under the heading 'How Covid has changed our teaching & learning experiences this year' the impact has been very clear. The biggest change has been the environment in which PE is taught. Firstly, PE has spent a portion of the year being taught online as was previously discussed, and in addition to this, PE has also been mainly focused outdoors when possible. This was one of the key guidelines from the Dept and was reinforced by the PEAi throughout the year. In the PE Dept we planned for all lessons to take place outdoors. However, it did require

extra planning as we had to have wet weather plans for indoors. Being indoors was a huge drawback as students had to wear masks at all times, per the guidelines and it made social distancing more of a challenge.

Section Two

Collaboration with Assistant Principals (Leadership & Management Team)

Liaison with the Year Heads Lauren O'Leary/Áine Ní Chuain/Denise Galvin/Norma Dowling/ Eileen Counihan/ Muireann O'Sullivan: Consultation happens when different year groups are being taken to sporting or activity-based outings or when same are in-house. E.g. JC activity days and TY trips

Liaison with the SEN Coordinator Muireann O'Sullivan: We verify our students' level of need and are alert to changes as documented in the SEN folder of Office 365. Recommendations as per psychological assessments are shared with and accessed by staff through the SEN folder on SharePoint. The SEN coordinator is available to address concerns.

Liaison/communication with the 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. This year the school continued its involvement with Jigsaw's 'One Good School' programme and all staff have completed the eLearning Mental Health Programme for Teachers. part of Wellbeing programme, the school is engaging with the Jigsaw initiative 'One Good Adult'. The main tasks of the One Good Adult are to promote and support the mental health of the young person and above all to believe in that young person when they might not have much belief in themselves. The One Good Adult must be a good listener, be able to show empathy or to put themselves in the shoes of the young person to try to understand their experience. They should be non-judgmental, which means no rolling of eyes, tutting or general disapproval.

Liaison with the Programmes' Coordinator Norma Dowling Student tasks and key assignments were discussed and advice re timelines were shared.

Liaison with the Coordinator of Health and Safety/Student Council Coordinator: Kay Kennedy/Catherine Kennedy: We engage with the instruction provided to us by the coordinator. Risk assessment completed for all trips outside school and sent to Health and safety Coordinator.

Liaison with the Coordinator of school Extra Curricular Activities Coordinator Jessica Keane:

PE Dept engaged with Jessica for the Summer newsletter 2021. PE Dept shared details of what happened throughout the year in PE as well as extracurricular. It included details such as Active Schools Week 2021, lunchtime activities and JC Activity days. The school newsletter is a fabulous resource to keep the whole and wider school community aware of activities and happenings throughout the year.

Looking at our Schools

How do you evaluate/assess?

We evaluate and assess through questioning, peer assessment, self assessment and exit cards are also a useful method of assessment in PE. This is an excellent forum for quieter students who traditionally may not ask or answer questions in PE

How do you know? What has the teacher/subject department done to find out what the students think/know?

Student profiles, teacher observation, teacher reflection and professional collaboration.

Students are able to report on, present, and explain the process and outcome of learning activities to a highly competent level.

· 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. This is very much reflected in group work during PE e.g. Dance/gymnastics groups/Orienteering·

How effective is our subject department? LAOS

Domain 1: Learner Outcomes

Highly Effective: Students demonstrate very good subject knowledge and subject skill at an appropriate level, and demonstrate this at the relevant assessment points in the year or cycle

Students' achievement in summative assessments, including certificate examinations, is in line with or above expectations. This is demonstrated through the high standards of CBAs presented at junior cycle.

Domain 2: Learner Experiences

Highly Effective:

Students demonstrate very high levels of interest and participation in learning.

Interactions among students and between students and teachers are very respectful and positive, and conducive to well-being

Domain 3: Teachers' Individual Practice

Highly Effective:

Teachers have the required professional qualifications and have engaged in a range of continuing professional development (CPD) relevant to students' learning.

Teachers demonstrate competence and proficiency in the skills and knowledge of their subject area(Physical Education) , and can link these to other areas 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.

Domain 4: Teachers' Collective/ Collaborative Practice

Highly Effective:

Teachers use formal meeting and planning time to reflect together on their work.

Teachers collectively agree and implement whole-school approaches to teaching and learning to improve students' experiences and outcomes through SSE, Dept Action plan etc.

Teachers collaboratively plan learning experiences that enable and empower students to see learning as a holistic and lifelong endeavour.

Religion Department Annual Report

2020-2021

Section One:

1. Members of the Department: Jenni Molyneaux (Co-ordinator)

Margaret Daly

Lisa Whelan

Emily Ryan

2. Teaching and Learning experiences changing due to Covid.

Teaching with masks

This was a difficult adjustment and one that presented many new challenges. In terms of the physicality of it, we are straining our voices a lot more than before covid. Teaching and learning can be impacted upon due to breathing difficulties and gauging how students feel in a lesson. Both of these impacted the pace of a lesson and the extent to which content was covered. When you are trying to explain something that has a touch of ambiguity about it, you can usually tell from students' expression whether they are getting it or not, this was also not possible with mask wearing. There are a lot of subtle cues that we were missing and it took getting used to with all classroom participants' faces masked.

Movement

Some large class sizes proved a challenge to teach in, the acoustics can have a negative impact on teaching and learning and being such a large distance from students who may be sitting at the back. In other ways large classroom sizes were fantastic to allow students to adequately distance from each other even when moving around the classroom and moving to and from the bathroom or lockers. Ventilation was thankfully very accessible in our school as large windows cover at least one wall of each classroom. Our personal work stations were also very convenient for ventilation, movement and storage.

Special education

Our Le Cheile students were accommodated to a great extent. The learning experiences in special education allowed for team teaching, shared and integrated learning support to continue within the classroom. Their curriculum continued and technology was included to a greater extent in their learning. While on lockdown Le Cheile students received a delivery of schoolwork from SNAs. This was a huge help to continue with the L2LP and LCA programs we have in place for our students.

Technology

During lockdown we again got to grips with teaching and learning online, students were then able to use their digital experience learned at home to solve any technical issues on site in

classrooms. Any questions or issues we had in the classroom on return, there were students who had excelled and learned a huge amount about technology and could therefore help solve any issues we had in classroom, reducing the number of issues reported. The school also introduced wifi to each classroom in order to accommodate for the ongoing use of technology in our classrooms.

The additional impacted on teaching and learning due to covid and technology, was students falling ill or being deemed close contacts. In order to provide for students who were both at home and within our classroom, management allowed teachers to use 5 minutes at the end of each lesson to access Teams and update the classwork adequately. This was also of benefit to those who were in the classroom as they can access the same information and content that evening if necessary. This blended learning was in the end a benefit to all however, time allocations had to be given to the work of updating Teams each school day.

Cleaning

The additional cleaning, health and safety recommendations certainly impacted on teaching and learning. Cleaning took a good bit of time from our 40 minute lessons. This was accommodated by management by encouraging all staff to use 2 minutes at the start and end of each lesson to clean all surfaces necessary for teachers and students.

3. Digital Learning Strategies to address Teaching and Learning.

Microsoft Teams has been a fantastic blended learning platform to work with. It allows everything to be accessible on every device at all times. These online platforms and the power of digital tools has made learning fun and engaging. By using video-based lessons we can encourage students to interact to a higher extent in discussions, students can collaborate more and foster important socialization and teamworking skills.

Of course, the effectiveness differs based on the appropriate access to technology, network connectivity, and digital skills. The increasing availability of used and second-hand devices in Presentation has allowed for more students to access the blended online learning environment and allowed students the freedom of owning their own device for their learning. Completing subject content while using technology can accompany an after-class exercise on the app to help students review concepts and cultivate self-directed learning. Applying technologies, we can also diagnose academic performance, develop personalized learning paths, and recommend video content according to individual learning behaviors or interests. Many students enjoy this form of learning.

The skills students needed to succeed also rapidly evolved his year. As a department we focused more on skills such as critical thinking, problem-solving, collaboration and adaptability, has been more important this year as students were at home learning

independently. Establishing a routine has provided the structure students need to succeed, and the benefits of learning through these higher order skills as well as the potential for significant learning gains from regular classroom instructions can be seen. Finding ways to achieve this will be important in all future educational settings, whether an online, offline, or blended learning.

Going forward, we aim to continue this blended learning as it enables students to interact with each other, their teachers and their learning content to a greater extent. We feel the future of education will seamlessly combine offline and online learning and we will be able to find the right balance in the middle. We will witness the education sector take a leap from the traditional one-to-many approach to blended one-on-one learning experiences, providing students the best of both physical and digital worlds.

- The benefits of Microsoft Office to facilitate collaboration between colleagues
- Microsoft Office has been extremely beneficial to facilitate collaboration between colleagues within the Department, particularly since the pandemic.
- The use of SharePoint has been successful in the sharing, editing of documents and the viewing of Schemes of work that have been uploaded.
- The use of Microsoft Forms for surveys within the Department to collaborate successful teaching methodologies as given to First and Second Year students for Journal and School Self Evaluation purposes and the use of Outlook and One drive for the purpose of saving and submitting material within the Department.
- Department meetings have taken place online since throughout different school closures providing an essential format to discuss, collaborate on ideas and share and edit class materials for all year groups.

4. Report on Subject Department Action Plan 2020-2021

In the Religion Department our Action Plan consisted of discussing and implementing the new Schemes of work for First and Second year students in line with the Junior Cycle framework. The textbook will continue as it was a huge success. The addition of a Skills Book occurred very early in September 2020 to accommodate for the reduction in group work and work sheets being given out in line with Covid restrictions. Third year students were planned to undertake research for their Journal work to be submitted by April 2021 and preparations for their examinations in June. However, due to Covid restrictions their booklet was completed but not submitted and their examinations were cancelled. Alternatively, their booklets were used in their End of Year assessments along with class tests.

Priority Learning Units were discussed and uploaded to Teams for students to review. The new descriptors for Assessment in the Junior cycle were also discussed and uploaded to Teams for students to review. Resources and booklets for L2LP students were continued and

developed for the various students we have in our L2LP and according to their different learning abilities.

The Senior RSE programme was reviewed and updated. Students in Senior cycle undertook this program on our return to school in April 2021.

5. Details of Subject Department Action Plan 2021-2022

Due to Covid 19 restrictions no State Examinations have been able to take place. Looking back however, the RE Department is very pleased with 2019 Junior Certificate Results. Students exceeded the National average in most cases, with the vast majority taking Higher level in the examination. This trend is expected to continue in the coming year with students changing to the new Junior Certificate syllabus in 2022.

- Continue with the implementation of the new Junior Cycle framework in all classes from First to Third year.
- Familiarize the current First year students with CBA1 which is due to commence in November 2021.
- Familiarize the current Second year students with CBA 2 which is due to commence in September 2021.
- Prepare out Third year students for their Examinations in June 2022.
- Continued and increased use of differentiated feedback using Two Stars and a Wish in all classes, along with more surveys on methodologies through Microsoft Office.
- Encourage students to improve upon online techniques for use in remote and blended learning going forward.
- Review and update Senior cycle schemes of work.
- Completion of the Religion Policy to be uploaded to SharePoint.

6. Religion Department Liturgical events 2019

Sep 7th – Opening School Prayer Services in each class

Nov 2nd - Remembrance Tree in Social Area

Nov 9th - celebrating World Kindness Day

Nov 16th - Nano Nagle celebrations, posters on the board (pictures of Nano Nagle and research projects of Nano Nagle by students). Students also participated in a zoom call with Nano Nagle place in Cork to learn more about Nano Nagle and the stories of her life.

Online mass Fri 20th @10.30am

Dec 7th - mass online @10.30am for Dec 8th

Sunday 24th to Sunday 31st of January 2021 - Catholic School Week, resources were shared amongst RE teachers and students who were able to engage with resources provided by CEIST and Tomas Kenny. This year's online theme was 'Catholic Schools: Communities of Faith and Resilience'. Each day we uploaded a thought of the day to our Presentation app along with our individual class Teams. We reminded students of the powerful role our Catholic Schools have in the lives of so many people, it can be a source of comfort, care, belonging and strength. Monday focused on Faith, Tuesday focused on Community, Wednesday on Love and Integration, Thursday on Challenges and Friday on Hope. Students reflected individually and as a group, they read and discussed quotes on these topics.
<https://www.catholicschools.ie/catholic-schools-week-2021-resources/>

Feb 15th - Ash Wednesday, resources were again shared amongst RE teachers to prepare students for Lent and Easter celebrations to come

First Sunday of Lent discussed with students online

Feb 22nd - Second Sunday of Lent discussed with students online

March 1st - Lent posters and research projects by students were placed on the board in our Social Area (6th year students in school)

Gratitude Tree was placed in Social Area for students to write what they are grateful for and place it on our tree

Third Sunday of Lent

March 15th - St. Patrick's Day was celebrated with students online completing quizzes, research projects and drawings

5th Sunday of Lent

March 22nd - RE teachers shared resources to prepare students for the Annunciation of the Lord, Palm Sunday and Holy Week

Images associated with these celebrations and information on these celebrations were placed on a board in our Social Area for students who were in school (5th and 6th years)

April 12 - students wrote down and drew inspirational quotes or images that got them through lockdown, these were placed on our Social Area board for all students to connect with and take their own inspiration from

May 3rd - our May alter was placed in Social Area

7. LCA Activities/links

8. LCVP Activities/links

9. Cross curricular links

Religious Education is closely linked to a number of subjects, namely English, History, Geography, Wellbeing and Maths. Students have completed surveys as part of their Journal work in Second Year, while all students have linked with History in World Religions.

10. GDPR considerations

As with all subjects, in the taking and submitting of daily roll calls, in correcting and submitting grades and results on E-Portal, GDPR is taken into consideration and all data is subject to the school policy in relation to GDPR.

11. Links with the local community

Students and staff within the RE department have made links with the local SVP in the annual collection of the Food Appeal, with the Presentation Order in working on classroom-based projects on Nano Nagle, with the local parish church, St. Mary's in Listowel in the participation of the online mass to celebrate Presentation Day.

Links have also been made with the Church through the distribution of Ashes on Ash Wednesday and with the local Nursing homes in Listowel for the distribution of letters and cards throughout the year and equally for the trad session

Student Teacher

The Religion Department were fortunate to have Aoife O'Carroll for Religious Education from January to March. This was the time period where we were online learning so Aoife was able to link in with our Teams platform and take classes with students ranging from First to Third year over zoom. For a 2 week period back in school Aoife was taught Senior Cycle students Religious Education as well as assisting the Home Economics Department.

12. Online Guest Speakers

Students were able to participate in an online zoom call with Nano Nagle Place in Cork. We were sent a 40 minute video which students watched prior to the zoom call and students carried out research on Nano Nagle's life. We then had a zoom call to answer students' questions live with Nano Nagle Place in Cork.

13. Staff CPD within the subject Department 2020-2021

Jenni Molyneaux:

- Personal Reflection for RE Teachers & Chaplains by Kerry Diocese February 25th 2021
- Student Support Team Training Program by Kerry ETB Feb 11th and 12th 2021
- Religious Education – Preparing for Classroom Based Assessment 1 by JCT Dec 2nd 2020
- Supporting Teachers' Learning by The Teaching Council Nov 25th 2020
- Between Land and Sea – A cross curricular webinar for teacher of JC RE and English by JCT Nov 2nd 2020
- Microsoft Teams – Scheduling, Running & Recording Live Video Classes Nov 2nd 2020
- Experiencing Student Voice in our Schools: Theory and Practice by JCT Oct 22nd 2020
- Junior Certificate Religion Education Journal Work by Religion Teachers' Association of Ireland Oct 15th 2020

14. Links with PDST

Resources have been used and links made by using CPD material and in services' for in school for Religion Department use.

15. Collaboration with other subject Departments

Assistance with material in History on World Religious definitions.

Assistance with Graduations for Sixth Years past and present - rehearsals and organisation with the Music department.

Assistance with the use of Art material for Remembrance Tree during November Remembrance Month.

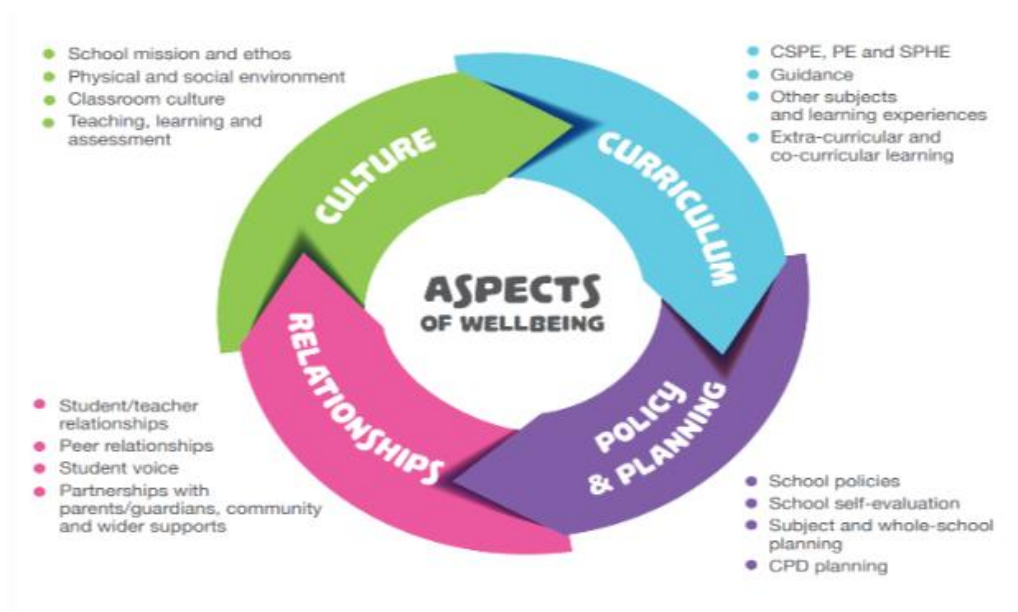
Consultation and advice with various departments over implementation and completion of CBAs in new Junior Cycle.

16. Planning for New Junior Cycle Specification Classroom Based Assessments

Students in First Year will take up the initial stages of CBA 1 in November 2021. Students in Second Year are finished CBA 1 as of November 2020. Suggested adjustments have been issued by the Department of Education in relation to revised arrangements to accommodate for the affected teaching and learning from covid lockdowns. This has been taken into account and Second Year students' CBA 2 in Religious Education will continue to go ahead as scheduled in the JCT Specifications and begin in September 2021.

17. Wellbeing initiatives

As part of the whole school approach, wellbeing is central in the Religion department. A positive classroom culture is always fostered with one voice throughout. Peer and teacher relationships within the Department have been promoted ensuring that Teaching and learning can effectively take place in a positive manner. Issues such as exam stress, time management, revision and mindfulness are regularly discussed within the classroom context and within the department.



18. L2LP and Le Cheile class

In the current year, there are 4 students in Third year and 1 student in Second year following the L2LP programme who are all integrated into mainstream Religion classes. Specific material is prepared for each of these students which allows for differentiation classroom content following the guidelines of the initiative. Most students achieved a significant number of PLU'S in the areas of communication, literacy, numeracy and living in a community.

19. SEN

Resources have been provided for SEN students within the classroom context. In-service was provided in August 2019 and webinars attended throughout academic year of 2020/21 to aid in the building of resources.

20. New resources purchased in 2020-2021

No new resources have been purchased in 2020-2021.

21. School Self Evaluation

Literacy initiatives- students have copies for definitions of new terms which are assessed orally frequently in class and through formative assessment in tests and written work.

Numeracy initiatives- this is achieved by the use of dates for world religions, graphs of census population 2016 as outlined in textbooks for world religion populations in Ireland. Timelines are shown to give numeracy enhancement to students of how old religions are, and to assess for themselves.

AFL- this is demonstrated by teacher feedback, positive comments in copies and on the Microsoft Teams feedback tool when assessing written work, group work is promoted to generate discussion and there is reflection at chapter/topic end which is now a core element of the Junior cycle. Learning outcomes and Intentions are discussed in every lesson for clarity as is the use of “Diamond 9” in class exercises.

Mind Mapping- used quite often both online and within the classroom as an effective method of teaching and learning allowing students to see the full picture of their learning.

Two stars and a wish- used as part of the Improvement plan which has been beneficial in providing feedback to students and teachers.

22. Student Voice

Reflection pieces are regularly given to all Junior classes to evaluate activities within the classroom, methodologies used by the teacher and on the subject of RE. This is an effective tool to establish what is working in the classroom and in remote learning.

The department is adhering to the reporting guidelines in accordance with school policy.

Section Two:

1. Collaboration with Assistant Principals

Liaison with Mock and House Exams Coordinator Elaine Keane in ordering of Exam papers and in the organisation of time allocated examinations both for Higher and Ordinary candidates prior to State Examinations being cancelled for 2021.

Liaison with School Ethos Coordinator and Book Rental Coordinator Margaret Daly in ordering and processing books for First Year students in 2020 and for any allocations to other girls in other year groups as necessary. Liaison with the School Ethos Coordinator, Margaret Daly, also took place in the organisation and planning for several liturgical events throughout the school year and this is documented in her Annual Report.

Liaison with the Years Heads Lauren O’Leary, Áine Ní Chuain, Denise Galvin, Norma Dowling, Eileen Counihan and Muireann O’Sullivan through communication of any issues or concerns that have arisen with specific matters and through the issuing of announcements to year groups, where necessary.

Liaison with the SEN Coordinator Muireann O'Sullivan in allowing for particular materials for students with possible SEN needs, specifically in relation to L2LP students and their needs within the classroom.

Liaison/ communication with the Wellbeing Coordinator Mary O'Connor through discussions that were held throughout the year to ensure the wellbeing among students was good.

Liaison with Coordinator of school Extra Curricular Activities Coordinator Jessica Keane in the organisation of events such as Catholic Schools Week, Prayer Service at Christmas.

Liaison with the Programs Coordinator Norma Dowling in organising events within the locality at Christmas time and also, communication regarding the LCA and Transition Year activities within the RE department.

Science Department Annual Report 2020-2021

Section One

1. Members of the Department

Catherine Kennedy

Chris Kiely

Jessica Keane

Jessica Heffernan

2. How Covid has changed our teaching and learning experiences this year

Online teaching review: All staff within department

What worked well using online teaching?

- Getting more confident and knowledgeable using Microsoft Office – Teams, OneNote and Forms.
- Very good communication tool between teachers and students in sharing resources such as PowerPoints, Word docs and Forms quizzes.
- Assignments section in Microsoft teams very useful for giving work/tests to students and able to see what students did the work or did not do the work. Very useful for reminding students to upload work and reviewing student progress.
- To use more innovation and variety in my teaching pedagogy i.e. use of online platforms to make lessons more engaging e.g. kahoot, quizlet and mentimeter.
- Zoom meetings for staff and department meetings and online training courses were very useful. It was useful to get an update every week in the staff meeting.
- Developing online assessments and resources such as video's, tests, handouts and tests to use for current and future students.
- The Surface Go was very useful in terms of carrying out numerical calculations for Chemistry as the pen allowed Chris to physically draw and write out questions and guide students through them. This would be very useful going forward for recording classes or supporting students with genetic crosses and other questions in Biology and Agricultural Science.

What didn't work well/challenges with online teaching?

- Connectivity issues with internet/Wi-Fi amongst staff and students. It was difficult to try and help students to resolve technological issues over the Teams/Zoom call.
- Some lack of student engagement with classes – as time went on, it appeared that engagement in online classes continued to reduce.

- Difficulties in registering attendance – it was hard to keep track of online engagement but reporting to Year Heads gave the teacher insight into what the reason for lack of engagement was.
- Difficulty correcting student work from pictures on a computer and difficult to read and interpret long answer questions for Senior Cycle Science subjects and therefore corrections were very time consuming.
- It was taken for granted that all students had access to an appropriate device for submitting assignments or projects – work was being submitted in all forms e.g. handwritten / PowerPoint / Word document and through a variety of platforms e.g. Teams assignment tab, email, chat in Teams and other options. This was very hard for teachers to keep track of and find relevant work submitted.
- Some students sending messages very late in the evening or late at night – it felt as though the school day didn't end at 4pm, some students expected support all the time.

Planning ahead/future with online teaching

- Continue professional development with more training regards online teaching
- Use of a surface pro/go with a digital pen to do maths questions on electronic whiteboard
- To use zoom classes for online teaching as it has more advantages to Microsoft teams
- To develop more online assessments with Microsoft forms and share with colleagues.
- To help students become better computer literate e.g. most importantly incoming first year students.
- To help with the digital and learning team in the school to assist staff.

3. The use of Digital Learning Strategies, how the Subject Department addressed online teaching and learning – Use of Teams:

The use of Microsoft Office in the Science department has worked very well, in particular during the school closure due to Covid-19. Teachers were able to access and share various resources such as power points videos and assessment tools to use with students while working remotely. Teachers within the Science department worked collaboratively while deciding what forms of assessment to use for 1st 2nd 3rd and 5th year students for their summer grade. Teacher's collaborated and shared very useful resources for both assessments and revision. The use of Microsoft Office has worked very well in teaching new Junior Cycle Science as Chris, Catherine and Jessica H teach Junior Cycle Science class groups. Using Microsoft Office, teachers can collaborate, share ideas, follow common schemes of work and assessment plans for the same year group, for example Chris, Catherine and Jessica H set common assessments and tasks for their 1st, 2nd and 3rd Year Science classes. The use of Teams aided Chris, Catherine and Jessica K to upload resources, provide feedback and update 5th and 6th year students on their progress within their subject. Microsoft Office also enables 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. The department received a Microsoft Surface Go 2 which was

extremely helpful throughout the year, particularly during remote teaching and learning. There was a new projector installed into Chris Kiely's lab during the second time during school closure.

The use of Digital Learning Strategies:

What worked:

1. The transition to online learning this year was much smoother than last year. This was due to students being more competent with MS Teams as they had prior experience with it during the year. The following of the timetable really helped with a work-life balance.
2. Attendance was higher when we stuck to the school timetable I think this worked very well in giving the students structure and routine and in the latter weeks of this term engagement had massively improved.
3. Microsoft teams worked well for sharing resources quickly and easily with students. The assignment tool worked well for them to submit their work for correction.
4. The department would like to upskill on other online learning platforms that would promote student engagement e.g. Quizlet, Mentimeter and Virtual Science lab.

Challenges:

1. Wi-Fi connectivity issues from both teachers and the students. Sometimes the students complained that the sound wasn't fluid, sometimes students couldn't attend as their Wi-Fi wasn't working etc.
2. Hard to gauge which students were actually engaging in the class, sometimes the classes were very quiet, and it was hard to get answers or replies from students. This in turn made it very difficult to use AFL techniques that would usually be used every day in regular classroom settings. Hard to identify students that were struggling or having difficulties.
3. Hard to tell were students actually listening or paying attention. Sometimes I found students would log in for the roll call and then leave or drop off without explanation.

The use of Digital Learning Strategies and Use of Teams

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. It was an essential part of our daily routine throughout the academic year.

- Microsoft Teams has become our online classroom base, communicating on a daily basis and sharing assignments on the site.
- Microsoft Forms is another area of Microsoft Office the department are learning about, which allows you to make assessments and create a mark scheme, so grades are automatically recorded for the teacher.
- Zoom has been used as an online classroom, which enables staff and students to interact. It also allows lessons to be recorded, which can be uploaded for students to use as revision throughout the year.

4. Report on Subject Department Action Plan for 2020-2021

- Classroom Based Assessments have been completed with 2nd year classes and we are now aware that they are required to complete only one CBA.
- Schemes of Work and linking of learning outcomes from various strands have been developed over the year and unwrapping of learning outcomes in Junior Cycle Science.
- Literacy and numeracy have been supported by key words and practicing graphs and interpreting data.
- Adapt schemes of work to suit hour long classes. This will enable a flipped classroom approach whereby students will be doing hands on work within the classroom e.g. experiments and exam prep. Notes will be read through and explained in class and note taking will be part of their homework.

5. Details on Subject Department Action Plan 2021-2022

- **Address concern regarding overcrowding in laboratories, under regulations of 24 students as maximum number in the classroom.**
- The integration of wellbeing into all areas of the Junior Cycle Science curriculum must be decided.
- We are focussing on active teaching and learning methodologies for the hour-long classroom. The classroom will be based on student led learning whereby students have autonomy over their learning and creating their own success criteria based on the learning outcomes.
- Assessment for all areas of the Junior Cycle Science curriculum must be decided for all teachers in the department, to ensure consistency. This would include skills assessment so that students are familiar with experimentation and scientific method.
- Differentiation for all learning outcomes must be developed.
- Resources for students completing Level 2 Science must be developed.
- There will be a new Junior Cycle Science workbook “Skills for Success” – this book is user friendly both for the students and the teacher and allows them to apply their knowledge and will be used as a revision tool for the students.
- Development of the new Agricultural Science Leaving Certificate Programme with continued CPD.
- Removal of unwanted chemicals from both laboratories must be completed.
- Address concern of social distancing on the return to school in the next academic year.

Activities organised for students outside of the classroom in 2020-2021 to reflect the Other Areas of Learning at Junior Cycle Level

- Weekly Science club took place e.g. planting of strawberries and tomatoes.
- Science week activities- lunch time competitions, demonstrations, quizzes etc.
- Working with other students on projects to enter into competitions i.e. Sci-Fest.

Theme Weeks 2020-2021 - list the activities for the week

Covid-19 restricted us in terms of the activities that could take place within the school. Students carried out some activities from home. It was difficult to run activities and events as year groups couldn't mix and we couldn't have too many students gathering in one area.

Earth & Space Week

Science Week

Mental Health Week

6. Transition Year Activities/links

Students completed the LIFT Programme with Jessica Heffernan – this taught them all about leadership skills which can be applied to the working world and also their everyday lives. All TY students are now trained LIFT Facilitators and can run the programme with other year groups going forward.

There was one class of TY Science this year and it was only ran for the first term. This was a double class period on a Thursday and in the second term, they switched to Art.

Chris Kiely and Jessica Keane completed Horticulture based classes whereby students worked outside where it was safe due to Covid-19 and all students could be socially distanced. Activities completed by students included cleaning the raised beds, adding organic fertilizers such as leaves, compost and seaweed, and preparing for planting in the second term. This work was restricted by the weather and the classes where students were inside, they completed projects and engaged with video resources on a variety of Science topics.

Transition Years carried out research projects in conjunction with Sci-Fest. They carried this out in groups, and displayed their research findings during an in house Science fair in the PE Hall.

7. LCA Activities/links

All LCA 6th year science students completed their skills that they need for their credits. All students have a folder in the school which records all their work to date.

The students were based in both the science laboratory and the computer lab. They did experimental work and theory.

Unfortunately due to Covid-19 and the closure of schools, they did not get the chance to get a visit from a guest speaker as part of their course.

Instead of this, students watched videos online of healthcare professionals and various aspects of Science and how it applies to their daily lives.

8. LCVP Activities/links

9. Cross curricular links

The Science department has linked up with Margaret Daly and the Green schools and our caretaker Johnny Ryan, to promote climate change and sustainable living. This work is currently in progress and includes the following areas:

- To develop composting for our school
- Rain water is harvested at the moment from a school shed
- To develop a greenhouse for the school
- Raised beds are being worked on by students to plant and harvest crops
 - Home economics and Science worked closely to promote Wellbeing, while also linking food, balanced diet
 - Maths for numeracy
 - Physical Education linking exercise and heart rate
 - ICT researching for CBAs and creating presentations
 - Geography linking the environment and sustainability
 - SPHE dealing with human reproduction, energy, the environment and sustainability

Competitions entered

Science department held an in-school science fair this May in conjunction with Sci-Fest. TY students had been working on projects and presented them in the hall. This was judged by teachers in the school and prizes were awarded to best projects.

10. GDPR considerations

- Ensuring when using Teams for online teaching that the teacher takes all necessary safety precautions to ensure they know who exactly is engaging in their class.
- All cameras for staff and students remained turned off to maintain safety and privacy in homes.
- We reminded students not to share passwords or links with anyone else.
- We were continuously conscious ourselves as teachers to ensure that our phones or devices weren't logged in to Office 365 and that there was appropriate security measures in place on devices to protect the integrity of student and staff data.

11. Links with the local community

We have received a defibrillator from North Kerry Alliance for use within the school and the local community.

- Neilus O'Connor commercial potato farmer, Moyvane, Co. Kerry
- Dairymaster, Causeway, Co. Kerry
- Dr. Bridget Breen, IT Tralee.
- Nealie Warren – First Aid.
- Dr. Michael Kennedy, owner and chemist of privately owned chemical company, Tarbert, Co. Kerry
- David Trant, local Teagasc advisor, Listowel office

12. Student Teachers

Eliza Kennelly (22nd February – 30th April)

Eliza observed online for two weeks and then began to teach online for the remainder of the lockdown due to school closures. On the re-opening of schools, she taught 1st and 2nd year Junior Cycle Science (Chris, Catherine and Jessica's classes) and also engaged with a number of other class groups through observation or as a support teacher.

13. Online Guest Speakers

- Mary Mulvihill from Dairy Master
- Dr. Bridget Breen from IT Tralee on Microbiology
- Guest speaker from Trinity College Dublin on Genetics.

14. Staff CPD within the subject Department 2020-2021 / CPD plans for 2021-2022

Catherine Kennedy CPD:

- May 2021 – First Aid Training
- November 2020 – March 2021 - Comhar Leadership Programme PDST (9 hours)
- March 2021 - Student Support Training with Tim Nolan and Kerry ETB (2 days)
- March 2021 - Managing Anxiety in the Classroom
- May 2020 - Amplifying Student Voice
- May 2020 6th class Transition – Supporting teachers in guiding Post-Primary Transition
- May 2020 - Digital Learning Activities (JCT)
- April 2020 - Peer mentoring techniques and strategies
- April 2020 - L1LPs & L2LPs In Action In Schools
- April 2020 - Supporting wellbeing in the school community during COVID-19
- April 2020 - Student Voice at the centre of learning and school life
- April 2020 - Exploring the core features of Inquiry Based Learning
- March 2020 - Athena analytics
- February 2020 - JigSaw Self-Care for Teachers
- January 2020 - State Exams Commission LCA Contemporary Issue Task Examiner induction
- January 2020 - Whole School CPD with Finn Ó Muruchú – Team Teaching

Chris Kiely CPD:

- September 2020 – Wellbeing with Shane Martin
- November 2020 – Priority Learning Units in Agricultural Science
- November 2020 – Croke Park Hour for Teams Training in school
- October 2020 – IT Training in school
- November 2020 – IASTA Leaving Certificate Projects with Priority Learning Units

- November 2020 – JCT webinars – 1. Enabling JC Science learning during a pandemic. 2. Developing skills of investigating in the pandemic classroom. 3. Capturing student learning and effective feedback.
- March 2021 – Managing Anxiety in the Classroom
- February 2021 – JCT Training Day
- March 2021 – IASTA National Conference

Jessica Keane CPD:

- January-Present - Professional Diploma in Maths Teaching - University of Limerick
- May 2021 - Animal Breeding and Genetics-PDST
- April 2021 - Agricultural Science PLC 5-PDST
- March 2021 - Agricultural Science National Workshop 4-PDST
- March 2021 - Annual Agricultural Science Conference-IASTA
- March 2021 - Academic Tracking and Achievement- Athena Analytics
- January-February 202 - CEIST Middle Leadership Programme
- January 2021 - Economics and Policy in Agricultural Science-PDST
- January 2021 - IASTA- Cork/Kerry branch meeting
- January 2021 - Agricultural Science PLC 4- PDST
- January 2021 - JCT Leadership- Workshop 1
- January 2021 - Teaching Mathematics in the Current School Context- PDST
- November 2020 - SLAR facilitator Training- Limerick Education Centre
- November 2020 - Agricultural Science PLC 3- PDST
- November 2020 - Dyslexia for Post Primary Teachers- Wynn McCormack
- October 2020 - Using “Padlet” as a tool for high risk learners- Tralee Education Centre
- October 2020 - Agricultural Science National Workshop 3-PDST
- September 2020 - Agricultural Science PLC 2- PDST
- July 2020 - Inclusion of Learners with SEN - Summer Course - Hibernia College
- May 2020 - Supporting Teachers in Guiding Post-Primary Transition
- April 2020 - Digital Learning Activities (JCT)
- April 2020 - Supporting Wellbeing in the School Community during COVID-19- NEPS/JCT

Jessica Heffernan CPD:

- March 2021 - Universal Design for Learning – 3 Hours
- February 2021 - Co-Creating a Great Place to Work – 3 Hours
- November 2020 - Integrating Educational Technology into the classroom – 1 Hour
- April 2021 - Managing Challenging Behaviour – 4 Hours
- March 2021 - Environmental Education Course for Transition Year – 1.5 Hour
- April 2021 - Assessment Ideas for the Science classroom in Post-Primary Schools.
- February 2021 - Differentiating in the Classroom
- December 2020 - Assessment and Feedback PDST
- March 2021 - Relating with students – teaching who I am
- October 2020 - LIFT (Leading Irelands Future Together) Facilitator Training
- March 2021 - Introduction to L1LP and L2LP
- December 2020 & March 2021 - Cluster Meeting 1 and 2 as part of Droichead Programme with Teaching Council
- March 2021 - Jigsaw – Managing Anxiety in the Classroom
- February 2021 - JCT Cluster Day

15. Links with PDST

Jessica Keane and Chris Kiely engaged with numerous workshops and PLU's provided by the PDST in relation to rolling out the new Agricultural Science specification to fifth- and sixth-year students.

16. Collaboration with other subject Departments

- Home economics and Science worked closely to promote Wellbeing, while also linking food and a balanced diet.
- Maths for numeracy
- Physical Education linking exercise and heart rate
- ICT researching for CBAs and creating presentations
- Geography linking the environment and sustainability
- SPHE dealing with human reproduction, energy, the environment and sustainability
- Gardening took place with the Le Cheile students planting winter bulbs.

17. Junior Cycle - Classroom Based Assessments

2nd year Classroom Based Assessments were carried out this year. 2nd Years are now only required to complete one CBA as outlined by the Department of Education. Resources had been created at the beginning of the year to provide templates for students. Rubrics were also created to provide a marking scheme for the students. The CBA's were conducted remotely and students were supported online. On return to school, a revision type of CBA was conducted as part of their skills based summer assessment whereby they carried out experiments similar to the CBA under COVID-19 health and safety regulations using the sports hall and the canteen. As a result, all assessments were a success this year.

18. Wellbeing initiatives

- Transition year have completed Project One Sky, a programme discovering how we can impact our own wellbeing based on our lifestyle choices and decisions. This course was a great success, which involved students completing a project. Some students made videos to share with their peers in other year groups on how to promote positive physical and mental health.
- Throughout lockdown, we encouraged students to connect with one another and work together to complete work. On return to school, we ensured to give students a variety of assessment and learning activities which suited each of their individual needs.
- We adopted the 5-4-3-2-1 grounding initiative in our classrooms to promote positive mental health in our students. This initiative was outlined to us by Mary O' Connor.
- Wellbeing is discussed throughout our classes each week, where we encourage students to practice one of the indicators of wellbeing during that week.

19. L2LP - Le Cheile class

The Science Department discussed the needs of students with the L2LP co- coordinator Denise throughout the year. We also liaised with the SNA team on a regular basis. Teachers looked at ways to differentiate their teaching styles to ensure sure all abilities were engaging well with their work. A few of the Le Cheile girls attended science club during their lunchtimes and got involved with and enjoyed the activities that took place during science week.

20. SEN - include all SEN in-service this year

We were provided SEN training during the year through online CPD sessions and webinars. Here we developed strategies and resources to use with students with SEN. We utilised these resources gained from CPD in our day to day teaching. Catherine Kennedy also completed a course on supporting students with Dyslexia.

21. New resources purchased in 2020-2021

Chemicals, glassware, resources for new Junior Cycle and Agricultural Science specification. Microsoft Go and Pen and also a new projector for Science lab.

22. Impact of visiting students (Modern Languages Departments only)

23. School Self Evaluation

How the implementation of the Covid Response Plan has changed the teaching and learning experience in your Subject Department in 2020-2021?

There was limitations in terms of Science as students couldn't conduct any experiments or gain any hands on experience within the laboratory. Teachers had to demonstrate all experiments to students while also ensuring that social distancing and safety guidelines were adhered to.

The use of Microsoft Forms for assessments was useful as we had to avoid handing out physical tests. This was positive in terms of self-correcting but were time consuming to put together.

Microsoft Teams was excellent for promoting communication between teachers and students. We were able to upload work, set assignments with appropriate deadlines and keep a track of engagement with materials.

There was a loss of teaching time during the past year due to sanitation guidelines needing to be adhered to at the beginning and end of a lesson e.g. wiping down of desks and keyboard. This had a major impact on a forty minute class as the most we had was about 30 minutes of active teaching time.

It was difficult to get to know students on an individual basis as we were encouraged not to circulate around the room. It was hard not to be able to see their faces as we had to wear masks all the time. The lack of movement around the room made it challenging to assess student work and lead to it being much more time-consuming comparing to previous years.

The Subject Department experience of online teaching and learning

As stated at the beginning of the document under heading: “How has Covid changed our teaching and learning experiences this year?”, there was advantages and disadvantages outlined and our plans for the future. Overall, the experience was more positive this year than last year due to both teachers and students being more prepared and comfortable with online platforms.

Any questionnaire given to students during the year to evaluate subject/class teaching/activities (see SSE Guidelines booklet, some interesting general surveys)

Students filled out a review on Microsoft Forms of their experience of online teaching and learning around February Mid-Term. The data received from this and the feedback discussed during staff meetings was taken on board by the Science department and we adapted further online lessons to cater for the students’ needs and preferences.

Furthermore, after students complete any assessment, they are encouraged to reflect on their work and identify two stars and a wish. This helps them to identify areas for improvement for the future but also helps them to gain confidence in areas that they are competent in.

Literacy initiatives

Keywords are displayed in all labs. Junior Cycle students have a key word book, which they are assessed on a weekly basis.

Templates and sentence starters are displayed in the lab to help students when writing lab reports.

Numeracy initiatives

Numeracy is practiced on a daily basis, through calculations, graphs and interpreting data. Investigations to determine rates of reactions, speed and force are also practiced in various areas of the Junior Cycle course.

On the cover sheet of all tests, students are tasked with calculating their own total marks, a fraction, a decimal and finally their percentage.

AFL, how widely used? Evidence of?

AFL is used throughout the department on a daily basis. Some of these techniques are in our Schemes of Work. Strategies such as questioning, providing feedback, working with students to make their own goals for a topic, self and peer assessment, exam questions and students creating their own questions are used in our lessons. Learning outcomes are also evident in every class, so students are aware of what they must achieve by the end of the class and can self-evaluate at the end of each lesson.

Mind Mapping used: what do the students think?

Visual learners find mind maps very beneficial. We have found when students make them independently, or with the help of the teacher, they are more effective, rather than just giving a complex diagram to them. Some students rather written points or recalling, depending on the type of learner they are.

Wellbeing & Classroom Culture in a Covid environment.

The department have been actively developing their wellbeing promotion during classes and during lunchtime activities. This is part of the School Improvement Plan, which has been a great success so far.

During the year, students and teachers found that engagement was hindered due to Covid restrictions. We, as a department, decided that this could potentially have a negative impact on the students and so took action to prevent this. We planned skills based assessments for the students which took place in the school hall and canteen where students could engage in hands-on experiments while also maintaining social distancing and safety guidelines. This promoted student wellbeing within the subject – the feedback from students was wholly positive, they thoroughly enjoyed the experience and said it didn't feel like it was an assessment.

We ensured that there was variety within assessments and that the weighting of the summer exam was broken up into different segments. Students were informed in advance of when the assessments were going to take place and what was going to be on each assessment. By doing assessments based on projects, skills test and a written test, this allowed us to cater for all needs and abilities. Within the skills test and projects, students were able to connect and collaborate with one another to come up with interesting ideas and prosper within the assessments.

The Transition Year students thoroughly enjoyed their experience of Science this year as they were able to choose a topic of interest to them and carry out an investigation relating to it. Examples of these were: Paw Dominance, Tooth Decay and Extraction of DNA from strawberries. Students were able to prepare and present projects based on their research and hold an in-school Science fair which was judged by teachers. This again allows students to connect with one another, respect others within the class and become active and responsible for their own learning and success within the subject.

Furthermore, we utilised the space outside for both Junior and Senior cycle Science subjects. By allowing students to conduct experiments outside in the basketball court or plant crops in the raised beds, they were able to enjoy an atmosphere outside of the classroom. They could engage with one another safely as they were socially distanced and they enjoyed a variety of learning.

Student Voice

Catherine Kennedy has been the Student Council co-ordinator for the year, so our department has had a hands-on approach to student voice.

Since September, the Student Council have had weekly meetings to discuss various issues relating to school and student life. These meetings moved to online during the period of lockdown and took place at 11am every Tuesday morning. We established class representatives for 1st year to 6th year. These students communicate with their peers to discuss issues from meetings and also given students the opportunity to raise any concerns they may have.

There have been a number of topics discussed at length, such as the review of the Code of Behaviour. This was a huge area of discussion for the Student Council, in which they relayed information to the class groups and carried out surveys on what the students deemed to be important to include in the updated Code of Behaviour Policy. The Code of Behaviour has now been updated and is awaiting ratification from the Board of Management.

Members from the Student Council were also present at meetings relating to health and safety and Covid guidelines for classroom.

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

We also have large numbers choosing Science for Junior Cycle for the coming year. These large class numbers have led to us splitting class groups which in turn allows us to engage more with students on a one to one basis and there is better assessment of students also.

The number of students in Biology in fifth year for the year 2020-2021 was 51 and 43 in Leaving Cert. For the coming year, there are 47 students in fifth year taking Biology.

The average uptake of students in Chemistry each year is 10-13 students and this has been maintained this year.

The numbers for Agricultural Science are continuing to increase as there are larger numbers for incoming fifth years for 2021-2022.

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

Junior Cycle Science is now Common level.

Leaving Certificate Biology is experiencing a reluctance of some students to choose ordinary level, even though their grades suggest they would perform better than sitting the higher level paper.

The Leaving Certificate class of 2020-2021 for Agricultural Science, in total 11 students, all took higher level. This year was the first cohort of the new Agricultural Science specification.

The Leaving Certificate class of 2020-2021 for Chemistry, in total 10 students, all took higher level. In some past years, some students were recommended to take ordinary level but they opted not to. These numbers do not fit in with the national average of 85% opting to take higher level whereas here it is 100%.

Section Two

Collaboration with the Assistant Principals (Leadership and Management Team)

Liaison with Mock and House Exams Coordinator Elaine Keane:

Discussions were held throughout the year with Elaine, planning exam schedules and practical examinations for LCA, junior certificate and leaving certificate students. Mock exams didn't go ahead due to school closures: mock papers were used in the classroom as a revision and learning tool.

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: Lauren O'Leary / Aine Ni Chuain / Denise Galvin / Norma Dowling / Eileen Counihan / Muireann O'Sullivan:

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 and Denise 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 Margaret Daly and Mary O'Connor:

Conversations with Margaret took place to determine students who warranted an award, due to their work ethic and efforts made throughout the year. Collaboration with Mary 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. The first group of staff were trained in first aid this year with the remainder being trained in September of 2021.

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. Student council worked with Mary O'Connor to promote TIE-DAY Friday to support mental health services in Kerry. All staff took part in a Jigsaw workshop on how to Manage Anxiety in the Classroom. Posters were placed around the school on 5 step grounding activities to help students to remain calm.

Liaison with the Health and Safety Coordinator Catherine Kennedy:

Discussed Health and Safety concerns in science laboratories. Completed risk assessments for workspaces and laboratories.

Liaison with Coordinator of school Activities Coordinator Jessica Keane:

Informed Jessica of any upcoming events with Science classes. Science club took place for the first term. Collaboration between Margaret Daly and Science department on the planting of flowers in the courtyard with the Le Cheile class. Skills based assessments took place as part of summer assessments for Junior Cycle Science students which allows students to have a hands-on approach to experimentation in a controlled and safe environment. The Transition Year students took part in a Sci-Fest competition held within the school and this was judged internally by teachers and a prize awarded to the winners. The Senior Cycle Agricultural Science classes planted and harvested potatoes, winter bulbs, strawberries and tomatoes. Students engaged with a number of webinars/talks during Science week e.g. Mary Mulvihill from Dairy Master, Dr. Bridget Breen from IT Tralee on Microbiology and a guest speaker from Trinity College Dublin on Genetics.

Liaison with the Programmes Coordinator Norma Dowling:

Regular discussions with Norma regarding LCA and TY.

Appendices

Looking At Our School 2016-2020

Using the ‘Looking at our school’ survey throughout the school year, we as subject department evaluate where we have used examples of effective and highly effective practice under the following domains learner outcomes, learner experiences, teachers individual practice and teachers collaborative practice. We also use this survey to look at areas we need to improve on as department.

Domain 1: Learner outcomes:

Students’ enjoyment in learning across the various Science subjects within the department for Junior and Senior cycle is evident. Most students are motivated to learn through having a clear sense of attainable and challenging learning outcomes set by us their teachers. Students demonstrate this in their positive approach to classwork and homework. Students provide high quality class work and homework throughout the various Science subjects. Students are motivated, this is evident in their eagerness to participate in learning opportunities outside the classroom for example entering projects in the school Science fair and SciFest. Students apply their knowledge and new skills when carrying out experiments, investigations and other activities in class.

Domain 2: Learner Experiences:

Students show a high level of engagement in class. The learning environments are positive and there are good teacher-student relationships. Students feel comfortable asking questions and are happy to share their thoughts and opinions. This is evident in their willingness to participate in group work when carrying out research, experiments and investigations. They are respectful of others when presenting projects or presentations to the class. The students across a number of year groups showed pride and confidence in their work and were looking forward to presenting their work at the in-school Science fair.

Domain 3: Teachers’ Individual Practice:

Within the department, we think we have shown examples of highly effective practice, however we still see the importance and the constant need to upskill and improve. We have engaged with various CPD courses throughout the year. We have tried to tailor assessment strategies to meet individual learning needs by differentiating our teaching techniques. We provide both formative and summative feedback to our students both in class verbally every day and formally in report cards and class tests, highlighting areas for improvement. A challenge the department faced last year was developed strategies for digital assessment, but this has developed tremendously over the past year. We have become more comfortable with online assessment platforms e.g. MS Forms through various CPD and practising using them

in our own personal time. The use of MS Teams throughout the year helped us in providing feedback to students through the assignments tab and this also kept a digital log of all student work.

Domain 4: Teachers Collective/Collaborative Practice:

As a department we have worked together in planning assessments for all year groups. Chris, Catherine, and Jessica H have worked together in setting a common assessment for Junior Cycle groups. We planned summer assessment for students which incorporate elements of Universal Design for Learning whereby there is choice given to the students in which format they wish to complete their work. We collaborated with one another and discussed how to ensure a variety of assessment techniques were incorporated e.g. testing students on their abilities within cognitive, psychomotor and affective domains. We have shared resources, ideas and supported each other in teaching the new Junior Cycle science. During the last school term, we have supported each other with ideas on what works well for teaching and learning online. Furthermore, Chris and Jessica K have worked together in their implementation of the new Agricultural Science specification. They supported one another in the development of resources, schemes of work and assessment strategies.

SPHE Department Annual Report

Section One

1. Name the members of the Department

Mary O Connor

Lisa Whelan

Emma Kelly

2. How Covid has changed our teaching and learning experiences this year

We had to adapt our Teaching & Learning strategies; due to social distancing, group activities such as walking debates and large groupwork were restricted. In place of walking debates, we incorporated the traffic lights systems to show if students agreed/disagreed with the concepts discussed in class. As a form of induction after both lockdowns we delivered the NCCA SPHE Resources 'Return to School' and Jigsaw resources which supported student wellbeing in their transition back to school. During lockdown we used a variety of resources such as the HSE 'Ways to Wellbeing' and Webwise 'Safer Internet Day; Digital Wellbeing' which provided our students with tools to deal with isolation during lockdown.

We have observed that a larger volume of resources has become available this year that we can utilise in class and that student engagement has increased online in comparison to this time last year. As a result of covid there is a greater awareness of overall wellbeing and across the school many teachers are utilising wellbeing activities such as mindful colouring, meditation, grounding exercises and wellness walks to support student's wellbeing in the classroom, reinforcing that wellbeing is not just the responsibility of SPHE but the whole school community.

3. The use of Digital Learning Strategies, how the Subject Department addressed online teaching and learning; use of Teams

Department meetings are saved to Microsoft office.

SEN resources are shared on Microsoft office.

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

Documents are shared with staff in staff documents folder.

Teachers have set up SPHE Teams for their classes on Microsoft Office 365. We have also set up a SPHE Teachers Team where we shared resources, files and videos. This has been very beneficial as it allows direct communication between each of the members and has facilitated department meetings via the meetings tool on Teams. All members of the department have upskilled in using digital technologies this year. We have engaged with students by sharing information on posts and chat in our class Teams. Microsoft Notebook has been used as an online copy for some classes while other students have engaged by sending images of their work onto their Teams page. There is less of a paper trail as most resources are online and students can access them on their devices.

4. Report on Subject Department Action Plan for 2020-2021

RSE was delivered to all year groups (to include RSE not covered in 2019-2020 due to lockdown)

As a result of Covid there were no refresher courses for Friends for Life this year.

We have successfully incorporated blended learning in the subject.

Members of the department attended SPHE CPD during the year (Please refer to CPD below)

5. Details on Subject Department Action Plan 2021-2022

Plan for one-hour SPHE classes that will be introduced in the 2021-2022 academic year.

Incorporate more wellbeing activities into these classes; meditation, wellbeing walks, active learning methodologies.

We would like to utilise digital platforms in class including devices and computer room access (as a focus on reflection and assessment)

If available, engage with SouthWest Counselling in 2021 -2022

6. Transition Year Activities/links

To support the student's wellbeing the NCCA 'Return to School' and HSE 'Ways to Wellbeing' were delivered

7. LCA Activities/links

Social and Health module in LCA overlaps with material covered in SPHE. NCCA 'Return to School' and RSE was also delivered to LCAs.

Meditation is practiced in LCA as part of Religion

8. Cross curricular links

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

Relationships and Sexuality Education

Team building: Class walks - Glanageenty Loop Walk and Wellbeing challenges - Minding your Wellbeing with Michael Daly

Student Council: World Mental Health Day – Positive Quotes around the school

Science: Nutrition; Human Reproduction

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

Religion: Meditation, Food choice, Social & Health, Morality, Decision Making

Home Economics: Food Choice, Balanced Eating, Meal Planning, Health Hazards, Health and Hygiene, Responsible Family Living

C.S.P.E.: Environmental awareness

Biology: Human Physiology – Reproductive system

Maths: Statistics

9. GDPR considerations

E portal and Microsoft office are being used to store student data. Computer screens are faced away from student when taking the roll and teacher devices are password protected.

10. Links with the local community

Fundraisers: Tie Day Friday was organised and money was raised for the Kerry Mental Health Association.

11. Online Guest Speakers

Humourfit; Michael O Sullivan (instead of inviting Michael into the school this year) a filmed version of the dramas on substance abuse and peer pressure 'Hooked' was shown to our 2nd and 3rd years. 'Mighty Bully Brady' focused on bullying and it was shown to 1st years)

12. Staff CPD within the subject Department 2020-2021

Online Resilience Seminar - Shane Martin Moodwatchers

ICT Teams Upskilling Training

PPMTA Branch meeting; Teaching Strategies

LCA General Education Training

JCT: Music Strategies

Engaging with learning inside and outside the JC music classroom

5 Ways to Well-Being

Ableton Software introduction

JCT: Final Examination Exploration

JCT: Supporting Students in Learning to Learn, Olivia Guiltinane

PDST: Exploring Resources for Senior Cycle Music

JCT Music Cluster Day

Webinar – COVID 19 Induction training: information on cleaning for schools

Webinar- Returning to school after COVID 19 school closure; supporting the wellbeing of school community

JCT webinar: SPHE Teaching Supports for the return to school

JCT Home Economics inservice – CBA2

Microsoft Education Ireland – Session 1: setting up Microsoft Office 365

Session 4: Video calling & resources

Session 5: OneNote for Teaching and Learning

Session 6: Inclusion- accessibility features in

Microsoft Office 365

Session 7: AFL Strategies with MS Teams

Dublin ATHE Branch meeting

PDST – Using digital portfolios for post primary school

Be Kind online – empowering students to build digital resilience and manage their on line wellbeing

RE in service – Personal development: Stress management; Declan Browne

RE In service – Pierce Dargan, Ailish O'Connor

JCT – Home Economics – Planning for Learning using Learning Outcomes

ARC - Aquaculture Remote Classroom Webinar

Religion in service – Carol Hickson and Ellen McKenna

Webinar on Dyslexia

BeLonG to Stand up awareness Training

Student Support Team Training

Managing Anxiety in the Classroom – Jigsaw One Good School

JCT Planning for Learning, Assessment and Reflection in SPHE

JCT Webinar Updated NCCA Guidelines 2021 for ongoing Planning

Kerry ATHE Branch Meeting Leaving Cert Food Studies Assignments 2022

PDST Formative Feedback in the Home Economics Classroom Spring 2021

JCT Supporting Students to Research and Analyse Information for CBA

13. Links with PDST

There are a variety of resources on the PDST website which we use to support us during the school year. JCT-SPHE training was attended during the year (refer to CPD)

14. Collaboration with other subject Departments

PE Department: Year group walks, lunchtime activities, challenge week 'Mind Your Wellbeing', Staff 'Steps Challenge'.

Guidance Department: We refer students to the Guidance Counsellor if necessary.

15. Wellbeing initiatives

The SPHE team collaborated and/or organised the following:

Stand Up Awareness Week

World Mental Health Day

Tie Day Friday

One Good School

Wellbeing Week

Internet Safety Day

World International Women's Day

16. L2LP Le Cheile class

We work closely with the L2LP SNAs when planning for these students. We refer to Microsoft office for information on planning for L2LP students. We use the jct.ie website to guide us with our planning for L2LP students. The L2LP students join the mainstream class for SPHE classes. As part of 'Le Cheile' classes students take part in a Module called Personal Care which deals with elements of the SPHE course.

17. SEN and in-service this year

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. A member of the department attended a dyslexia workshop.

18. New resources purchased in 2020-2021

Art supplies were purchased this year.

19. School Self Evaluation

How the implementation of the Covid Response Plan has changed the teaching and learning experience in your Subject Department in 2020-2021

Time must be allocated at the start and end of class to wipe down the desks. Time is lost as teachers must move between student-based classrooms and log into the different computers. Teachers must be extra vigilant ensuring students remain socially distanced and that all students are wearing their masks correctly. Rooms must be ventilated; windows and doors remain open

Time was allocated in class to promoting hand sanitising and show how to correctly wash your hands (covid guidelines)

Nests of tables have been removed in line with covid guidelines. This has affected how we approach groupwork in class.

The Subject Department experience of online teaching and learning

We had to adapt our T&L strategies, due to social distancing group activities such as walking debates and large groupwork were restricted. In place of walking debates, we incorporated traffic lights systems to show if students agreed/disagreed with the concepts discussed in class. As a form of induction after both lockdowns we delivered the NCCA Return to School and Jigsaw resources which supported student wellbeing in their transition back to school. During lockdown we used a variety of

resources such as the HSE 'Ways to Wellbeing' and Webwise 'Safer Internet Day; Digital Wellbeing' this provided our students with tools to deal with isolation during lockdown.

We have observed that a larger volume of resources has become available this year that we can utilise in class and that student engagement has increased in comparison to this time last year. As a result of covid there is a greater awareness of overall wellbeing and across the school many teachers are utilising wellbeing activities such as mindful colouring, meditation, grounding exercises, wellness walks to support student's wellbeing in the classroom reinforcing that wellbeing is not just the responsibility of SPHE but the whole school community.

Wellbeing & Classroom Culture in a Covid environment

Student wellbeing was strongly promoted in the SPHE class during the year. Positive relationships between teachers and students, and students and their peers were nurtured in the classroom to support student wellbeing in the uncertain and challenging Covid environment.

Class Teams were set up to share wellbeing resources and tools with the students, and students were encouraged regularly to engage with and contact teachers on chat, if they needed any help or support on returning to school or during the school year. During lockdown we engaged with students in SPHE classes weekly and checked in on their wellbeing; this communicated to the students that they were cared for, valued and listened to thereby contributing to the students' feeling of wellbeing.

Any questionnaire given to students during the year to evaluate subject/class teaching/activities (see SSE Guidelines booklet, some interesting general surveys)

As a department we have informally surveyed our students by asking our students their opinion. We feel this is more in line with the subject approach (class discussion and reflection)

Student Voice

In the SPHE classes we encourage all students to be heard in class while nurturing a culture of respect and collaboration. Student voice is encouraged at whole school level. We have a very active student council who are involved in the decision making and day to day activities in our school. We implement changes as necessary as a result of surveys carried out with students.

Section 2

Collaboration with the assistant principals (Leadership and Management Team)

- 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 Lauren O'Leary/Áine Ní Chuain/Denise Galvin/Norma Dowling/Muireann O'Sullivan/ Eileen Counihan

We collaborate with relevant year heads, when necessary, in relation to implementing the code of behaviour

- Liaison with the SEN Coordinator Muireann O'Sullivan

We collaborate with M. O'Sullivan as she distributes information at staff meetings in relation to SEN students. We access Microsoft office 365 for related SEN information and resources.

- Liaison/ communication with the Wellbeing Coordinator Mary O'Connor

We collaborated with M. O'Connor by participating with the Jigsaw One Good school action plan. We completed the Managing Anxiety in the Classroom Workshop for teachers. We liaised with M. O'Connor around Stand-Up Awareness week, Tie Day Friday fundraiser for Kerry Mental Health Association and Humourfit Drama Programmes on Substance Abuse and Bullying. M O'Connor updated staff on Wellbeing at staff meetings

- Liaison with the Health and Safety Coordinator Catherine Kennedy

We collaborated with C. Kennedy by completing the Health and Safety audit for all rooms - SPHE is delivered in the Home Economics rooms and Emma Kelly's room.

- Liaison with the Programmes Coordinator Norma Dowling

We collaborate with N. Dowling to collaborate in promoting our subjects for incoming students; there was a virtual open night video recorded to highlight the various subjects in our school.

LAOS 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 which is highly effective practice.

Students 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 class discussion 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. As a department we collaborate by using office 365 to share resources
- . This can include subject department meetings, action plans, classroom resources and schemes of work.
- We endeavour to foster a commitment to inclusion, equality of opportunity and the holistic development of each student

SEN DEPARTMENT REPORT

SNA Department Report 2020/21

SNA Team

Siobhán Hayes

Dolly Stack

Getta Fitzgerald

Bernadette O'Shaughnessy

Aileen O'Leary

Georgina Lynch

Denise O'Riordan

The SNA team attended a full Zoom staff meeting on 17th August.

The SNA team returned to school on 24th August for SEN Dept meeting.

Denise O'Riordan joined the SNA team

All SNAs viewed the training webinars/videos re Government 'Back to School' advice/guidance.

Subject Department meetings 31st August 2020

SNA timetables organised

Assisted with Resource Teaching Hours timetables

Worked on Care Plans for SEN Students

Attended training on use of Buccolam and Epi pens

Set up medicine cabinet for incoming 1st years with serious medical issues.

A great deal of time was spent assisting a student who was experiencing school refusal to come into the school and assisting her throughout the school day.

Accompanied T.Y. SEN student to Outdoor Activity Centre, Kenmare

Accompanied SEN students from all class groups on hiking activities in Gleanaginty, Tralee.

Accompanied T.Y. SEN student to Outdoor Activity Centre in Coachford, Co. Cork.

Updated Care Needs reviews

Assisted with the procurement of a Defibrillator for outside the school wall, for use by both the school and the local community

During lockdown, the SNAs maintained contact with the SEN students through weekly phone calls, a regular Friday Zoom call attended by all SEN students and the SNAs.

Organised resources for students who could not access on-line learning during lockdown.

Organised printing and delivery of these resources.

Attended First Aid and Defibrillator course

Assisted with NGRT testing for 1st and 2nd years,

Scribed for student for in-house assessments

Assisted with Supervision of State exams

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

Technical Graphics and DCG Department Annual Report

DCG & Graphics Annual Report 2020– 2021

1. Department Head - Brian Coffey

2. How Covid has changed our teaching and learning experiences this year.

In August the DCG room was organised to remove all teaching material including folders, textbooks and drawing equipment so as to allow for ease of cleaning and sanitizing room between classes. The tee squares and boards were still used by students so they were sanitized after every class.

Student now used their own drawing equipment that they carried to class every day and stored their used sheets in folders at home. This worked really well and is something I will continue to use going forward. Main issue is arranging folder inspection classes to make sure students are keeping an organised folder at home as this their main study material for exams.

Students sat at designated seats. Teacher movement between students was now restricted due to Covid which posed difficulties as students grew accustomed to asking for help when in difficulty. Some minor seating changes needed to take place to facilitate this.

Students continued to use on line Teams platform to ask questions which could be brought up in class or keep up with material if absent.

3. The use of Digital Learning Strategies, How the Subject Department addressed online teaching and learning.

The DCG Department decided to work with Microsoft Teams only and not use Zoom for on line classes. Microsoft Teams was very easy to use and set up classes/Meetings. As with previous year, Pre prepared videos was the students preferred choices of delivery. Some students felt that keeping up with all classes each day was taking its toll on them and liked the varied approach of being able to log on to a drawing class at their convenience. Assignments were used for submitting work and again deadlines could be relaxed if students felt under pressure to complete all school work for given week. Students and teachers wellbeing is of the utmost importance and students appreciated this approach to the assignments.

Having pre prepared lessons allowed me the chance to organize smaller groupings for lessons if students found a topic difficult. Students were more inclined to ask questions on private message in a group of close friends. This approach worked really well especially with first years who are only new to the subject.

4. Review Subject Department Action Plan for 2020 – 2021

- Tried to upload a variety of video solutions to questions on teams for each class which they can use to aid their learning on each topic. This was again helped by the need to teach on line.
- Planning of CBA went well. Even thou there wasn't the need to complete a CBA in second year it was decided to go ahead with as a project/Revision exercise so students can benefit from the

experience in 3rd year. First years were also given opportunity to complete a mock CBA and did it with huge success.

- Used the traffic light system to evaluate work covered at start of year but used private messaging on teams to allow students ask for help or extra revision on certain topics.
- Student's folders were kept at home this year which posed difficulty in overseeing how well they were organised.

5. Subject Department Action Plan 2021 – 2022

For the coming academic year we will implement the following

- The new junior cycle will see a CBA/ 30% project in third year. The graphics department will plan for this through liaising with the Art department and Graphics teachers in other schools. (possible JCT in-service on project)
- Continue to develop the new Graphics course through the development of new material with the involvement of student's feedback on what works well.
- Continue using AFL formative feedback methods to improve the quality of teaching and learning.
- Continue to develop the best possible taster overview of Graphics for in-coming first years as numbers were down slightly due to change in format.
- Involve a more continuous assessment approach in 5th DCG to areas of the project by way of getting students Sketching, Producing final drawings in

solid works and researching common project areas (Materials, Colours Logo Design)

6. Transition Year Activities/Links

Timetabled to teach Transitions years DCG for a double period for half the year and Computers for remaining half. 17 of the 22 students involved had completed Technical Graphics course at Junior Cert. A variety of topics were covered with paper drawing to give students a good understanding of the career opportunities related to DCG. Students also completed projects using Solid Works taking a design from initial stages of concept to printed 3D solution. Students also investigated different career choices and presented their finding to the class using a PowerPoint presentation. In this students were given opportunity to interview people in different Engineering backgrounds to get their viewpoint on chosen career.

Computer Courses – In the remaining half of the year students were involved in an online course from a company called IACT (The Irish Academy of Computer Training). Students were interested in having certificates to show progress with IT. Through research I came upon this company. There is three sections to the course 1. Driving skills 2. Career skills 3. Computer skills which has over 60 hrs. of learning and on line exams. Students receive a certificate each section once complete.

7. LCA Activities/Links

Taught Mathematical Applications to LCA for year 2020 – 2021. All students involved had completed Junior Cert Technical Graphics. This provided from excellent links to Computers and Engineering. Students could relate the connection between Maths and Technical graphics through topics such as Area/Perimeter, Pricing and invoicing work and Graphical Presentation.

8. Cross curricular links

- Geography, Maths, Physics, English, Art, Science are all very important through different links.
- 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.

9. GDPR Considerations

The Graphics department is mindful of student's results and work and all data is maintained in-keeping with the schools policy on data collection and storage.

10. DCG Department CPD

- There was two JCT In-service days. First one was with a Woodwork grouping and the second was a graphics in service. Disappointed with the amount of information being given to teachers on the ground as its not promoting wellbeing when answers are not available as to material that's needs to be covered in class which brings its own levels of stress where students can't be informed as to the level of work required.
- In-service with T4 on advanced solid works and a guide to student assignment.
- Leading teaching, learning and assessment – JCT
- Ongoing reporting for effective teaching and learning – JCT
- Effective strategies to support active engagement

11. Links with PDST

Attended on line courses on Blended learning in DCG, Solid works advanced and exploring changes in DCG student assignment due to Covid.

12. Collaboration with other subject Departments

Working closely with the Art Department as new graphics course has a lot of overlap. Mainly working on sketching projects where students are getting feedback from both departments on how best to present concept ideas through sketching while applying shading. This has been a great help to the DCG/Graphics department to have this close collaboration to help promote the changes to the subject. Helping students gain the confidence in their abilities at sketching while aiding wellbeing.

Allowing students access to computers in DCG room to complete projects in other subject (Geography, History, Agricultural science and LCVP) while lending experience, knowledge of IT applications and presentations to help students reach their potential under a relaxed stress free environment as students may not have access to computers at home.

13. Wellbeing initiatives

The wellness initiatives implemented in the classroom on return post home schooling was checking in with the students on a regular basis to ensure they were not stressed about their workload and ensure that they were aware that although classroom teaching was suspended for a time they had done very well at home with the home-schooling plan. This regular and daily imitative was utilised to ensure that each student was coping well with the return to school.

14. SEN

The Graphics and DCG departments' main concern every year is to have an AWARENESS of any students with additional or special educational needs in the class. A need to go back and refresh on what each student may feel like while studying the subject for example Dyslexia. Followed a lot of in-service Webinars with Teaching Council, JCT and PDST:

15. New resources purchased in 2020 – 2021

Ordered some new teaching material for the New Graphics courses to help with planning schemes of work for Year 1 to 3.

Kits were bought for first year taster as they wouldn't have any equipment of their own before subject choice.

16. School Self Evaluation

- As mentioned before having students use their own equipment in class because of Covid has been a great success. Students are started quicker as it's their sole responsibility to be prepared for class. Room is not as cluttered with equipment. There is a supply of equipment available if students forgot theirs which is carefully sanitised after use.

- As mentioned earlier the Graphics/DCG department went above and beyond to help students during online teaching. Efforts were made to contact students who were not engaging by e-mails, Team messaging and by referring to Year Heads. Students settled well when back to school which showed the level of drawing was kept up during lockdown.

Uptake of Graphics is a little down in first year compared to other years which I feel is due to the change in taster lengths. Every effort will be made in 2021 – 2022 to make the next taster session true to the subject as possible.

- The uptake at 5th year is fantastic with 25 students opting to study DCG. This is also due to there being no Transition year programme.

- This was to be the last year of Technical Graphics where student would have a choice of higher and ordinary level. The department would always encourage students to try higher level paper if possible which would have been the case.

- In DCG all students opted for higher level and have done a fantastic job on completing the course in difficult 2 years we have had.

17. Collaboration with Assistant Principals

The Graphics/DCG department liaised with the Assistant Principals during the academic year 2020-2021.

Liaison with School Ethos Coordinator and Book Rental Coordinator: Margaret Daly

- Organising text books for new graphics course.

Liaison with the Years Heads; Lauren O'Leary, Aine Ni Chuain, Denise Galvin, Norma Dowling, Eileen Counihan and Muireann O'Sullivan

- Feedback on students who were not engaging through online teaching and learning.

Liaison with the SEN Coordinator: Muireann O’Sullivan

- Awareness of all student learning difficulties under my care.

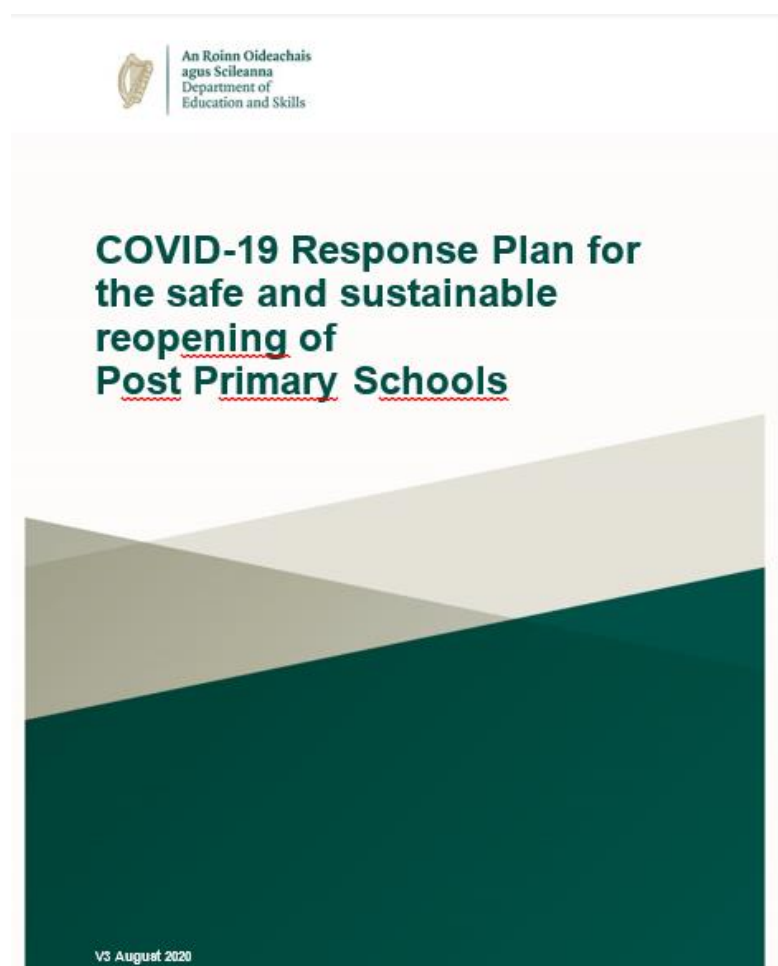
Liaison and communication with the Wellbeing Coordinator: Mary O’Connor

Liaison with the Programmes Coordinator: Norma Dowling

- Organising trips for transition Years
- Gaisce
- Planning online computer course for transition years.
- Portfolio assessment
- Key assignments in LCA
- Team teaching LCA

Section 5: Resources and Administration – Managing the Organisation

Covid 19 Response Plan



The Minister for Education has published “The Roadmap for the Full Return to School” on the 27th July. It sets out what the operation of schools will look like and the range of supports which will be available in a COVID-19 context.

It has been developed in line with public health advice issued by the Health Protection Surveillance Centre (HPSC) and in compliance with the “Return to Work Safely Protocols” developed by the Department of Business, Enterprise and Innovation and the Department of Health with guidance documents provided by the Health and Safety Authority (HSA). Each workplace is required to have a COVID-19 Response Plan. In addition to being places of learning, schools are also places of work. This document sets out the information that post primary schools need to implement a School COVID-19 Response Plan, including a

COVID19 policy, lead worker representative/s (LWR) and a process to deal with a suspected case of COVID-19. (Covid 19 Response Plan, August 2020 p.4)

The corresponding the School Covid 19 response plan is found using the following link [EK.ML Presentation Listowel Covid 19 Response Plan - Safe and Sustainable return to school.docx \(sharepoint.com\)](#)

It is also, available at office@preslistowel.ie or at marguerite.linnane@preslistowel.ie

The Lead Worker Representative Role

In summary, the role of the LWR is to:

- Represent all staff in the workplace regardless of role, and be aware of specific issues that may arise in respect of different staff cohorts;
- Keep up to date with the latest COVID-19 public health advice;
- Work collaboratively with school management to ensure, so far as is reasonably practicable, the safety, health and welfare of employees in relation to COVID-19;
- Consult with school management on the control measures required to minimise the risk of staff and students being exposed to COVID-19;
- Promote good hygiene practices, in conjunction with school management, such as washing hands regularly and maintaining good respiratory etiquette along with maintaining social distancing in accordance with public health advice;
- Assist school management with the implementation of measures to suppress COVID19 in the workplace in line with the Return to Work Safely Protocol and current public health advice;
- Monitor, in conjunction with school management, adherence to measures put in place to prevent the spread of COVID-19;
- Conduct reviews of safety measures that are in place to address and suppress COVID19 in the workplace. Reviews (including an examination of the workplace) should be conducted on a regular basis (at least twice per week);
- Report any issues of concern immediately to school management and keep records of such issues and actions taken to rectify them;
- Consult with the school management on the school's COVID-19 Response Plan in the event of someone developing COVID-19 while in school including the location of an isolation area and a safe route to that area;
- Following any incident, assess with the school management any follow up action that is required;
- Consult with colleagues on matters relating to COVID-19 in the workplace;

- Make representations to school management on behalf of their colleagues on matters relating to COVID-19 in the workplace.

If a staff member has any concerns or observations in relation to the COVID-19 response plan, control measures or the adherence to such measures by staff, students or other s/he should contact the LWR/s who will engage with the Principal/ETB.

Names of Lead Worker Representative/s: Contact details:

Norma Dowling normadowling@preslistowel.ie

All staff, students, parents, contractors and visitors have a responsibility, both as individuals and collectively to have due regard for their own health and safety and that of others and to assist with the implementation of the COVID-19 Response Plan and associated control measures.

Full details of the arrangements which apply for the LWR in post primary schools is set out a

Staff Teams 2020-2021

Management Team

- Eileen Kennelly
- Marguerite Linnane

Assistant Principal I

- Margaret Daly
- Muireann O Sullivan
- Norma Dowling
- Denise Galvin

Assistant Principal II

- Elaine Keane
- Mary O Connor
- Sinéad Breen
- Eileen Counihan
- Jessica Keane

Student Support Team

- Eileen Kennelly
- Marguerite Linnane
- Muireann O Sullivan
- Grace Titus

Teaching and Learning Team

- Eileen Kennelly
- Marguerite Linnane
- Margaret Daly
- Muireann O' Sullivan
- Lisa Whelan
- Teresa Culhane
- Marguerite Linnane
- Brian Coffey

Year Head Team

- Muireann O Sullivan
- Eileen Counihan
- Norma Dowling
- Denise Galvin
- Aine Ni Chuain
- Lauren O’Leary

SEN Team

- Eileen Kennelly
- Muireann O Sullivan
- Mary O’Connor
- Catherine Kennedy

Critical Incident Management Team

- Eileen Kennelly
- Marguerite Linnane
- Muireann O Sullivan
- Grace Titus
- Catherine Kennedy
- Emma Kelly

Transition Year Team

- Eileen Kennelly
- Norma Dowling Programmes Coordinator

SNA Team

- Dolly Stack
- Siobhan Hayes
- Getta Fitzgerald
- Bernadette O Shaughnessy
- Aileen O’Leary
- Georgina Lynch
- Denise O’Riordan

Student Council Team

- Eileen Kennelly
- Catherine Kennedy
- Jenni Molyneaux

School Finances

The school is in a challenging place financially.

Enrolment Trends

The school had 306 students enrolled this year 2020-2021. It will have 323 students in 2021-2022

Social Media Platforms

The following Social media Platforms are used by the school:

- Twitter
- Facebook
- School website
- School App

Section 6: Managing the Organisation - Leading School Development & Developing Leadership Capacity

**School Planning -
School Self Evaluation-
School -improvement Plan**

Presentation Secondary School Listowel Strategic Plan 2018-2023

Management Review April 2021

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	<p>Plan for the Staff Ethos Committee to reflect on the schools engagement with the Mission Statement</p> <p>Introduce student and parent focus groups to review the implementation of the Mission Statement</p>	<p>Increased levels of independence for our students</p> <p>Look at SSE information</p>	<p>BOM, Staff and Ethos Committee</p> <p>Coordinator of School Ethos</p>	<p>September 2018</p> <p>Ethos Committee P/DP/ Coordinator/RE teacher</p> <p>Ongoing, Delayed due to Covid</p>
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	<p>Clear ownership and understanding of the school plans</p> <p>Increase parental involvement in the Parents' Association</p> <p>Support the work of the Student Council</p>	BOM, Staff and Ethos Committee	<p>September 2018</p> <p>Ongoing</p> <p>1. Use of Social Media to improve communication</p> <p>2. Review of the Behaviour Code 2019-2020</p>

				<p>3. Publication of the Annual Report each year, available on the website</p> <p>Development of the School App Behaviour Code Review: mobile phones</p>
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	<p>September 2018 Ongoing</p> <p>1. AP: Wellbeing Coordinator or</p> <p>2. Wellbeing Team</p> <p>3. AP: Activities Coordinator or</p> <p>Completed</p>
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 Completed	BOM, Staff and Ethos Committee	<p>September 2018 Ongoing</p> <p>Ethos Coordinator and Team working on this</p>

Student Support and Guidance				
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 1. 3 members of the Student Support Team attended 3 days of Training in 2018-2019 2. 3 more teachers will attend in 2019-2020 9 teachers attended the Student Support Team Training 3. Appointment of a Wellbeing Coordinator and Team Completed 4. We have joined the Jigsaw

				<p>Initiative 'One Good School'</p> <p>Excellent work being done, ongoing</p>
To ensure that the Critical Incident policy and practices are reviewed on a regular basis	<ul style="list-style-type: none"> Regular review of the plan 	<ul style="list-style-type: none"> Clear protocols and supports for students and families 	Pastoral Care Team Management Whole Staff	<p>September 2018</p> <p>Ongoing</p> <p>1. 3 more teachers engaging in Student Support Team Training</p> <p>Completed</p>
To place particular emphasis on the supports required by our SEN students	<ul style="list-style-type: none"> Special education needs planning and delivery & extension activities for the gifted 	<ul style="list-style-type: none"> Concrete individualised planning for students with exceptional needs 	SEN Team Management	<p>September 2018</p> <p>Ongoing</p> <p>1. Introduction of the 'Le Chéile class</p> <p>Completed and reviewed in May 2021</p>
<p>To ensure that the required resources are allocated to Guidance in the school</p> <ul style="list-style-type: none"> the continuation of a culture 	<ul style="list-style-type: none"> Ensure the delivery of an education appropriate to the needs of each student Guidance, counselling & pastoral 	<ul style="list-style-type: none"> Clear protocols and supports for students with pastoral needs 	Management Guidance Counsellor	<p>September 2018</p> <p>Ongoing</p> <p>Guidance plan is fully implemented, ongoing review</p>

of guidance (strengthening the Guidance policy) democracy and care	support, development of restorative practices,			
--	--	--	--	--

Community				
Strategies	Actions	Outcomes	By Whom	Timeframe
<p>To Promote cohesive engagement between the school and the community</p> <ul style="list-style-type: none"> Voluntary & social justice organisations, Community & charitable organisations 	<p>Set up student/parent/teacher working groups to organise engagement with community organisations.</p> <p>Student engagement in award schemes such as Gaisce</p>	<ul style="list-style-type: none"> Greater student understanding of role as citizens Annual fund raising targets achieved Continued student involvement in the community with target 	<p>Management Programmes Coordinator TY Coordinator Wellbeing Coordinator</p>	<p>September 2018</p> <p>Ongoing</p> <p>1. Wellbeing activities in Junior Cycle</p> <p>2. TY activities</p>

		organisations		
Strengthen parent and student involvement in the life of the school	<ul style="list-style-type: none"> Re-focus Parents' Association - Parent's Council training Ensure strong training for student council member 	<ul style="list-style-type: none"> Greater parent & student ownership of the life of the school 	Parents' Association and Student Council	September 2018 September 2019 Ongoing <ol style="list-style-type: none"> Parents' Association AGM New BOM Student Council and Mentoring Training Delayed due to Covid
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 TY Coordinator is managing this, ongoing
To build links with past pupils of the school	<ul style="list-style-type: none"> Set up a friends of Presentation Seconda 	Closer links between the school and past pupils and garner assistance with	Sub-committee of Past Pupils	September 2018 Ongoing Work is ongoing, book will be published

	ry School Listowel s Past Pupil Union through the website	the promotion of educational and life opportunities for our students		Delayed due to Covid
--	---	--	--	-----------------------------

Curriculum Teaching and Learning				
Strategies	Actions	Outcomes	By Whom	Timeframe
<p>To offer a comprehensive range of programmes and subjects</p> <ul style="list-style-type: none"> develop the curriculum to ensure that it meets the needs of the full cohort of our students 	<ul style="list-style-type: none"> 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 hours to offer a 	<ul style="list-style-type: none"> A curriculum which offers an number of subject options for our students an increase in attainment in each subject area <p>Provision of excellent choice in programme provision in Listowel in order to provide educational</p>	<p>Teaching and Learning Sub-committee</p> <p>BOM Sub Committee on Curriculum Development Leadership and Management Team</p> <p>Management</p>	<p>September 2018</p> <p>Ongoing</p> <ol style="list-style-type: none"> Monitoring by the Teaching and Learning Committee Monitoring by the Junior Cycle Leadership Team <p>Ongoing</p>

	balanced timetable	opportunity for our young people		
Introduction of the New Junior Cycle develop staff teaching methodologies to ensure student engagement with curriculum and the highest standard of teaching and learning	<ul style="list-style-type: none"> Engage with the Support Services JCT/NCC A processes at subject department & classroom level Engage with assessment for learning processes at classroom level Staff, students and management to identify & engage with appropriate continuous professional development re The New Junior Cycle	<ul style="list-style-type: none"> Increase in subject dept involvement in consistent planning & evaluation at classroom level Increased student engagement in lessons with a consequent increase in attainment	Whole Staff Subject Dept Coordinators Junior Cycle Management Team Staff Sub Committee on Teaching and Learning	September 2018 Ongoing 1. Monitoring by the Teaching and Learning Committee 2. Monitoring by the Junior Cycle Leadership Ongoing
To provide high quality CPD to all staff	<ul style="list-style-type: none"> Engage with CPD provided in the school, Croke Park Hours Engage with CPD provided by 	<ul style="list-style-type: none"> Increase in subject dept involvement in consistent planning & evaluation at 	Whole Staff Subject Coordinators Management	September 2018 Ongoing 1. Battelle For Kids Group Completed 2. PDST Support

	<p>PDST/JCT /SESS/NC SE</p> <p>Staff, students and management to identify & engage with appropriate continuous professional development</p>	<p>classroom level</p> <p>Increased student engagement in lessons with a consequent increase in attainment</p>		<p>3. CPD Plan each year</p> <p>4. Joining Droichead Sept 2019</p> <p>Ongoing</p>
<p>To monitor and review the standards of Teaching and Learning in the school</p>	<ul style="list-style-type: none"> • Subject Departments to ensure that subject national standards are exceeded, • Literacy & numeracy strategies are implemented • School Improvement Plan targets achieved • Regular planned use of the school self-evaluation process 	<ul style="list-style-type: none"> • outcomes 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 	<p>Subject Departments</p> <p>Whole Staff</p>	<p>September 2018</p> <p>Ongoing</p> <p>1. Comprehensive 5 Year Analysis of LC results undertaken</p> <p>Completed by Athena</p> <p>2. Detailed information available to Learning Support teachers re SEN students</p> <p>Completed</p>

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	<ul style="list-style-type: none"> Design and submit Accommodation Plans to DES 	The extension of the school's built environment	BOM	Plans with the DES Autumn 2018 Summer 2019 1. This extension is pending approval September 2019 Project is well underway May 2021
To build links with the DES Building Unit to ensure the further development of the school	<ul style="list-style-type: none"> Design and submit Summer Works as required Design and submit Major Capital Works Design and submit Emergency Works as required	The extension and refurbishment of the school's built environment	BOM	September 2018 Ongoing 1. Summer Work Scheme, applied for new windows Update required
To management the finances of the school effectively To continue to streamline the use of existing monies	<ul style="list-style-type: none"> Ensure staff use of best value in supply of resource Ensure staff use of the Purchase Order System 	<ul style="list-style-type: none"> School activities to run cost neutral Staff ensure best value 	BOM Finance sub-committee, all staff, school Finance Secretary	September 2018 Ongoing 1. BOM, Principal and Finance Secretary closely

	<ul style="list-style-type: none"> Ensure regular Finance Sub Committee meetings <p>Ensure Subject Departments remain within allocated budget</p>	<p>achievement</p> <p>Finance Secretary and Principal to continue to reduce per capita running costs of the school</p>		<p>monitor the budget</p> <p>Ongoing</p>
<p>To upgrade our specialist ICT facilities and online tools</p> <p>Introduction of Microsoft Office 365</p>	<ul style="list-style-type: none"> To upgrade administration facilities, website & online presence Investigate “Best Practice” with regard to ICT <p>Create Staff working groups/Team re ICT</p>	<ul style="list-style-type: none"> Phased redevelopment of ICT use and provision Increase digital literacy in the whole school community 	<p>IT Coordinator</p> <p>ICT Team</p> <p>BOM</p>	<p>September 2018</p> <p>Ongoing</p> <p>1. Principal and IT Coordinator carefully manage resources</p> <p>Significant progress has been made in this area</p>

School Planning School Self Evaluation and School Improvement Planning				
Strategies	Actions	Outcomes	By Whom	Timeframe
Implementation of the Looking At Our Schools 2016	Implementation of the Working Group on the Leadership and	Clear Plan for the Management Team	BOM, Staff and Management	From Sept 2018 Ongoing

Document	Management Priorities and Needs of the school Review	Roles and Responsibilities outlined		1-Review meeting planned for Jan 2020 to look at roles and responsibilities Completed
To ensure that all SSE and SIP plans are actively implemented	Delegate the coordination of the SSE and SIP implementation to the Subject Dept Coordinators	Liaise with the Coordinators <ul style="list-style-type: none"> · Increase in subject dept involvement in consistent planning & evaluation at classroom level 	BOM, Staff and Management	From Sept 2018 Ongoing 1. Appointment of 2 Assistant Principal to be responsible for SSE/SIP Completed
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 1. Action Plan on Annual Report 2018-2019 completed September 2019 Completed

April 2021 Review

Points to consider in a post Covid environment

1. Ethos

Introduce student and parent focus groups to review the implementation of the Mission Statement **Delayed due to Covid**

April 2021 recommends a review of the school uniform linked to the Ethos of the school
New

Continued development of Staff Teams, distributed leadership **ongoing**

2. Student Support and Guidance

Regular review of the critical incident plan **ongoing**

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
ongoing

Year Three of the ‘One Good School initiative’ **ongoing**

Inclusion: Implementation of the recommendations of the ‘Le Cheile’ Review Team Report **New**

Continued support for the development of Student Voice and the work of the Student Council
ongoing

3. Community

Set up student/parent/teacher working groups to organise engagement with community organisations. **Not completed yet**

Re-focus Parents' Association - Parent's Council training
Not completed yet

4. Curriculum Teaching and Learning

Introduction of the New Junior Cycle: develop staff teaching methodologies to ensure student engagement with curriculum and the highest standard of teaching and learning
ongoing

Implementation of the Digital Learning Strategy
ongoing

Introduction of one hour classes **New**

Introduction of Bring Your Device **New**

5. Plant Resources and Administration

Investment in new admin and timetabling software in consultation with IT Team and Teaching and Learning Team **New**

BOM continued oversight of new extension **ongoing**

Continued management the finances of the school effectively, streamlining the use of existing monies **ongoing**

Summer Work Scheme, new windows have been applied for **awaiting a response from DES** **Update required**

6. School Planning

School Self Evaluation and School Improvement Planning

The appointment in 2020 of an API to be responsible for SSE/SIP/Annual Report

Strengthening the work of the Leadership and Management Team **ongoing**

A comprehensive review of the impact of Covid on our school community **New**

School Self-Evaluation Plan and School Improvement Plan 2020-2021



School Self-Evaluation Plan (SSE) and School Improvement Plan(SIP)

What is school self-evaluation?

School self-evaluation is a collaborative, inclusive, reflective process of internal school review. During school self-evaluation the principal, deputy principal and teachers, under the direction of the board of management and the patron and in consultation with parents and students, engage in reflective enquiry on the work of the school. It is an evidence-based approach which involves gathering information from a range of sources and making judgements with a view to bringing about improvements in students' learning. Self-evaluation requires a school to address the following key questions with regard to an aspect or aspects of its work:

- How well are we doing?
- How do we know?
- How can we find out more?
- What are our strengths?
- What are our areas for improvement?
- How can we improve?

School Self-Evaluation Guidelines 2016-2020

Sections in the SSE Plan

This plan is being divided into various sections as follows:

- Functions of the SSE and SIP Plans

- Terms of Reference for the Plans
- Strategy for School Self-Evaluation 2021
- Results, Findings and Analysis of School Self-Evaluation (SSE) Strategy 2021
- **School Self-Evaluation (SSE) Report**
- **School Self-Improvement (SIP) Plan**
- Progression of the School Self-Evaluation Process to date
- Checklist for the Board of Management
- School Self-Evaluation Report to the Whole School Community

Functions of the Report

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

Terms of Reference and Quality Control in School Self-Evaluation and School

Improvement Planning

In 2003, the Inspectorate published a guide to self-evaluation for schools called *Looking at Our School*. *Looking at Our School 2016: A Quality Framework for Post-Primary Schools (LAOS)* replaces the 2003 publication and is intended to fulfil a number of purposes. It provides a unified and coherent set of standards for two dimensions of the work of schools:

- teaching and learning
- leadership and management

It is designed for teachers and for school leaders to use in implementing the most effective and engaging teaching and learning approaches and in enhancing the quality of leadership in their schools. Through the provision of a set of standards describing 'effective practice' and 'highly effective practice', the framework will help schools to identify their strengths and areas for development and will enable them to take ownership of their own development and improvement. In this way, the quality framework seeks to assist schools to embed self-

evaluation, reflective practice and responsiveness to the needs of learners in their classrooms and other learning settings.

There are four domains in both the teaching and learning section and the leadership and management section. A more detailed description of the domains can be found in the appendix below and in the LAOS document.;

Strategy for School Self-Evaluation 2021

There are several approaches to evaluation as indicated in the table below:

List of possible evaluation approaches

School Self-Evaluation (SSE) and School Improvement is an ongoing process that occurs in schools on a daily basis.

For the purpose of this report the approach used was to survey the stakeholders in the school community.

Results, Findings and Analysis of School Self-Evaluation (SSE) Surveys 2021

Parent SSE Surveys

1. Section 1- Term 1 In the context of the safe and sustainable re-opening of post-primary schools in a Covid 19 environment during September please answer the following questions: Were you confident that the necessary guidelines and procedures had been implemented in the school prior to the re-opening of schools in September?

Yes

No

Not Sure



2. Were you confident that the necessary guidelines and procedures were sustained and monitored following the re-opening of schools in the First Term?

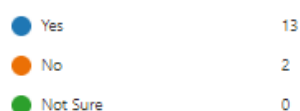
Yes

No

Not Sure

2. Were you confident that the necessary guidelines and procedures were sustained and monitored following the re-opening of schools in the First Term?

[More Details](#)



3. Section 2- Online Teaching and Learning Did you have reliable internet / Wifi at home during school closures early this year- 2021?

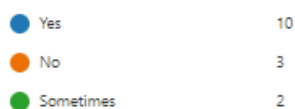
Yes

No

Sometimes

[More Details](#)

[Insights](#)



4. Did your daughter engage well with her online classes and work during school closure in early 2021?

Yes

No

Reasonably Well#

Not Sure

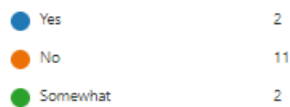


5. Did you have concerns about your daughters' wellbeing at this time?

Yes

No

Somewhat

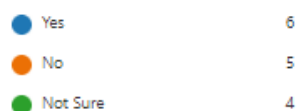


6. Did you think that your daughter was more relaxed than normal school times and enjoyed online learning?

Yes

No

Not Sure



7. Section 3- Returning to school in February 2021 Questions in this section are in the context of the safe and sustainable operation of schools in a Covid 19 environment Did

you think that the school has implemented the necessary procedures and guidelines for the safe and sustainable operation of schools from February to May, 2021?

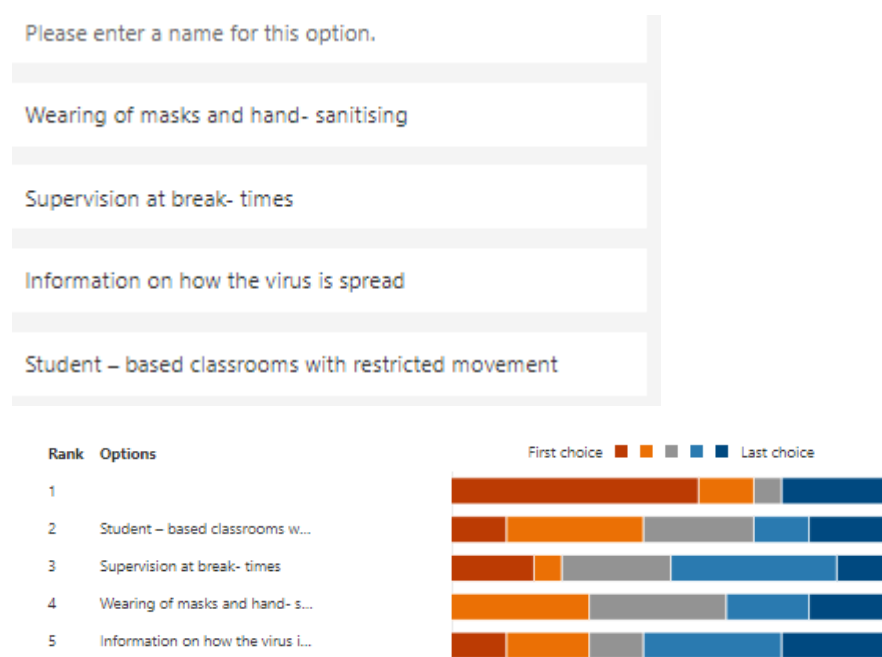
Yes

No

Not Sure



8. Please rate from 1-5 which aspects of the measures taken in the school made you feel most secure? (Place mouse over the right side of options to use arrows to move options up and down in order of preference - please put your biggest concern as number 1)



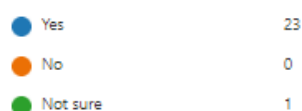
Teacher SSE Surveys

1. Section 1- Term 1 In the context of the safe and sustainable re-opening of post-primary schools in a Covid 19 environment during September could you please answer the following questions: Were you confident that the necessary guidelines and procedures had been implemented in the school prior to the re-opening of schools in September?

Yes

No

Not sure

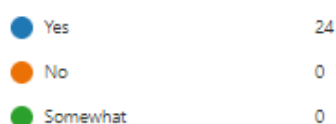


2. Were you confident that the necessary guidelines and procedures were sustained and monitored following the re-opening of schools in the first term?

Yes

No

Somewhat



3. Section 2- Online Teaching and Learning Were your experiences of online Teaching and Learning more positive this year than last year?

Yes

No

Same



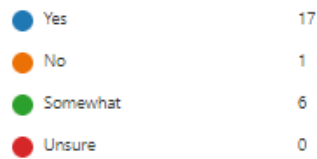
4. Did you find the school supports made you more confident with the use of technology?

Yes

No

Somewhat

Unsure



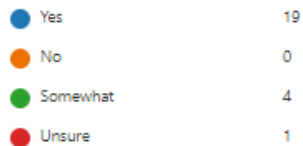
5. Did you think that the students engaged better this year than last year?

Yes

No

Somewhat

Unsure

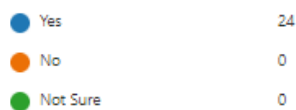


6. Section 3- Returning to school in February 2021 Questions in this section are in the context of the safe and sustainable operation of schools in a Covid 19 environment. Did you think that the school has implemented the necessary procedures and guidelines for the safe and sustainable operation of schools from February to May 2021?

Yes

No

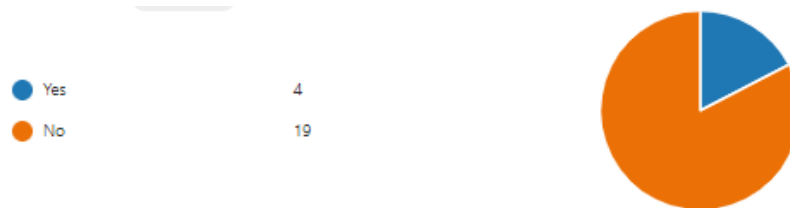
Not Sure



7. Would you like to see a higher level of restrictions being implemented in the school while this pandemic continues?

Yes

No



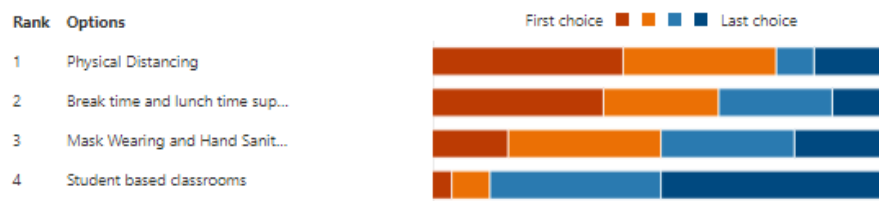
8. Please consider the following criteria and rank from 1 to 4 areas that need our greatest attention and supervision. “The area most in need of supervision and improvement is” (Place mouse over the right side of options to use arrows to move options up and down in order of preference - please put your biggest concern as number 1)

Mask Wearing and Hand Sanitising

Student based classrooms

Break time and lunch time supervision

Physical Distancing

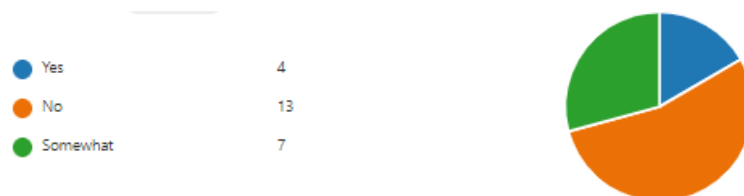


9. In the context of Covid 19 did you feel anxious coming to work?

Yes

No

Somewhat



Non-Teaching Staff SSE Survey Results

1. Section 1- Term 1 In the context of the safe and sustainable re- opening of post – primary schools in a Covid 19 environment during September could you please answer the following questions Were you confident that the necessary guidelines and procedures had been implemented in the school prior to the re- opening of schools in September?

[More Details](#)

Yes	3
No	0
Not Sure	0



2. Were you confident that the necessary guidelines and procedures were sustained and monitored following the re- opening of schools in the First Term?

[More Details](#)

Yes	3
No	0
Somewhat	0



3. Section 2- Work Practice – during School Closures Was your experience of working during school closures more positive this year (2021) than last year ?

[More Details](#)

Yes	2
No	0
Same	1



4. Given that your work practices changed would you have liked more support with managing the changes?

[More Details](#)

Yes	0
No	2
Sometimes	0
Not Sure	1



7. Please consider the following criteria and rank from 1 to 4 areas that need our greatest attention and supervision . (Place mouse over the right side of options to use arrows to move options up and down in order of preference - please put your biggest concern as number 1)
"The area most in need of supervision and improvement is"

[More Details](#)

Mask wearing and hand saniti...	1
Student based classrooms	1
Physical distancing	1
Break time and lunch supervisi...	0



8. In the context of Covid 19 did you feel anxious coming to work?

[More Details](#)

Yes	0
No	1
Sometimes	2

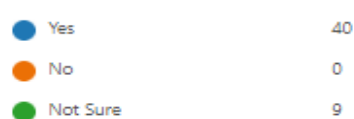


Student SSE Survey Results

Second year Student Survey May 2021

49 Responses 02:32 Average time to complete Active Status

1. Section 1- Term 1 (September to Christmas 2020) In the context of Covid 19: Did you think that the new rules and changes in the classrooms made the school a safer place for teaching and learning ?



2. Were you confident that the necessary guidelines and rules were continued in the school from September to Christmas?



3. Section 2- Online Teaching and Learning (January – February 2021) Was online Teaching and Learning more positive this year than last year?

Yes	27
No	9
Same	13



4. Did you have good wifi at home?

Yes	13
No	7
Sometimes	29



5. Did you take part in online learning on school days?

Everyday	28
Most days	16
Some days	5
Rarely or Never	0



6. Did you learn better at home or in school?

● School	39
● Home	10



7. Section 3- Returning to school in February 2021 Did you think that the new rules and changes in classrooms were still in place from February to May, 2021?

● Yes	42
● No	0
● Not Sure	7



8. Did you think that there was enough supervision of the Covid 19 rules in the classrooms ?

● Yes	33
● No	0
● Most of the time	14
● Sometimes	2



3rd Year Student Survey

26 Responses 04:30 Average time to complete Active Status

1. Section 1- Term 1 (September to Christmas 2020) In the context of Covid 19: Did you think that the new rules and changes in the classrooms made the school a safer place for teaching and learning ?

Yes	18
No	0
Not Sure	8



2. Were you confident that the necessary guidelines and rules were continued in the school from September to Christmas?

Yes	22
No	1
Sometimes	3



6. Did you learn better at home or in school?

● School	16
● Home	10



7. Section 3- Returning to school in February 2021 Did you think that the new rules and changes in classrooms were still in place from February to May, 2021?

● Yes	19
● No	2
● Not Sure	5



8. Did you think that there was enough supervision of the Covid 19 rules in the classrooms ?

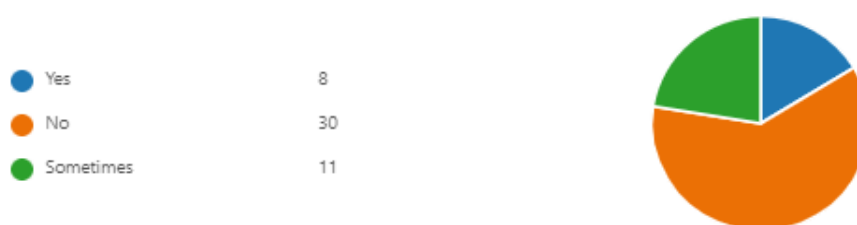
● Yes	13
● No	2
● Most of the time	9
● Sometimes	2



9. Please consider the following criteria and rank from 1 to 5 areas that need our greatest attention and supervision . (Place mouse over the right side of options to use arrows to move options up and down in order of preference - please put your biggest concern as number 1)
 "The area most in need of supervision and improvement is"



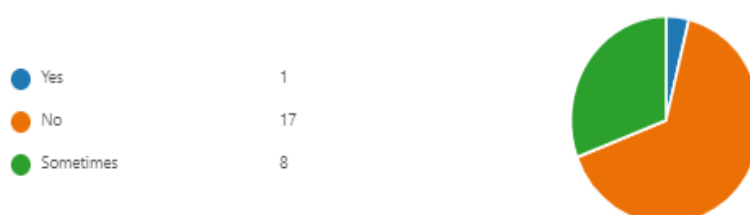
10. In the context of Covid 19 did you feel anxious coming to school ?



9. Please consider the following criteria and rank from 1 to 5 areas that need our greatest attention and supervision . (Place mouse over the right side of options to use arrows to move options up and down in order of preference - please put your biggest concern as number 1)
 "The area most in need of supervision and improvement is"



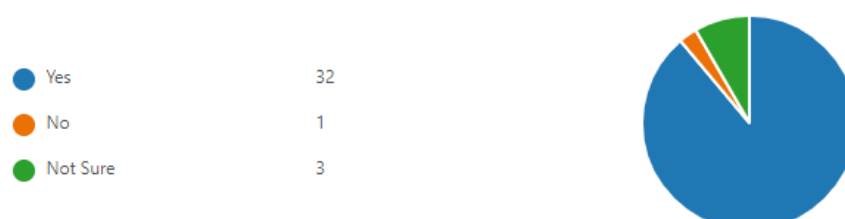
10. In the context of Covid 19 did you feel anxious coming to school ?



5th Year Student Survey May 2021 (Copy)

36 Responses 01:50 Average time to complete Active Status

1. Section 1- Term 1 (September to Christmas 2020) In the context of Covid 19: Did you think that the new rules and changes in the classrooms made the school a safer place for teaching and learning ?



2. Were you confident that the necessary guidelines and rules were continued in the school from September to Christmas?

Yes	32
No	0
Sometimes	4



3. Section 2- Online Teaching and Learning (January – February 2021) Was online Teaching and Learning more positive this year than last year?

Yes	25
No	2
Same	9



4. Did you have good wifi at home?

Yes	13
No	5
Sometimes	18



5. Did you take part in online learning on school days?

Everyday	27
Most days	9
Some days	0
Rarely or Never	0



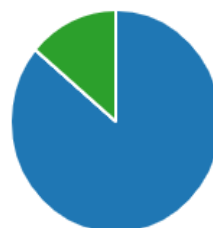
6. Did you learn better at home or in school?

● School	36
● Home	0



7. Section 3- Returning to school in February 2021 Did you think that the new rules and changes in classrooms were still in place from February to May, 2021?

● Yes	31
● No	0
● Not Sure	5

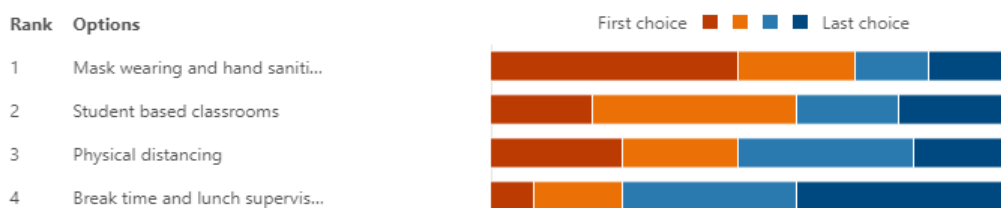


8. Did you think that there was enough supervision of the Covid 19 rules in the classrooms ?

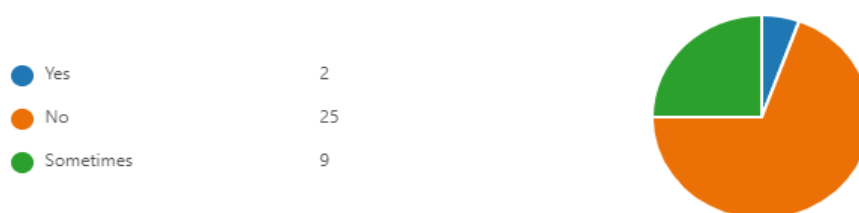
● Yes	22
● No	0
● Most of the time	13
● Sometimes	1



9. Please consider the following criteria and rank from 1 to 5 areas that need our greatest attention and supervision . (Place mouse over the right side of options to use arrows to move options up and down in order of preference - please put your biggest concern as number 1)
"The area most in need of supervision and improvement is"



10. In the context of Covid 19 did you feel anxious coming to school ?



Analysis of Findings in SSE Surveys

Parent Surveys

In the context of the safe and sustainable re-opening of post-primary schools in a Covid 19 environment during September the vast majority of parents were confident that the necessary guidelines and procedures had been implemented and sustained in the first term of the 2020-2021 school year. A small number of parents were not sure if the guidelines and procedures had been implemented and no parent answered no to the question. A very small number of parents indicated that the guidelines had not been sustained following the initial implementation.

Most parents recorded that they had a reliable internet service during the period of online learning in January and February, 2021. Fewer parents said that their internet was good sometimes or not at all. Some parents indicated that their daughter engaged reasonably well with online classes while vast majority of parents indicated that their daughters engaged well with online learning. One parent said that their daughter did not.

The greater proportion of parents did not have concerns about their daughter's wellbeing during the school closures and online learning. Some parents, however, had concerns about this.

When asked if their daughter was more relaxed learning from home close to a third said no, another third said yes, and the final third said that they were not sure.

Returning to school in February 2021 in the context of the safe and sustainable operation of schools in a Covid 19 environment parents were asked if they thought that the school had implemented the necessary procedures and guidelines for the safe and sustainable operation of schools from February to May. The vast majority of parents said yes with a very small number saying no or not sure.

They were, also, asked which aspects of the measures taken in the school made them feel most secure. The results were quite varied but there were some trends indicated. The wearing of masks and hand-sanitising was the most obvious choice as being the measure that made them feel most secure. Breaktime supervision was the second choice of a significant number of people. Attitudes towards information on how the virus is spread and student-based classrooms was quite varied. Overall, the results and findings suggest that parents expressed satisfaction with the matters relating to the safe and sustainable operation of the school and to online learning.

Teacher and Staff Survey

In the context of the safe and sustainable re-opening of post-primary schools in a Covid 19 environment during September teachers and staff were asked if they were confident that the necessary guidelines and procedures had been implemented in the school prior to the re-opening of schools in September. All respondents except one said that they were confident about this matter and the other respondent said that they were not sure. When asked if they were confident that procedures were sustained all respondents answered yes.

Teachers were asked if their experiences of online Teaching and Learning more positive this year (2021) than last year. Almost all teachers answered yes and a very small number said that it was the same. No teacher answered no to the question.

They were asked if the school supports made them more confident with the use of technology. A little over 70% answered yes to the question., 25% said somewhat and one teacher said no.

When asked if the students engaged better in 2021 than previously with online learning almost four out of every five teachers said yes. Close to one sixth said somewhat and one teacher said unsure. No teacher said no to the question.

In the context of the safe and sustainable operation of schools in a Covid 19 environment, teachers were asked if the school has implemented the necessary procedures and guidelines for the safe and sustainable operation of schools from February to May 2021 and all teachers said yes to the question.

When asked if they would like to see a higher level of restrictions being implemented in the school while this pandemic continues Over 80% said no and the remainder said yes.

When asked the teachers indicated that the area most in need of supervision and improvement is physical distancing and break times supervision as a close second choice. The student-based was considered to be the least important of the choices.

Lastly, in the context of Covid 19 when asked if they felt anxious coming to work. Almost four out of every five said no. Almost three out of every ten said somewhat and almost 2 out of every 10 said yes. A little more than 45% indicated some level of anxiety coming to work.

Overall, the results indicated that teachers were confident that guidelines and procedures were being implemented. Attitudes to online teaching and learning were positive and the vast majority felt that they were now more confident with the use of technology as a result of school supports. Most indicated that they did not feel that it was necessary to implement more restrictions that were currently being implemented. Some teachers expressed anxiety in relation to Covid 19 in coming to work and almost an equal number did not.

Analysis of Findings from Student Surveys

Students were confident that the recommended Covid 19 guidelines had been implemented in the school but that more supervision of adherence to them was needed in classrooms especially in the junior classes. Half of third year students indicated that more supervision of Covid 19 guidelines was needed in classrooms. Second years said that supervision and all but two students said that it was good most or all of the time. Two students said that it was good some of the time. No students said that it was never good. In Fifth year all but one said that there was adequate supervision of Covid 19 regulations most or all of the time. Six out of ten fifth year students indicated that there was enough supervision all of the time. Engagement with online learning was good across all respondents. Issues with WIFI were indicated

across the year groups but for the majority it was good sometimes or all of the time. Between a quarter and a half of students stated that their WIFI was only good some of the time.

Areas Identified as Needing Improvement from All Surveys

- Updating parents more frequently about strategies being used to implement and sustaining the Covid 19 guidelines is recommended.
- Identify and support students that are anxious coming to school because of Covid
- Acknowledge that some teachers are anxious coming to school because of Covid 19 and explore strategies that could be used to support them.
- While confidence in using technology has increased significantly due to school supports the continuation of this support is still necessary.
- Teachers identified physical distancing, break and lunch supervision are the aspects of highly effective practice most in need of additional supervision and supports.
- Students across the year groups identified that more supervision of Covid 19 guidelines was needed in classrooms.
- Issues with WIFI was indicated by students but only some of the time. Almost none had issues all of the time. More parents than students felt that the WIFI was good all of the time.

School Self-Evaluation Report

Introduction

In accordance with *School Self-Evaluation Guidelines 2018-2020* this plan there are records of 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.

Outcomes of The Previous Plan from September 2019 to June 2020

As a result of the unprecedented occurrence of the Covid 19 pandemic during the school year and the resulting school closures new targets had to be set and the criteria for SSE and SIP had to be re-evaluated. The main focus then became the safe and sustainable reopening of schools and the continuation of teaching, learning and assessment in the context of Covid 19. Naturally, there was a significant emphasis on online teaching and learning.

The focus of the School Self Evaluation in 2002-2021

The process focused on the self-evaluation under two headings as follows

- Online Teaching and Learning
- The Experiences of Being in a Covid 19 School Environment

Effective and Highly Effective Practice in the School

While using terms of reference outlined in the *Looking at our School 2016: A Quality Framework for Post-Primary Schools (LAOS)* the following areas were identified as been examples of effective and highly effective practice.

Highly Effective Practice

- The implementation of the guidelines in accordance with the *Covid 19 Response Plan for the Safe and Sustainable Reopening of Post- Primary Schools*.
- Maintaining the health and safety of the school community despite the Covid 19 global pandemic
- The continuation of teaching and learning in Covid 19 environment.
- The communication of guidelines to staff and students
- The safe and continued operation of the school in the context of Covid 19.
- The effective practices of teaching and learning online during recent school closures as a result of national health and safety guidelines.
- The increased confidence of staff in using technology in teaching especially during periods of online teaching as a result of school supports.
- The high levels of engagement by students in online teaching and learning.
- The positive response of students and parents to the various programmes in the school.

Effective Practice

- The supervision of students' adherence to Covid 19 guidelines in classrooms.
- Continual attention to levels of anxiety about being in school during a global pandemic among students, teachers and staff.

Evidence of Information Identified during SSE

Surveys carried out of students, parents and teachers in the school (Results, findings and analysis are included in this report)

A Summary of The Analysis of Findings in SSE Surveys

Parent Surveys

In the context of the safe and sustainable re-opening of post-primary schools in a Covid 19 environment during September 2020 and again in February 2021 the vast majority of parents were confident that the necessary guidelines and procedures had been implemented and sustained. A small number of parents were not sure if the guidelines and procedures had been implemented and no parent answered no to the question. The vast majority of parents indicated that their daughters engaged well with online learning.

The greater proportion of parents did not have concerns about their daughter's wellbeing during the school closures and online learning. Some parents, however, had concerns about this.

Overall, the results and findings suggest that parents expressed satisfaction with the matters relating to the safe and sustainable operation of the school and to online learning.

Teacher and Staff Survey

In the context of the safe and sustainable re-opening of post-primary schools in a Covid 19 environment during the school year 2020-2021, the results indicated that teachers and staff were confident that guidelines and procedures were being implemented. Attitudes to online teaching and learning were positive and the vast majority felt that they were now more confident with the use of technology as a result of school supports. Most indicated that they did not feel that it was necessary to implement more restrictions that were currently being implemented. Some teachers expressed anxiety in relation to coming to work in a Covid 19 environment and almost an equal number did not have anxiety about it.

Student Surveys

Students were confident that the recommended Covid 19 guidelines had been implemented in the school but that more supervision of adherence to them was needed in classrooms especially in the junior classes. Engagement with online learning was good across all respondents. Issues with WIFI while learning at home were indicated across the year groups but for the majority it was good sometimes or all of the time. Between a quarter and a half of students stated that their WIFI was only good some of the time.

Findings Identified as needing Improvement

- Updating parents more frequently about strategies being used to implement and sustaining the Covid 19 guidelines is recommended.

- Identify and support students that are anxious coming to school because of Covid
- Acknowledge that some teachers are anxious coming to school because of Covid 19 and explore strategies that could be used to support them.
- While confidence in using technology has increased significantly due to school supports the continuation of this support is still necessary.
- Teachers identified physical distancing, break and lunch supervision are the aspects of highly effective practice most in need of additional supervision and supports.
- Students across the year groups identified that more supervision of Covid 19 guidelines was needed in classrooms.
- Issues with WIFI was indicated by students but only some of the time. Almost none had issues all of the time. More parents than students felt that the WIFI was good all of the t

The Self- Improvement (SIP) 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**

School Improvement Action Plan

Timeframe of this improvement plan is from [date] to [date]

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Dates for Targets to be achieved
To assess and increase the levels and effectiveness of supervision practices in relation to Covid 19 when students are not in class but may be in the classroom.	Conduct a review of supervision practices in relation to Covid 19 guidelines when students are not in class but may be in the classroom.	Staff members designated by the principal and deputy principal	The safe and continued operations and practices in school avoiding school closures as a result of Covid 19 outbreaks in the school.	To be included on the agenda of all staff and post-holders meetings until such a time as national health and safety guidelines deem it unnecessary	Surveys to be carried out by early September, 2021
To implement a more unified and effective approach with higher expectations of standards of compliance in relation to Covid 19 during non-class contact times.	Following the review to hold a staff meeting and communicate the necessary actions required together with sanctions for breach of rules.	Principal, deputy principal, teachers on supervision duty and all teachers	Observations by all in the school community-surveys to be carried out to establish same.	Surveys conducted every term	Updated practices, procedures and sanctions to be implemented shortly Afterwards-mid September

Targets	Actions	Persons/ Groups Responsible	Criteria for Success	Progress and Adjustments	Dates for Targets Achieved
To implement measures to support members of the school community Who feel anxious in relation to Covid 19 while at school.	Consult with the school wellbeing coordinator, the guidance counsellor, the LWR and the school pastoral care team to identify and implement available supports.	Staff members designated by the principal and deputy principal	Reduced levels of anxiety in the school community in relation to Covid 19.	To be included on the agenda of all staff and assistant principal meetings until such a time as national health and safety guidelines deem it unnecessary Surveys conducted every term	The initial steps to be implemented by mid-term in Term 1 and ongoing throughout the year.

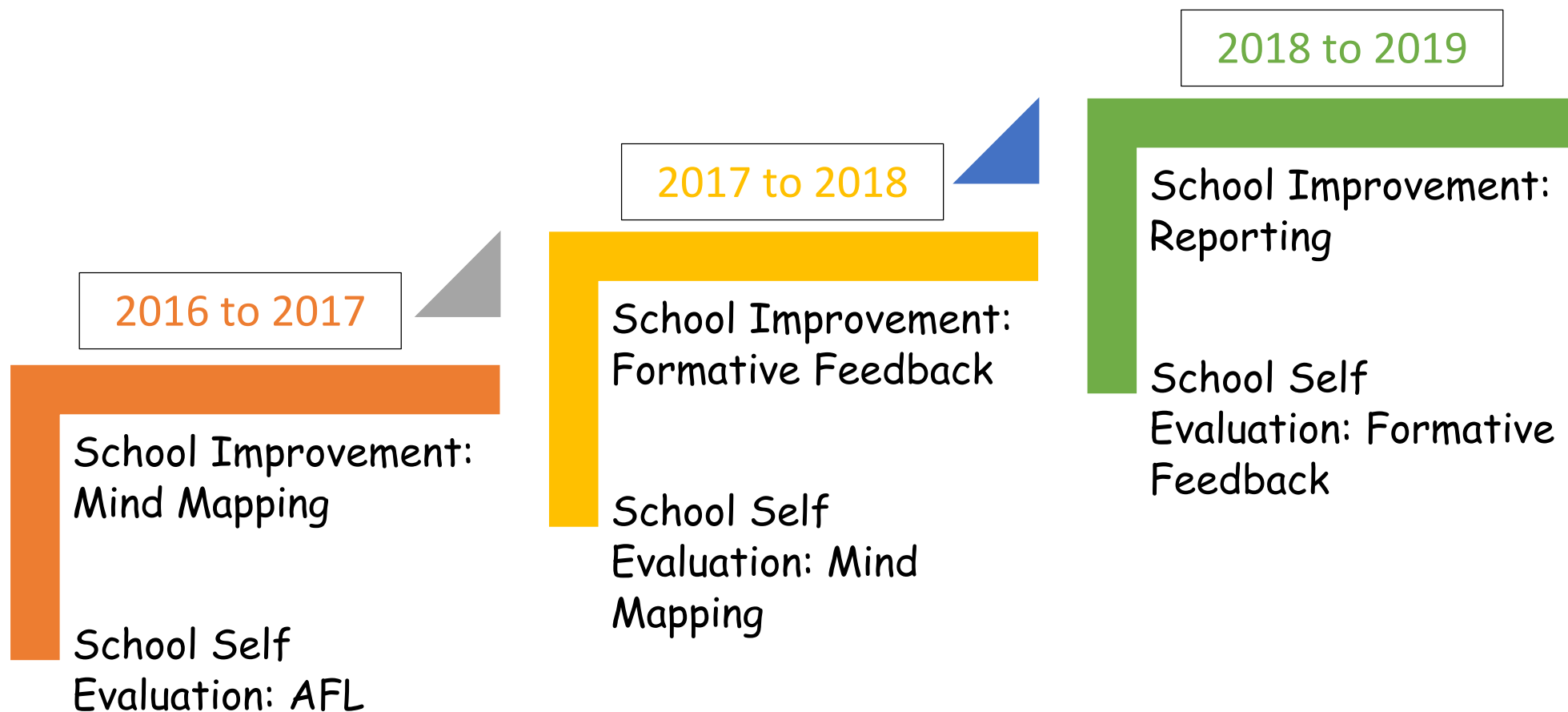
/

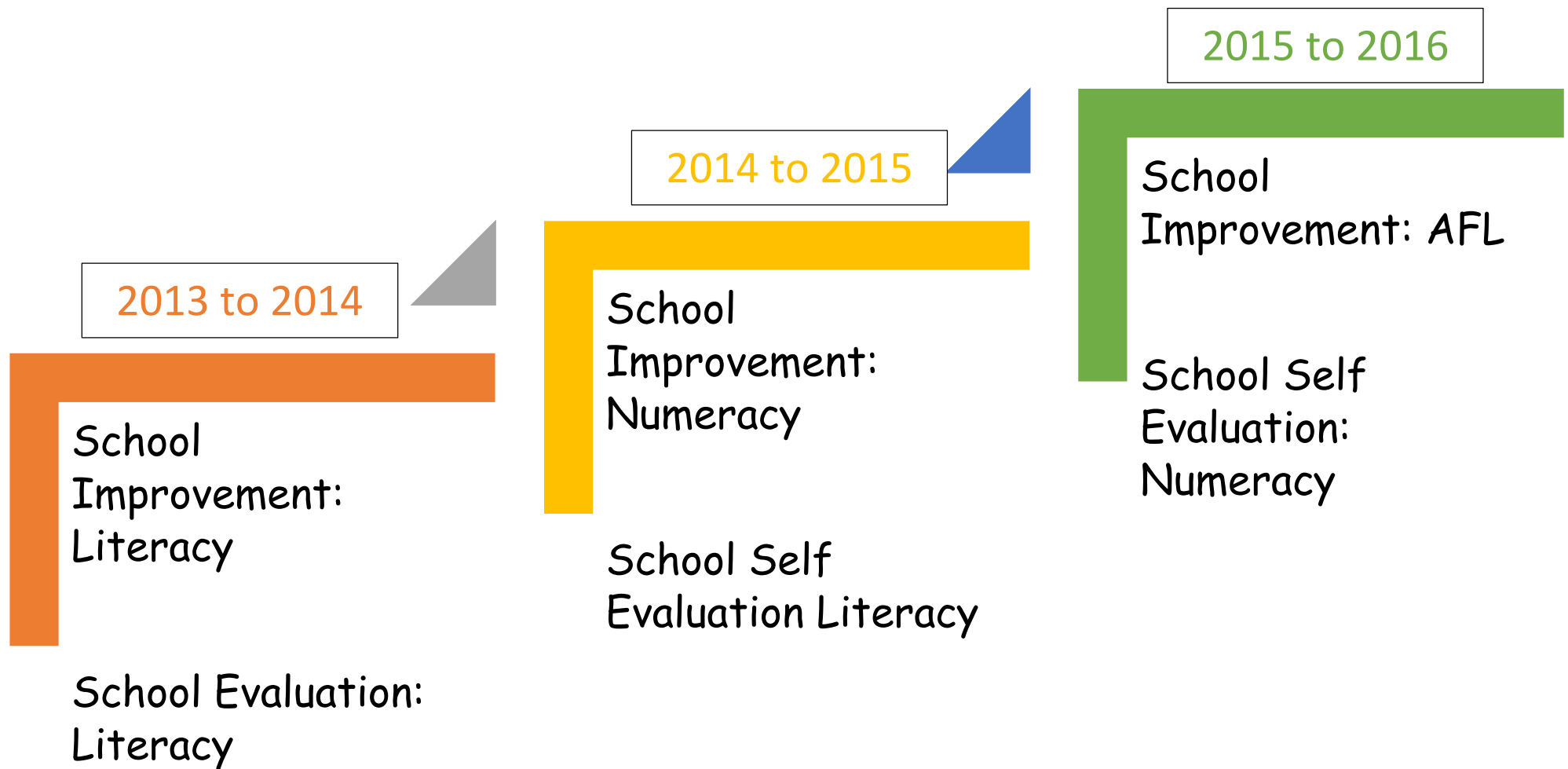
2019 to 2020

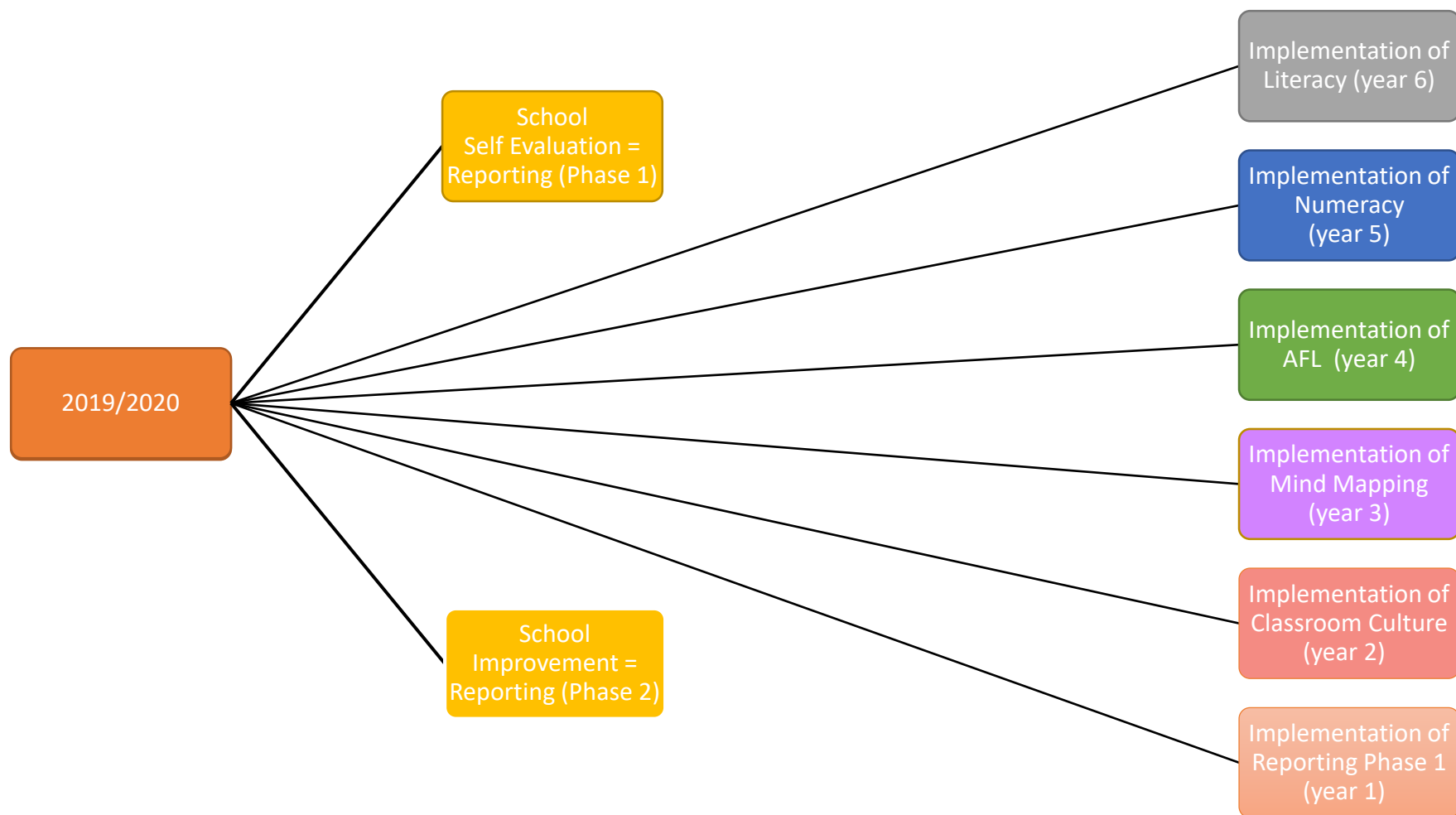
An orange L-shaped graphic consisting of a vertical bar on the left and a horizontal bar on top, forming a corner bracket around the text.

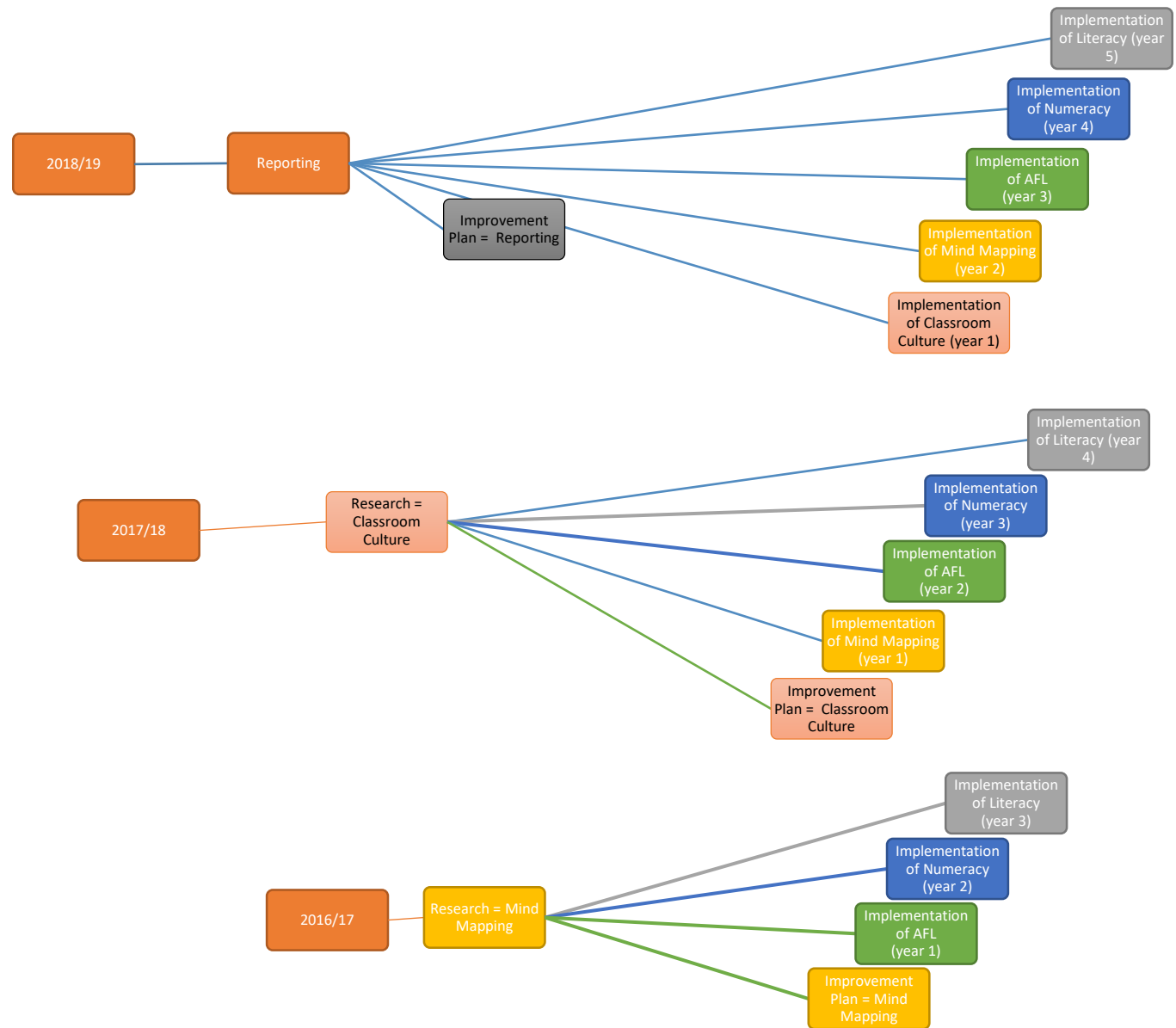
School Improvement:
Reporting Phase 2

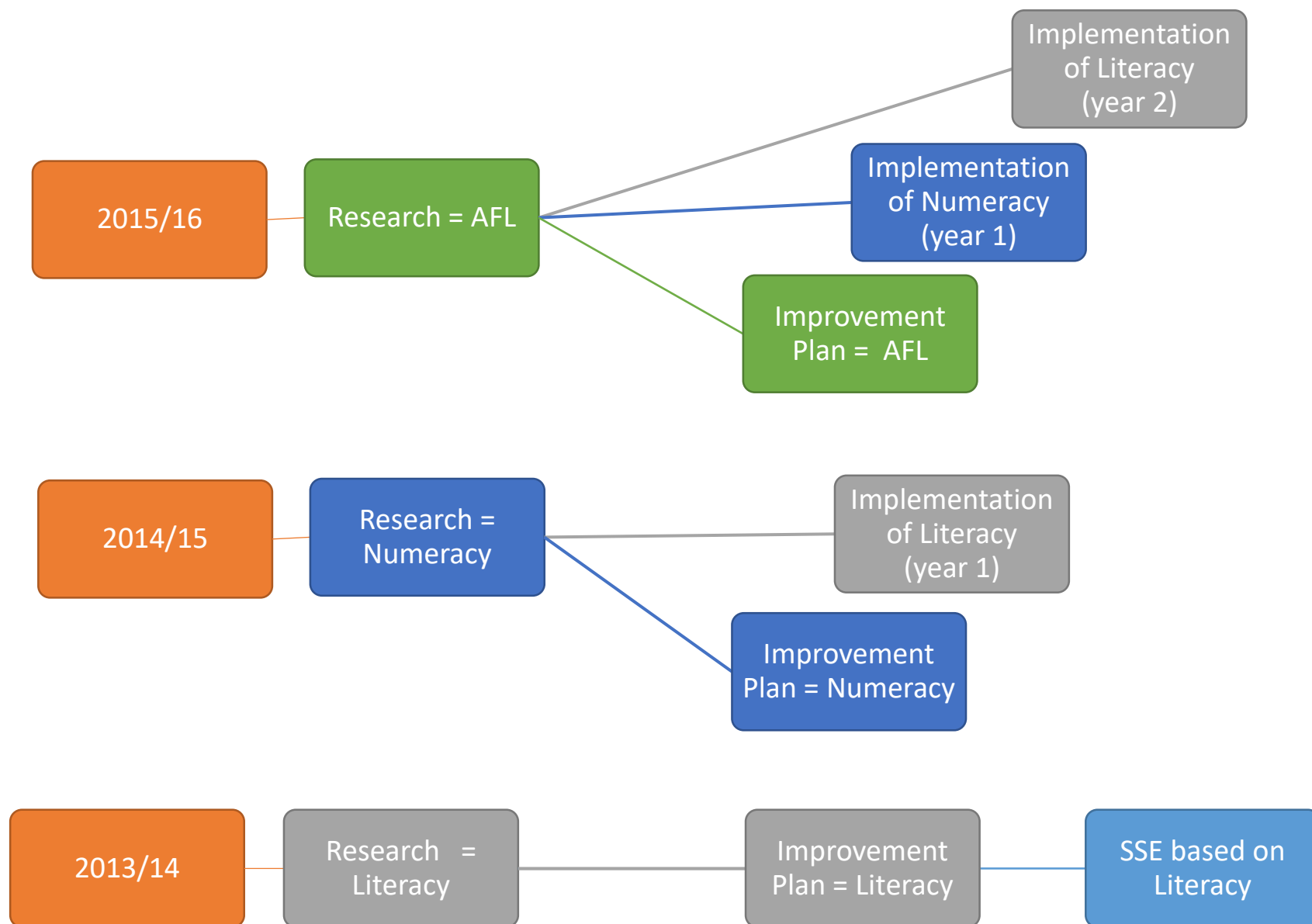
School Self Evaluation:
Reporting Phase 1











**Post-Primary Checklist for Board of Management
Presentation Secondary School Listowel Co. Kerry
2020-2021**

Approved by the Board of Management 1st June 2021

**Appendix to School Self-Evaluation Report: legislative and regulatory checklist
(Post-Primary)**

This is not an exhaustive checklist. It is intended to assist the board of management in carrying out its leadership and management responsibilities and functions, as set out in the Education Act (1998), and within the context of its own school. The completed checklist will contain sensitive information and should be treated as confidential.

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 <ul style="list-style-type: none"> - Length of school year (minimum of 167 days for all year groups) - Length of school week (minimum of 28 hours for all year groups) 	Circular M29/95	<div>Yes No</div> <div>Yes No</div>	
Standardisation of school year	Circular 0009/2017	Yes No	
Procedures for submission of data returns to the Department	Circular 0038/2014 DTR returns procedures information, updated annually on education.ie Pod and PPOD	Yes No	

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 agreement regarding additional time requirement	Circular 0043/2014 Circular 0045/2016, points 21-25	Yes No	
Development of school plan	Section 21 Education Act 1998	Yes No	
Engagement with school self-evaluation process	Circular 0040/2016	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	
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 2020/21	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 and Grant Scheme for ICT Infrastructure	Circular 0001/2017 and 0011/2018 Digital Learning Plan Use of the Digital Learning Framework	Yes No Yes No Yes No	
Implementation of Child Protection Procedures 2017	Circular 0081/2017 Please record the following information in relation to child protection as reported to the board	Yes No Confidential	
	Child Protection Oversight Report presented at each board meeting <div>Yes No</div>		
	Number of reports submitted by the DLP to Tusla and reported to the board <div></div>		
	Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made <div></div>		
	Number of cases where a mandated person other than the DLP made a report to Tusla and notified the DLP <div></div>		
Implementation of vetting requirements	National Vetting Bureau (Children and Vulnerable Persons) Act 2012 Circular 0026/2015 Circular 0016/2017: Statutory Requirements for Retrospective Vetting Child Protection Procedures 2017	Yes No	
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998 Please record the following information in relation to complaints made by parents during this school year	Yes No	
	Number of formal parental complaints received <div>0</div>		

Refusal to enrol	Number of formal complaints processed	0	Yes No Yes
	Number of formal complaints not fully processed by the end of this school year	0	
	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school 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	
	Suspension of students	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school 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	

Expulsion of students	Section 29 Education Act 1998		Yes No
	Please record information in relation to appeals taken in accordance with Section 29 against the school 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	

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 ^[1]	Circular M51/93 Section 22, Education (Welfare) Act 2000	Yes No	
Code of behaviour, including anti-bullying policy ^[2] Dignity in the Workplace Charter	Circular M33/91 NEWB guidelines <i>Developing a Code of Behaviour: Guidelines for Schools</i> Section 23, Education (Welfare) Act 2000 Equal Status Acts 2000-2011 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13 Section 8(2)(b), Safety, Health and Welfare at Work Act 2005	Yes No	
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	General Data Protection Regulations (GDPR) May 2018: see www.dataprotectionschools.ie	Yes No	

Special educational needs / Inclusion policy ^[3]	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Educational Needs Act (EPSEN) ^[4] (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	
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	Yes No	
DEIS Action Plan	Department of Education and Skills Guidelines on the appropriate use of the DEIS Grant (updated annually)	Yes No	

^[1] Under the provisions of the Education (Welfare) Act (2000) (section 22) the school's attendance strategy should conform to the provisions stipulated.

^[2] Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

^[3] 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."

^[4] The EPSSEN Act requires that schools be inclusive of and provide an appropriate edu

THE PRINCIPAL'S REPORT ON LEADERSHIP AND MANAGEMENT 2020-2021



THE PRINCIPAL'S REPORT ON LEADERSHIP AND MANAGEMENT 2020-2021

Introduction

- 1. State the number of posts at API and APII level.**

The school has 4 Assistant Principal I positions and 6 Assistant Principal II positions.

- 2. A list of the post holders, the level of their post and a summary of their roles and responsibilities.**

Updated February 2021

Assistant Principal Posts AP1

- 1. Margaret Daly**

- Junior Cycle Leadership Team Leader:

- Leading Teaching and Learning re Junior Cycle, staff CPD,
- Provision for Other Areas of Learning, Extracurricular activities in Junior Cycle
- Promoting the Ethos, faith development and mission statement in school
- Book Rental Scheme Co-ordinator
- GDPR Monitor, ensuring compliance with Data Protection Laws, developing policies, procedures and practices.

2. Muireann O’Sullivan

- SEN Coordinator/ Provision for students with SEN
- Year Head to Sixth Year
- Promotion of inclusion in school community

3. Norma Dowling

- Programmes Coordinator
- Coordinator of School Improvement Planning /Coordinator for School Self Evaluation
- Coordinator of School Policy Development and Review
- Parents’ Association Coordinator
- Open Night Coordinator/ Promotion of the School in the Community
- Responsible for the compilation and publication of the Annual Report every year.

4. Denise Galvin

- Leading and Improving ICT physical resources and the implementation of the Digital Learning Strategy, IT Co-ordination for staff and students
- Use of ICT to enhance teaching and learning
- Year Head to Third Years
- Coordinator of the Level 2 Learning Programme

Assistant Principal Posts APII

1. Elaine Keane

- Examination Coordinator Mock and House Exams (February & Summer)

Roles, Responsibilities and Objectives:

Examination Coordinator Mock Exams and House Exams

The responsibilities include:

1. Liaising with 3rd and 6th Year students regarding the cost of the exams, giving each student the finance sheet regarding the cost of the Mocks, communicating clearly with students regarding the exams rules
2. The School Office will assist with the Mock Exams taking the agreed cost (as indicated on their individual finance sheet) from the students and giving the students a receipt
3. Ordering Mock papers/CD's distribute to teachers
4. Purchasing the mock papers
5. Keeping a detailed record of the above
6. Prepare boxes for all teachers in the staff study for return of scripts to teachers
7. Checking envelopes (teachers exam papers) on evening prior to the exams each day and having them ready for collection by the supervisors on the morning/afternoon of the exams (arrange the papers on the tables in the Library)
8. Prepare tape recorders/equipment for the exams
9. Prepare the desks with the Caretaker, putting labels on the desks prior to the exams seating plans for each exam centre
10. Liaise with the Exams Coordinator who has responsibility for the staff supervision rota and exam timetable regarding special centres
11. Take responsibility for the ensuring that all mock papers are correctly accounted for and logged prior to posting to the Exam Companies
12. Responsibility for the organization of the House Exams in February and Summer
13. Liaise with the Assistant Principal with responsibility for scheduling the Mock and House Exams

2. Mary O'Connor

- Leading Wellbeing Coordination, Promote healthy environment/culture of wellbeing for staff and students

3. Eileen Counihan

- Year Head Fifth Year
- Leading the Year Head Team
 - Tracking Student Academic Achievement Athena project
 - Liaise with the teacher responsible for Student Mentoring
 - Promote positive behaviour in the school/Improve results and learning outcomes/Improve systems of communication in conjunction with Year Heads
- Promote teacher professional development and develop strategies for sharing learning with colleagues

4. Catherine Kennedy

- Improve results and learning outcomes
- Induction of new staff
- Promote a learning culture in school
- Student Council and Student Leadership
- Tracking student academic achievement
- Use of the Athena Tracker in conjunction with another Assistant Principal 11
- Student Mentoring
- Health and Safety

5. Sinead Breen Temporary Assistant Principal 11

Student Attendance

Responsibility for all school attendance related duties

Track daily attendance of students and keep a register of the students attending the school through ePortal

- Ensure accurate roll calls are taken by all staff each day
- Keep a record of absences, late arrivals, leaving early and other issues such as illnesses

Ensure data is accurate and enter into ePortal

- Follow up with Year Heads regarding unexplained absences

- Keep accurate records of students on school trips and activities
- Make the TUSLA returns bi-annually

School app

- Promote the school app within the school community
- Provide demonstration, installation and training support for students and staff
- Help populate the student library
- Monitor and record absences and permission slips
- Link with school app provider for app support
- Help keep school app information up to

6. Jessica Keane

Roles and Responsibilities

- Coordinator of extracurricular activities
 - Responsibility for the School Newsletter
 - Assisting the Assistant Principal 1, Denise Galvin, with Leading and Improving ICT physical resources and the implementation of the Digital Learning Strategy, IT Co-ordination for staff and students
 - Promoting engagement in ‘Other Areas of Learning’ at Junior Cycle with the Junior Cycle Leadership Team Leader (Assistant Principal 1 Margaret Daly)
 - Coordination of Policy Development with the Coordinator of Policy Development and Review (Assistant Principal 1 Norma Dowling)
 - Leading a teaching, learning and assessment initiative this year on Digital Teaching and Learning which will form part of the Annual Report, SSE and SIP in conjunction with other Assistant Principals
1. Eileen Counihan Assistant Principal 11: Promoting teacher professional development and develop strategies for sharing learning with colleagues.
 2. Catherine Kennedy Assistant Principal 11: Promoting a learning culture in school

3. Name and category of new post holders in the current year.

There was one AP1 vacancy and two AP11 vacancies in 2020-2021

4. **Has everyone been issued with the Statement of Roles and Responsibilities as in Appendix 2; 0003/2018? Yes**
5. **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**
6. **The filling of vacancies in current year – number of posts, number of candidates, number of days interviewing etc.**

There was one AP1 vacancy and two AP11 vacancies in 2020-2021
7. **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**
8. **Identify any current or upcoming vacancies.**

There are no vacancies

Main Content of the Report

In a normal year this section of the report would be focusing on the standards, under each domain in LAOS and what has been achieved in the key leadership and management areas/functions in the school.

- Leading Teaching and Learning
- Managing the organisation
- Leading school development
- Developing leadership capacity

In 2020-2021 the main focus of our Leadership and Management Team was the implementation of the COVID Response Plan and the Digital Learning Strategy with the online teaching and learning being the priority.

Some areas to reflect on:

- **The revised MLM structure and how it has contributed to the creation of a positive school climate.**

Since I was appointed Principal in 2014 and prior to the publication of Circular 03/2018 I always asked teachers with Posts of Responsibility to present me with an Annual Report at the end of the school year outlining their responsibilities.

- **How the revised MLM structure has contributed to improvements in the outcomes for learner**

Accountability via Circular 03/2018 and the publication of the LAOS documentation have really guided the Leadership and Management Team, the focus was always on the learner but now is better planned and more strategic.

- **The extent to which the MLM structure has supported the principal and deputy principal(s) in their roles.**

It has strengthened implementation of the distributed leadership model in schools

- **The alignment of the current roles and responsibilities with the school's identified needs and priorities.**

We conducted our two year review in May 2020, the modifications to the roles and responsibilities has worked very well this past year

- **The alignment (or not) of the leadership and management roles, responsibilities and structure with best practice as set out in LAOS.**

With Covid this has been placed on hold at the present time

- **Is there greater flexibility in meeting the evolving L&M needs of the school?**

Absolutely

- **Has L&M structure in the school enhanced the distributed leadership model in the school?**

Yes.

• Are the leadership and management responsibilities distributed in a manner that supports and encourages partnership?

Yes, a number of our AP roles and responsibilities involve interacting with other AP's

• Is the current MLM structure enabling the development of the leadership skills and capacities of post holders?

Absolutely

Conclusion Summary comments –

What has worked well and what needs to be addressed?

Clearly the COVID experience has been very challenging, we managed it very well.

The implementation of the Digital Learning Strategy and our online teaching and learning experience was a very positive one due to the following:

- Introduction of Microsoft Office in 2017

The tremendous work of the now Deputy Principal Marguerite Linnane and the Digital Learning Team

- The design and implementation of our Digital Learning Strategy
- The work of the Digital Learning Team
- Each Subject Department has a Digital Learning Coordinator
- The Buddy System used to support staff up skilling
- The use of numerous surveys with staff/students/parents on a regular basis asking their opinions on their experience of online teaching and learning
- Reviewing the surveys and implementing the suggestions recommended in those surveys

Assistant Principal Reports AP 1

Muireann O’Sullivan: L. S. Coordinator and Year Head to Sixth Years

The following report is a true and accurate appraisal of my work as an AP1 in this academic year. This work has been carried out against the backdrop of our Mission Statement, school ethos and LAOS.

Part One: *Roles, responsibilities and objectives fulfilled during the 2020-2021 academic year*

2020 – 2021 began as normally as it could have. The scene was quickly set for the CAT4 testing of First Years and the NGRT testing of Second Years. The latter had to be abandoned last year owing to school closure due to COVID19. Unfortunately, despite everyone’s best efforts, technology let us down. School closure from December 22nd until March 1st didn’t help and the staggered return of First and Second Years meant postponing these tests until the final term. The dates have now been set – Monday May 17th for First Year CAT4 testing and Wednesday May 26th for Second Year NGRT testing. The following is an overview of work undertaken (or still due to happen) as part of my AP1 role this academic year:

- CAT4 testing and scoring of incoming First Years (2020-2021) and making results available to staff via Office 365. These results will, I understand, be incorporated into the Athena process.
- Attainment testing of Second Years (NGRT). These results will be made available to staff via Office 365.
- Screening of students thought eligible for RACE (JC and LC) and completion of applications for submission to the SEC has been ongoing. The DASH test has been purchased and used to measure handwriting speed, as recommended by the SEC. This has replaced the Robbin Hedderly test.
- Alerting parents and students to accommodations granted – hard copy of these have been given to LC students. I am still awaiting results of the JC RACE applications. I decided to submit them even though there will be no ‘official’ Junior Cert examination. It is, I believe, better to give students and parents every opportunity to realise their entitlements.
- Checking through Care Plans as provided by the SNA team.
- Applications to the SENO for assistive technology on behalf of students/parents. To date the three applications made have been granted. I will be making further applications on behalf of incoming First Years 2021-2022.
- Making information available to staff and SNAs about students’ difficulties and needs – publication of ‘Recommendations’ from clinicians in SEN folder on Office 365
- Liaising with SEC, Sunflower Clinic, KIDS, HSE and CAMHS, SENO, psychologists and NCSE on behalf of students and sharing information provided by such agencies with parents where necessary.
- Completion of EIS /DARE forms for students with SEN and Medical issues.
- Phone and email contact with parents about concerns they/we have regarding their daughters.

- Being part of the steering group, led by DP Marguerite Linnane, charged with a thorough review of all matters SEN and INCLUSIVITY (also part of my brief) and reporting on same to the Principal and staff.
- Updating SEN folder and communicating with staff via email when necessary.

I think the fact that the workload/tasks normally associated with my role as LS coordinator was and continues to be completed is no mean achievement given school closure and a staggered return of the different year groups once school was up and running again. I am pleased that applications for RACE were made on behalf of some Third Year students despite there not being an official exam. It is vitally important that students/parents be given an opportunity to realise their entitlements and ultimate potential. Being able to assist in the development of the full potential of each girl in a pleasant and safe environment, where their dignity is recognised, affirmed and valued is a tremendous yardstick by which to measure my work and worth. Learning can surely flourish when people like myself, in a leadership and management role, ensure that obstacles to that learning experience are removed e.g. spelling, grammar and punctuation waiver / administering tests and offering advice in the case of a student whose parents might be concerned about that student's struggles.

My role as Year Head to Sixth Years is quite fulfilling. I am sorry to see it draw to a close. The students are wonderful in so many ways. I like to think that we have enjoyed a good rapport, one based on mutual respect and guided by gospel values such as justice, truth and honesty. I can honestly say that I have done my very best for them and, with the cooperation of management, much has been achieved. Pertinent issues were dealt with sensitively, promptly and positively.

I am also part of the Student Support and Critical Incident Teams. Our weekly SST meetings afford an opportunity to deal effectively with ongoing and emergent concerns, as they relate to our students, in a humane way as possible.

Margaret Daly

Ethos Coordinator

- Week Nov 30th - SVP Christmas Food Appeal began
- Week Dec 7th - Mass online @10.30am for Dec 8th
- Week 16th - Religion /Ethos meeting
- Week Dec 21st - Christmas Jumper Day to raise funds for Crumlin Children's Hospital. SVP food donations sent to Listowel branch
- Week Jan 20th - Religion /Ethos meeting
- Week 25th - Catholic School Week, resources were shared amongst RE teachers and students were able to connect with other Catholic Schools in Ireland
- Week Feb 1st - student teacher Aoife begun teaching with us online
- Week Feb 8th - Religion /Ethos meeting
- Week Feb 15th - Ash Wednesday, resources were again shared amongst RE teachers to prepare students for Lent and Easter celebrations to come
- First Sunday of Lent discussed with students online

- Week Feb 22nd - Second Sunday of Lent discussed with students online
- Week March 1st - Lent posters and research projects by students were placed on the board in our Social Area (6th year students in school)
- Gratitude Tree was placed in Social Area for students to write what they are grateful for and place it on our tree
- Third Sunday of Lent
- Week March 8th - Religion teachers have a meeting with Tomas Kenny
- Fourth Sunday of Lent
- Week March 15th - St. Patrick's day was celebrated with students online completing quizzes, research projects and drawings
- 5th Sunday of Lent
- A very successful easter egg appeal was organised and the members of the SVP were thrilled to receive them and distributed them to families in the community
- Week March 22nd - RE teachers shared resources to prepare students for the Annunciation of the Lord, Palm Sunday and Holy Week
- Images associated with these celebrations and information on these celebrations were placed on a board in our Social Area for students who were in school (5th and 6th years)
- Week April 12 - students wrote down and drew inspirational quotes or images that got them through lockdown, these were placed on our Social Area board for all students to connect with and take their own inspiration from
- Week April 19th - four of our 5th year students participated in a virtual choir with other students all over Kerry, this is an initiative we done with Tomas Kenny
- Week May 3rd - 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 intentions 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.

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. Due to covid restrictions much of my contact with the book reps was online

- 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.

JCT Coordinator

- On returning to school in September the main focus of the JCT team was to prepare the certificates for the 3rd year student of 2019/2020 who were unable to sit their exams. Great care was taken to ensure that each student was presented with a report which highlighted their academic achievements (compiled by Athena) as well as their “Other Areas of Learning”. I think both parents and student were very happy with the quality of the certificate and the JCT team must thank both the office staff and SNA’s for their wonderful contribution. I feel this promotes a culture of collaboration between students, teachers and the entire school community.
- I was involved in the setting up of the online JCT cluster day for all subject teachers. This fosters teachers professional development that enriches teachers and student learning. The feedback from teachers was extremely positive and it facilitated the building of professional networks with other subject teachers from different schools throughout the country.
- It was necessary to update teachers regarding the changes to CBA’s for 2nd and 3rd year student and the holding of SLARs
- As JCT coordinator my main role is to help coordinate the planning and implementation of the school curriculum. Thankfully at this stage all teachers are now very familiar with the new Junior Cert, and deliver their subject to a very high standard and meet all the necessary criteria.

GDPR Coordinator

- This role helps to develop and implement a system to promote professional responsibility and accountability. On a very regular basis I remind my colleagues on the importance of GDPR in relation to the following:
 - The careful use of working eportal in the classroom so at no time students can view the monitor showing information regarding pupil attendance etc.
 - All test results are private to the individual student and should be returned to students in a manner where students do not feel uncomfortable regarding others knowing their grade.

- The school no longer purchases teachers diaries however, some teachers purchase their own but it imperative that these are never left in a classroom unsupervised where students can access them.
- Memory sticks which may hold sensitive material pertaining to students grades etc. must always be removed from the classroom computers.
- This year to prepare the school for the safe return of staff and students all classrooms had to be cleared of all materials. This required all material which identified any student to be shredded e.g. test papers etc.
- Ongoing GDPR updates have been given at staff meeting either on zoom or when staff meeting are held in person.

Norma Dowling

Roles and Responsibilities

- Programmes' Coordinator for Transition Year (TY), Leaving Certificate Applied (LCA), and Leaving Certificate Vocational Programme (LCVP).
- Coordinator of School Improvement Planning (SIP) and School Self-Evaluation (SSE).
- Coordinator of School Policy Review
- Parents' Association Coordinator
- Open Night Coordination and the promotion of the school in the community.
- Responsible for the Compilation and publication of the Annual Report each year.

Government health and safety guidelines in relation to the Covid 19 virus and the resulting school closures had a significant impact on the duties of the assistant principal, and many of which had to be adapted accordingly.

The post holder refers to the Department of Education and Skills (DES) guidelines, the 'Looking at our Schools' (LAOS) quality framework 2016, and school ethos statements as terms of reference and as a guide to her professional practice. The following are duties undertaken by the assistant principal throughout the school year under various headings:

Leading Teaching and Learning

- Leading the programmes and in particular the TY programme required a significant amount of time spent on researching, planning, and adapting previous practices and student expectations.
- Organised of a team-building water activities day with 'Splash Sports' in Castlegregory, County Kerry.
- Welcomed the LCA students into the programme and outlined the structure and objectives of their programme.

- Introduced new modules into the TY programme namely, ‘Make that Course’ Enterprise programme, Leading Ireland’s Future Together (LIFT) programme, and the GAA Future Leaders Programme. Assigned teachers to facilitate these modules and worked in collaboration with them.
- Several online talks, workshops and courses were arranged for the TY students covering areas such as careers, mental health, wellbeing, science, mathematics, technology, and languages.
- Worked in collaboration with ‘Munster Technology University (MTU)’ to facilitate an enterprise programme called ‘Goalmine’ and competition hosted by the university. Real world strategies on developing sustainable enterprise were taught to the students.
- *Assessment:* Making out a timetable and teacher cover for the TY portfolio presentation assessments twice a year. Reporting to parents was part of this process.
- Planning for the reporting of LCA end of session credits which was especially difficult during school closures. Inputting the results into the SEC portal at the end of each session.
- Worked with the examination aids to organise the SEC correction of LCA Tasks.
- Supported teachers and students in LCA with the preparation of the official tasks which are assessed by the State Examinations Commission (SEC). This involved attending training webinars with the Professional Development Support Service (PDST), sharing the information afterwards, holding workshops and monitoring student progress. It, also, required the organisation of guest speakers to provide the students with the necessary information.
- Informed new teachers of the structure of the LCA programme and where to find resources.
- Ongoing communication with parents in particular the parents of students experiencing difficulties and needing extra support.

Contributions to School Management and Organisational Developments

- Management of the TY budget in partnership with the administration staff, management, and the Board of Management (BOM) sub-finance committee.
- Working with the school legal representatives, the school principal and the BOM in the organisation of refunds to TY resulting in the cancellation of the TY foreign trip from the previous school year was a significant endeavour.
- Arranging which modules, the LCA tasks would be anchored in and collaboration with the teachers involved
- Organised Garda Vetting of the students with the school principal.
- Updating the school calendar and communicating with staff, students and management on ‘Microsoft Teams’ and ‘Outlook’ on all necessary matters in the programmes is an ongoing duty throughout the school year.
- Contacting parents when concerns have been highlighted and supporting them when necessary.
- *Programme Design:* As students who had studied the Junior Certificate at Level 2 (L2LP) became part of the LCA class the assistant principal decided to explore the idea of adapting the LCA programme to meet the students learning needs. At the moment there is no senior programme available nationally that corresponds with L2LP at Junior Cycle Level. Working closely with the L2LP coordinator progress was made but school closures hindered

the progress. However, the initiative will be explored further in the upcoming academic year. The commitment to the spirit of inclusion which is deeply embedded in the school ethos continues to inspire the staff of the school. The Special Educational Needs (SEN) team has been extended to include new members to support this initiative,

- As coordinator of SSE and SIP arrangements are made to survey all members of the school community and to publish the findings in the annual report

School Development

- *Student Leadership and Student Voice:* The introduction of the ‘Leading Ireland’s Future Together’ (LAOS) programme together with the GAA Future Leaders Programme made the students aware of the skills and competencies necessary to become effective leaders. The discovery of the LIFT programme was a significant accomplishment for the assistant principal this year and development for the school.
- Held Assemblies with TY students every Tuesday during school closure where students could voice their concerns and celebrate their achievements.
- The teams of TY students progressed to the next round of the ‘Goalmine’ enterprise competition organised by MTU Tralee. Two of these teams progressed to the final and one team was shortlisted in the finalist category. The students can wear the MTU hoodies presented to them with pride as they demonstrated great leadership and creativity skills.

Conclusion: Despite what can only be described as an unprecedented school year which resulted in the development of many hindrances to the assistant principal’s work it was a very productive year. ‘Necessity is the mother of invention’ as the saying goes, and this year required significant creativity and resilience on her part and, indeed, by the entire school community. Yet, the school was united in one common purpose and that was to do their utmost to protect its members from the harm of a deadly virus. Following that the aim was the continuation of the Teaching and Learning practices in the school most especially with the Leaving Certificate. Given that these aims have been achieved at the end of term then, it is reasonable to describe the school year as a successful one. All other accomplishments and achievements of which there have been many are a welcome bonus.

Denise Galvin

Progress in the role(s), responsibilities and in fulfilling the objectives set.

My role:

1. Leading and improving ICT physical resources and the implementation of the Digital Learning Strategy, IT co-ordination for staff and students

2. Use of ICT to enhance teaching and learning
3. Year Head to 3rd Years
4. Co-ordinator of the L2LP

- Focus on what you did in fulfilling the role(s), responsibilities and objectives.

I facilitated the upskilling of staff in IT by leading peer to peer training in MS Office on a number of evenings and lunches throughout the year. I shared useful resources and signposted staff to further online training.

I trouble shot IT issues with staff and students and fixed issues where possible. I liaised with Formula Networks and logged larger IT problems e.g printer issues, internet, setting up student/teacher emails etc., I engaged the services of Cecilia Lam of Ergon Computers Ltd to fix projector and other hardware issues. I resolved log on issues by re-setting passwords for students. I oversaw the implementation of the Digital Learning Strategy with focus on the use of MS Teams in particular. I triangulated feedback from parents, students and staff on their experiences of teaching and learning online and the balance of such throughout the pandemic in order to ascertain the successes and challenges in online learning. I used MS Forms in order to do this and created a report which was given to staff during a staff meeting.

As 3rd Yr Year Head I met regularly with this group through zoom meetings during the school closures and afterwards in the classroom after the students had returned to school. I offered encouragement and support to the students and instilled a sense of resilience in them particularly in the area of mental health. I engaged with teachers, parents and management in order to maintain open and effective communication. I re-laid important messages to the group regarding department decisions in relation to their junior certificate exam. I explained the importance of the COVID protocols in school and their importance in the efficient running of the school. I have monitored students' attendance through the school app and updated absences through eportal in order to maintain effective records. I have managed any behavioural issues through positive reinforcement. I sought feedback from students through an online sociogram on bullying and resolved any problems which were highlighted.

As the L2LP co-ordinator I delegated the running of the 'print and post' scheme to the SNAs who printed work for L2LP students who had difficulty accessing online material during the school closures. I maintained contact with parents and students through Zoom meetings. I was involved in a review of the L2LP and LCA programme in order to evaluate the successes and challenges of merging these two programmes. I contributed to a report which was circulated to staff following the review with conclusions and recommendations to improve the programme for 2021/2022.

- What were your achievements?

1. A whole school IT initiative in upskilling in MS Teams
2. Review of the L2LP and LCA programme merger for L2LP students (Le Cheile Review)
3. Creation of a staff ICT Team
4. Creating a sense of community within the 3rd year group

- What were your greatest/significant accomplishments this year?

- I lead an ICT staff Team which was involved in peer to peer training and upskilling in Microsoft Office. This helped colleagues to further their knowledge in MS Office and other online learning platforms.
- I trouble shooted IT issues with both colleagues and students in order to resolve IT issues.

- I built strong relationships with my Year Group and believe that I have helped to motivate and support them throughout the year.

- Support and promotion of the school ethos. To illustrate: one or two examples of how the values (espoused in) the ethos were fulfilled.

As 3rd Yr Head I feel that I have promoted the school ethos of creating a community by engaging in weekly online zoom calls with my group in order to offer support and encouragement to this group throughout the school covid closures. I liaised with my colleagues, parents and management regarding students who were particularly vulnerable and sought the relevant support where necessary.

- Contribution to teaching and learning

-I completed lots of webinars in English this year which enhanced my teaching and the students' learning : Aoife O Driscoll- Leaving Cert English - Approaching the Short and Long Composition Tasks (QB and Composing) 2/3/'21, LC English Comprehension Strategies (QAs)10/2/'21, LC English Single Text-King Lear by Aoife O'Driscoll 15/3/'21 Leaving Cert English - Planning the Prescribed and Unseen Poetry Question" 25/3/'21, Leaving Cert English: Question and Answer Sessions 5/5/'21, Quick Steps to Podcasting for Post Primary Teachers 11/3/'21

I have shared the slides from these webinars with my department colleagues and used the resources in class to enhance students' learning.

Co-Teaching at Post-Primary Level with Rosemarie Flanagan NCSE webinar 15/4/'21

- Contribution to the organisational advancement of the school

I completed lots of cpd this year and have upskilled in the areas of leadership and management through:

1. Comhar Leadership pdst programme (9 hours)
2. Droichead (4 days training)
3. Student Support Training with Tim Nolan and The Kerry ETB (2days)
4. Developing and implementing an Effective Digital Learning Framework by Paul Cahillane webinar 10/3/'21
- 5.Managing Anxiety in the Classroom with Jigsaw

I believe I have engaged purposefully with the national bodies that support the development of effective management and leadership practices.

- In fulfilling the post, how you contributed to student care, to the development of student voice, to participation and leadership

I believe that I have contributed to student care by providing an open pathway for communication e.g chats on Teams, email and conversations with students. I am approachable and students are confident of support should they feel the need to reach out. I have completed cpd in the managing anxiety in the classroom and feel that this has helped me to identify students who may be having particular difficulties. I have encouraged student voice by providing a platform on which students can speak openly to me. I have encouraged students to become involved in school activities in order to build their sense of community and have modelled this request by supporting colleagues and students in their endeavours e.g Tie Day, Easter activities

- Support of best practice as set out in LAOS

-Those with leadership and management roles engage purposefully with the national bodies that support the development of effective management and leadership practices.

- Those leading the SSE process actively consult and engage with students to review and improve teaching, learning and assessment practices.
- They develop self-awareness by regularly questioning their own practice through personal and collaborative reflection. They identify and work on areas of their practice that require improvement.
- value and support partnership with parents as a means of supporting students' learning and wellbeing. They build and maintain very constructive relationships with parents.

Assistant Principal 11 Reports

Mary O'Connor

Roles and Responsibilities: Leading Wellbeing Coordination, Promote healthy environment/culture of wellbeing for staff and students

Focus on what you did in fulfilling the role(s), responsibilities and objectives.

Shane Martin, Moodwatchers - Resilience Seminar

Jigsaw OGS Review of Year 1, Planning for OGS Year 2, shared resources with SPHE team, staff and students. Grounding Activity 5 – 4 – 3 – 2 – 1 poster in the classrooms and noticeboards in the corridors.

Due to Covid 19 and following consultation, part of the plan for OGS Year 2 had to be deferred in order to deliver the RSE programs to all year groups as a result of Lockdown 1 and Lockdown 2.

Stand Up Awareness week: Stand Up for your LGBTI+ Friends – link with SPHE and raised awareness with “hearts “displaying the different sexual identity flags in the link corridor, lanyards for staff and the rainbow flag outside the school.

Link with Catherine Kennedy and Student Council: put up positive quotes and posters in the school to raise awareness about mental health for World Mental Health Day.

Link with Michael Daly in promoting Wellbeing Week, with SPHE team, Religion teachers and students. Collaborated with Michael Daly and Social Committee for Steps Challenge. Tie Day Friday fundraiser for the Kerry Mental Health Association.

Wellbeing meetings and updating wellbeing team.

What were your greatest/significant accomplishments this year?

The involvement of our school in Jigsaw One Good School Year 2, organising staff CPD Managing Anxiety in the Classroom Workshop, signposting of Grounding Activity 5-4-3-2-1 throughout the school, to use as a tool with students to help them cope with potential anxieties and challenges in their lives in Covid 19.

Tie Day Friday fundraiser for Kerry Mental Health Association.

Support and promotion of the school ethos. To illustrate: one or two examples of how the values (espoused in) the ethos was fulfilled.

Continue to develop, maintain and implement activities that support wellbeing in the whole school community which in turn will help develop the full potential of each person in a pleasant and safe

environment: Shane Martin Resilience Seminar, Managing Anxiety in the Classroom and Tie Day Friday fundraiser for Kerry Mental Health Association.

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 especially with the challenges of Covid 19.

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 school community.

In fulfilling the post, how 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.

Support of best practice as set out in LAOS

Highly effective practice as activities and experiences promotes wellbeing, leading to interactions among students and between students and teachers which are respectful and positive, and conducive to learning.

Sinéad Breen

Student Attendance

- Responsibility for all school attendance related duties
- Track daily attendance of students and keep a register of the students attending the school through ePortal
- Ensure accurate roll calls are taken by all staff each day
- Keep a record of absences, late arrivals, leaving early and other issues such as illnesses
- Ensure data is accurate and enter into ePortal
- Follow up with Year Heads regarding unexplained absences
- Keep accurate records of students on school trips and activities
- Make the TUSLA returns bi-annually

School App

- Promote the school app within the school community
- Provide demonstration, installation and training support for students and staff

- Help populate the student library
- Monitor and record absences and permission slips
- Link with school app provider for app support
- Help keep school app information up to date

• **Focus on what you did in fulfilling the role(s), responsibilities and objectives.**

Each day I kept track of all student absences, late notes, leaving early and transferred all records from the app into eportal. I liaised with class tutors and year heads regarding monitoring student attendance.

I promoted the school app amongst staff, students and parents. When the app was first introduced, I spoke to all my colleagues and showed them how to use the app and how to create posts for the app.

I provide support and handled all queries from staff, students and parents regarding the app.

I liaised with the school secretaries regarding the app and attendance monitoring.

I keep in constant contact with the app developers and have attended numerous meetings with the developers throughout the school year to ensure that the app is being used to the best of its potential.

What were your achievements?

- Successful implementation of the school app with a high uptake of parents, staff and students in downloading and using the app.
- Keeping the school community informed and updated on school news and events.
- Keeping track of eportal for all students in the school.

What were your greatest/significant accomplishments this year?

I worked effectively as a part of the leadership and management team in the school and have developed my leadership capability. I am very proud of the school app and its use as a means of communication between staff, students and parents.

Support and promotion of the school ethos. To illustrate: one or two examples of how the values (espoused in) the ethos were fulfilled.

I supported the sense of community in the school by using the school app as a platform to keep a link between all members of the school community, particularly maintaining that link and during the weeks of online teaching.

Contribution to the organisational advancement of the school

The use of the school app has been a great addition to the management and monitoring of student attendance. It is a much more efficient and sustainability method for tracking attendance. Numerous schools throughout the country have their own school app so we as a school are keeping up with the ever changing technology advances that are taking place in our society.

Support of best practice as laid out in LAOS.

Leading School Development: Build and maintain relationships with parents, with other schools, and with the wider community

Manage and lead change to respond to the evolving needs of the school and to changes in education. Alert and responsive to the changing needs of the school. Thinking, developments and changes in the broader educational environment and use this information positively for the benefit of the school.

Elaine Keane

Section One

Outline of roles, responsibilities and objectives fulfilled for the period August 2020 to May 2021 (School Year 2020/21)

My role was “Examination Coordinator of Mock and House Exams (February & Summer)”. In line with the roles, responsibilities and objectives, as pre-defined by Management, I engaged in the following:

- Liaise with 3rd and 6th Year students regarding the cost of the exams; gave each student the finance sheet regarding the cost of the Mocks; communication around exams rules were not stipulated due to Covid-19 restrictions
- Following much consultation with colleagues, I ordered, and subsequently cancelled, Mock papers. Namely, through discussion with the Principal, we decided to not reorder more papers. This lengthy process was my greatest accomplishment in terms of AP role this year due to the complex nature of Covid-19 situation.
- The following was not necessary because of Covid 19 regulations.
- Checking envelopes (teachers exam papers) on evening prior to the exams each day and having them ready for collection by the supervisors on the morning/afternoon of the exams (arrange the papers on the tables in the Library)
- Prepare tape recorders/equipment for the exams
- Prepare the desks with the Caretaker, putting labels on the desks prior to the exams seating plans for each exam centre
- Liaise with the Exams Coordinator who has responsibility for the staff supervision rota and exam timetable regarding special centres
- Take responsibility for the ensuring that all mock papers are correctly accounted for and logged prior to posting to the Exam Companies
- Responsibility for the organization of the House Exams in February and Summer
- Liaise with the Assistant Principal with responsibility for scheduling the Mock and House Exams

Eileen Counihan

Role: Year Head to 5Th Year

Outline of roles and responsibilities/ Duties

Throughout this academic year my roles and responsibilities were to work closely with students in my year group. My duties involved contacting parents, meetings with management, supporting students and parents. I liaised closely with all class tutors regarding any issues which arose from bullying sociograms. I reviewed results. I held assemblies every half term and had meetings with parents at the beginning of the school year. I organised referrals to the guidance counsellor and supported new staff in relation to classroom management and the implementation of the behaviour code. I explained the code to students and listened to their concerns. I attended year head meetings and leadership and management meetings.

Achievements and Accomplishments:

I developed a strong working relationship with the students based on mutual respect. I encouraged and highlighted achievements. I gently supported pupils emotionally and academically. I monitored their situations.

Ethos:

In accordance with the ethos of our school and the Ceist charter the girls were encouraged to realise their full potential and to treat each other and their teachers with respect and dignity.

Teaching and learning:

I promoted a culture of continuous improvement by supporting colleagues to support high quality teaching and learning. I valued highly the student voice.

In accordance with best practice of LAOS I managed challenging situations with in a manner which demonstrated equality and fairness

Student Voice.

The student voice was always at the centre of my everyday dealing with students. I reassured and listened and was always approachable. I built and maintained a strong relationship with the year group. This was the area in which I excel most.

Reflections

Personal achievements:

I found my role to be a demanding time consuming one but also extremely rewarding.

I reassured encouraged, advised and supported them in all areas. I respected them hugely and in return they were respectful and grateful for my support. This role has given me the opportunity to develop my leadership planning and communication skills.

I completed online in service on the student support team ran by the E.T.B. The role of the yearhead on this team was outlined and is something which I would like to be involved in the future.

Objectives met?

I feel I fulfilled my role to the best of my abilities to the best of my abilities. I was aware how important my role was and was dedicated to the carrying out of my duties.

I valued my relationship with students and colleagues.

I learned the value of listening, supporting and sometimes observing difficult situations.

I learned how to solve issues fairly and objectively. Going forward I would develop my skills in the counselling area.

Duties Jan – March 2021

During the closure of schools my role comprised of the following:

I conducted online assemblies with management on a weekly basis. I was responsible for the sharing of important information with students on teams .

I worked with students and parents in order to help them to stay motivated and protect their mental health in such challenging times. It was a difficult time for everyone. I contacted students through teams who were struggling and provided them with assistance and direction where I could.

I attended weekly year head meetings and meetings with the principal as issues arose.

I was regularly contacted by staff with concerns around engagement with online teaching and learning.

I kept staff up to date with information I received in relation to wifi issues or anxiety experienced by students.

Leading the year head team

Athena academic tracking

I attended two training sessions with Emily Brick .

I am becoming more familiar with the Athena tracking tool which is very useful as a yearhead to monitor the academic progress of my year group.

Data is still being uploaded and was hindered due to less assessments in school since March 2020.

Going forward this software will be useful in highlighting additional support a student may need and analysing results to date.

Promote positive behaviour in the school/ improve results and learning outcomes/ improve systems of communication in conjunction with yearheads.

I contacted other yearheads with any relevant in service.

I was asked to speak with other yearheads around issues as they arose. I collated feedback and reported to management.

I supported new staff as they took the role of yearhead and made them aware of my role as leader of the yearhead team.

I promoted teacher professional development through sharing resources , ideas and signposting them to

I ensured new year heads were briefed on policies and procedures.

Teams has improved communication and shared learning between colleagues and students. Huge progress has been made in this area this school year. It is much easier and faster for students and staff to communicate with each other as issues arose especially in the context of online learning.

Catherine Kennedy

Progress in the role(s), responsibilities and in fulfilling the objectives set.

My role:

1. Health & Safety
2. Teaching & Learning
3. Academic Achievement
4. Student Voice
5. Induction of new staff
6. Mentoring

- **Focus on what you did in fulfilling the role(s), responsibilities and objectives.**

Health & Safety

I ensured all risk assessments were completed for all members of staffs work spaces and for all specialist rooms. I liaised with staff on how to complete risk assessments for school outings and provided templates and feedback on how to assess all of the risks involved.

I informed staff of students with medical conditions and shared information on how to care for each individual should they require medical attention while at school. Staff were provided with instructions on how to administer medication and what symptoms to be aware of for each individual.

I organised a folder on Office 365 for all members of staff, including key documents, risk assessments, incident reports and procedures for all incidents that may arise.

I amended the Health & Safety policy to include the correct procedure if a serious incident occurs and the steps to take after such an incident.

I communicated with all members of staff to analyse the need for First Aid training. Over 20 members of staff have expressed their desire to become trained in First Aid. I organised dates for this training to take place, which is beginning 14th May 2021 and will continue into the beginning of the next academic year.

I liaised with the LW to discuss issues arising with COVID guidelines for classrooms and ensured all classrooms and work spaces meet the current guidelines.

The school has received an award of special recognition from the Irish Heart Foundation, as we are now the first school in Kerry to become fully trained for staff and students in CPR. CPR4Schools is an initiative run in conjunction with Bank of Ireland, to encourage all members of the school community to develop their understanding and skills in relation to CPR.

Teaching & Learning

I worked with staff and students to help develop their skills on Microsoft Office, particularly Microsoft Teams. This was to ensure remote learning would be accessible to all members of the school community.

I carried out an ICT survey for all students in the school to analyse their experience of learning remotely and how their experience could be improved in the future. I facilitated training for staff members after school to develop their skills on Microsoft Teams and Zoom, highlighting the skills they needed in order to teach remotely and continue to collaborate with colleagues when working from home.

I worked with staff from other schools to collaborate and share ideas on how to develop Teaching and Learning in the future, including types of teaching methodologies and peer observation.

I observed NQTs as part of the Droichead process, where we shared ideas and good practice for teaching and accommodating the needs of all students to ensure all levels of ability are catered for.

Academic Achievement

I received training with Athena Analysis to develop skills to be able to assess the academic performance of students in all year groups and highlight areas of concern. This will be continued in the following academic year, where I will work closely with Year Heads, students and parents to bridge any gaps in students' knowledge and ensure they are making expected progress in all areas of their learning experience.

Student Voice

I carried out interviews, with the help of my colleague, to elect a Deputy Head Girl and provided her with training on how to fulfil her duties as an important part of the student body. I discussed the roles and responsibilities of members of the student council with students in all year groups and gave students the opportunity to join the student council.

I developed a large group of members of the student council, including members from all year groups. A key group of students was developed including Class Representatives, Secretary, PRO, Chairperson, Deputy Head Girl and Head Girl. Meetings with all student council members was held on a weekly basis from the beginning of the year. During the period where we were teaching remotely, Zoom meetings were held every week on a Tuesday to discuss any concerns or difficulties students may had.

A student council policy was developed, with the involvement of staff, students, management and is awaiting approval from the board of Management. This outlines the roles and responsibilities of the Student Council members and the vision of the Student Council for the future of the school.

Induction of New Staff

I developed an induction booklet, outlining policies, the daily running of the school, members of staff and their roles and responsibilities in the school, policies and procedures and expectations of staff and students in the school.

I communicated with all new members of staff and provided them with support throughout the year whenever they required it.

Mentoring

I organised 5th Year students to become mentors for 1st year students and provided them with training to become a Mentor. I facilitated times during the year for the Mentors to meet the first years and get to know each other, discussing any issues or experiences they have had.

I have communicated with current 3rd Year and Transition Year students on the role of the Mentor and have received the names of the students who wish to become a Mentor for the coming academic

year. Training for these students will be provided by the end of the academic year, so they will be ready to meet their 1st Year students on their first day of school, to ensure they are feeling supported from their first day in Presentation Secondary School Listowel.

- **What were your achievements?**

1. Updating the Health & Safety policy and ensuring all areas of the school are compliant with current COVID guidelines.
2. The school receiving a special recognition award from the Irish Heart Foundation, as we are the first school in the county to be fully trained in CPR.
3. A whole school initiative to develop ICT skills for Microsoft Teams and Zoom.
4. Developing skills and piloting Athena Analysis to ensure students are achieving academically and bridging any gaps in their knowledge to ensure progress is made in their learning.
5. Creating a Student Council policy and developing a sense of community and encouraging student participation with the wider school community and decision making process for the future of the school.
6. Creating an induction booklet and providing support to new members of staff to ensure they settle into the school community and are familiar with policies and procedures.
7. Develop and train 5th Year students to become Mentors for 1st Year students.

- **Support and promotion of the school ethos.**

As part of the Student Council, we ensure inclusion of all members of the school community. This has had a great effect on creating a positive climate in the school and has been an integral part of making decisions for effective teaching and learning strategies, particularly during times of remote learning.

There has been a huge emphasis on Wellbeing this year, which we have highlighted by promoting Mental Health Awareness week, putting posters up in the school. We also participated in Tie Day Friday to raise funds for Kerry Mental Health services and have started a 5,4,3,2,1 initiative to reduce stress and promote mindfulness among staff and students.

- **Contribution to teaching and learning**

I carried out staff training for ICT to improve their skills in Microsoft Office. This was a vital part of making sure staff and students had a positive learning experience this year, especially when learning from home. It also made collaboration during COVID much easier.

- **Contribution to the organisational advancement of the school**

I have completed many CPD courses this year, which have improved my knowledge and skills in relation to leadership and management.

Comhar Leadership Programme PDST (9 hours)

Student Support Training with Tim Nolan and Kerry ETB (2 days)

Managing Anxiety in the Classroom

The CPD I have attended has provided me with the knowledge and skills to develop my role as an Assistant Principal in the school and will help me to be more effective in my specific roles in the future.

- **In fulfilling the post, how you contributed to student care, to the development of student voice, to participation and leadership**

The Student Council is an integral part of the school progressing, while including students, one of the stakeholders of the school. Giving students ownership over activities in the school and considering their opinions has had such a positive impact on the school environment, particularly with updating the Code of Behaviour policy, which the Student Council were part of last year.

- **Support of best practice as set out in LAOS**

Those with leadership and management roles engage purposefully with the national bodies that support the development of effective management and leadership practices.

Those leading the SSE process actively consult and engage with students to review and improve teaching, learning and assessment practices.

They develop self-awareness by regularly questioning their own practice through personal and collaborative reflection. They identify and work on areas of their practice that require improvement.

Those with leadership and management roles value students' views, and support students' involvement in the operation of the school.

Those with leadership and management roles value and support the partnership with parents as a means of supporting students' learning and wellbeing. They build and maintain very constructive relationships with parents.

Jessica Keane

Outline of roles, responsibilities and objectives fulfilled for the period January 29th 2021-May 2021 (School Year 2020/21)

IT Co-ordination:

- I assisted AP1 Denise Galvin with the implementation of the Digital Learning Strategy.
- I supported colleagues with updating their I.T. skills and in particular, navigating the "MS Teams" platform.
- I am an active member of the Digital Learning Committee.
- I also worked with my colleagues on an individual basis to guide them through using the new school app.

- I also assisted Denise Galvin and Catherine Kennedy with the creation of online teaching and learning surveys for the school.
- I will create a survey with my colleague Catherine Kennedy to evaluate how student's found their experience of online teaching and learning this school year.

School Newsletter:

- I am using Microsoft Publisher to edit and compile the annual Summer School Newsletter.
- I have collaborated with all subject departments in the school to gather information, news and photos.
- I have liaised with office to gather photos from the school camera.
- I have had meetings with the Principal and Vice Principal.
- I have negotiated costs with printers to ensure best value for money.
- I seek to promote the school in the most positive light. I highlight student's achievements and promote the ethos of our school community.
- I work collaboratively with all staff to ensure that every department is visible.
- I have further developed the newsletter by including a 'Student Voice' section where students share their experiences of participating in extra-curricular activities such as fundraising and volunteering. This promotes the school in a positive light and encourages other students to strive to excel in their extra-curricular activities

Mid-term and Mock exams:

I was involved in the planning and timetabling of the Mid-term and Mock exams. I was in the process of finalising these plans when it was decided that the exams would not go forward due to the pandemic and school closure. It was disappointing due to the amount of time spent on planning and preparation. I carried out the following duties in preparation for the exams:

- I set up a blank template timetable for each year group.
- I liaised with secretarial staff on subject choices: which subjects could run concurrently.
- I copied each 3rd year & each 6th year class timetable for every period of everyday to establish which staff members were available for each class period.
- I listed the staff members available for each of the 8/9 periods.
- I liaised with ancillary staff to see what rooms are available for each year group and the numbers each room could take. Taking COVID-19 safety risks into consideration.
- I liaised with secretarial staff to find class sizes
- I liaised with Johnny Ryan & Eileen Kennelly to decide what rooms are most suited to each class group.
- I liaised with Muireann O'Sullivan to establish which students needed a special centre.
- I made out Examination Timetable for JC subjects and LC subjects keeping in mind the length of exams.
- I timetabled break time & lunchtime for every centre

- I liaised with staff members in relation to the length of exams for 1st, 2nd TY and 5th year for each Subject.
- I time-tabled each centre to have a supervisor for each exam period.

Extracurricular activities:

Given the pandemic the running of lunchtime and afterschool activities was a challenge. Michael Daly set up a basketball league at lunchtimes on Wednesday which proved very successful in the last few weeks of term. I set up a science club for 1st years on Thursday's for the last term in which they carried out various activities. Michelle O'Connor ran a very successful Book club. Hopefully, in the next school year the running of extracurricular activities will be more viable.

Promoting other areas of learning:






- I collaborated with API Margaret Daly to promote 'Other Areas of Learning' at Junior Cycle.
- Promoting Other Areas of Learning during the pandemic has proven difficult as extracurricular activities have been curtailed due to Covid-19.
- I organised an in house Science fair for 2nd year students in conjunction with Sci-fest.
- I worked in conjunction with Margaret Daly-Green Schools Coordinator in planting winter bulbs and wild flowers in the school garden as part of the Green Schools initiative.

Board of Management Agreed Reports 2020 – 2021

Presentation Secondary School Listowel Board of Management Meeting Tuesday 18th August 2020 BOM Agreed Report

The Board congratulated Marguerite Linnane on her appointment as Deputy Principal.

- The Board welcomed our new staff who will be with us for the year 2020-2021
- The Board thanked the teachers who are retiring this year for their years of service to the school.
- The Board approved the COVID -19 Response Plan for the safe and sustainable reopening of Post Primary schools.
- The Principal presented a very detailed account to the Board regarding the significant planning and preparations being undertaken at present to facilitate the safe return to school of staff and students. The Board discussed the implementation of the guidelines.
- The Board completed the Child Protection Oversight Report for the period 16th June -18th August 2020

-  The Board approved the Child Procedures for the coming year 2020-2021
-  Template one: Child Safeguarding Risk assessment Template
-  Template two: Child Safeguarding Statement Template
-  Template three: Checklist for Review of the Child Safeguarding Statement
-  Template Four: Notification regarding the Board of Management's review of the Child Safeguarding Statement

- These templates are on the school website

-  The Board approved Eileen Kennelly as DLP and Marguerite Linnane as DDLP for Child Protection issues

- The Board ratified the Admissions Policy 2020-2021. The policy is available on the school website.
- The Board ratified the Behaviour Code 2020-2021. The policy is available on the school website.
- The Board ratified the Health and Safety Policy Statement 2020-2021
- The Board Completed the School Self Evaluation Legislative and Regulatory Checklist.
- The Board ratified the Respect and Dignity Policy (the Anti-Bullying Policy)
- The Principal updated the Board on all Teaching and Learning issues relating to the return to school.
- The Principal updated the Board on the new building development.
- The Board reviewed the school finances.
- There will be a Finance Sub Committee meeting in September 2020.
- The next meeting of the Board will take place on Tuesday 29th September

Presentation Secondary School Listowel
Board of Management Online Meeting
Tuesday 29th September 2020

BOM Agreed Report

- The Board thanked the teachers who are retiring in October for their years of service to the school, Ann O'Neill, Bridget O'Connor and Jacqueline Normile.
- The Board of Management warmly congratulated the Leaving Certificate, Leaving Cert Applied and LCVP students of 2020 and their teachers on their excellent results
- The Board discussed the COVID -19 Response Plan for the safe and sustainable reopening of Post Primary schools.
- The Principal presented an update to the Board regarding the implementation of the COVID -19 Response Plan
- The Board approved the Policy on the Administration of Medicines in an Emergency Situation
- The Principal updated the Board on all Teaching and Learning issues relating to the return to school.
- The Chairperson updated the Board on the new building development.
- The Board reviewed the school finances.
- The next meeting of the Board will take place on Tuesday 3rd November

**Presentation Secondary School Listowel
Board of Management Online Meeting
Tuesday 3rd November 2020**



BOM Agreed Report

- The Board discussed the COVID -19 Response Plan for the safe and sustainable reopening of Post Primary schools. The Principal updated the Board on recent developments
- The Principal updated the Board on all Teaching and Learning issues in October
- The Principal informed the meeting that the *Presentation Secondary School Listowel Junior Cycle Certificates* were presented to the Junior Cycle Class of 2020
- The Chairperson updated the Board on the new building development.
- The Board reviewed the school finances. The school accounts for 2019-2020 will be presented to the Board by the School Accountant at the December meeting
- The Board thanked the Captain of Ballybunion Golf Club, Sean Healy, for the very generous donation of €5,000 to the school resulting from the Captain's Charity Day. The school received €4,000 in 2019-2020 from Patrick O'Sullivan's Captain's Charity Day in 2019
- The next meeting of the Board will take place on Tuesday 8th December.

**Presentation Secondary School Listowel
Board of Management Online Meeting
Tuesday 8th December 2020**

BOM Agreed Report

- The Board discussed the implementation of the COVID -19 Response Plan for the safe and sustainable reopening of Post Primary schools. The Principal updated the Board on recent developments
- The Board received an update on the school's Advent activities this term
- The Respect and Dignity Policy (Anti-Bullying Policy) and the Substance Use Policy will be reviewed ahead of the next Board meeting in January 2021
- The Parents' Association and the Student Council will be invited to meet with the Board before the next meeting on Tuesday 19th January 2021
- The Principal updated the Board on all Teaching and Learning issues in November/December
- The Chairperson updated the Board on the new building development.
- The Board reviewed the school finances. The school accounts for 2019-2020 were presented to the Board and were approved at the meeting
- The Principal gave an update to the Board on the School Self Evaluation and School Improvement processes 2020-2021

-  Updating the Strategic Plan 2018-2023
 -  School Self Evaluation Planning 2020- 2021

1. The implementation of COVID Response Plan
2. Digital Learning Plan

- The Chairperson, Principal and the Board very warmly thanked the staff and students for all the efforts that have been made to ensure that the school has remained open during this very challenging time. The support of parents was also acknowledged.
- The Board wished the school community a safe and enjoyable Christmas
- The next meeting of the Board will take place on Tuesday 19th January 2021

**Presentation Secondary School Listowel
Board of Management Online Meeting
Tuesday 19th January 2021**

BOM Agreed Report

- The Board discussed the implementation of the COVID -19 Response Plan for the safe and sustainable reopening of Post Primary schools. The Principal updated the Board on recent developments
- The Board received an update on the school's Plan for Catholic Schools Week 2021
- The Principal updated the Board on all Teaching and Learning issues in December/January including a detailed report on the implementation of the digital/online teaching/learning experience of the school community at present
- The Chairperson updated the Board on the new building development.
- The Board reviewed the school finances.
- The School Self Evaluation and School Improvement processes 2020-2021 will be discussed at the next Board meeting on Tuesday 23rd February
- The next meeting of the Board will take place on Tuesday 23rd February 2021

**Presentation Secondary School Listowel
Board of Management Online Meeting
Tuesday 23rd February 2021**

BOM Agreed Report

- The Board discussed the implementation of the COVID -19 Response Plan for the safe and sustainable reopening of the school for the Special Class on Monday 22nd February and Leaving Cert students on 1st March.. The Principal updated the Board on recent developments including sharing data from surveys completed by both students and staff on the experience of teaching and learning online.
- The Board received an update on the school's Plan for Lent and Easter 2021
- The Principal outlined to the Board the process that is being planned by the Minister for LC 2021
- The Board congratulated Fiona Kelly, Leaving Cert student 2020, on receipt of her Trinity College Entrance Award
- The Principal updated the Board on all Teaching and Learning issues in January/February including a detailed report on the implementation of the digital/online teaching/learning experience of the school community at present
- The Chairperson updated the Board on the new building development.
- The Board reviewed the school finances. The Budget for the 2021-2022 school year will be presented to the Board at the March meeting.
- The School Self Evaluation and School Improvement processes 2020-2021 was discussed.
- The next meeting of the Board will take place on Tuesday 23rd March 2021

Presentation Secondary School Listowel
Board of Management Online Meeting
Friday 12th March 2021

BOM Agreed Report

- The Principal, Eileen Kennelly, informed the Board that she plans to retire in October 2021.
- The Board thanked Eileen Kennelly for her years of service to the school

Presentation Secondary School Listowel
Agreed Report Meeting of the Board of Management online
Thursday 18th March 2021

BOM Agreed Report

- The Board received a presentation from Colin Roddy, CEIST, on the procedures to be followed when appointing a new Principal.
- The Meeting approved the necessary procedures to facilitate the process of appointing a new Principal

Presentation Secondary School Listowel
Agreed Report Meeting of the Board of Management In Person
Monday 26th April 2021

BOM Agreed Report

- The Board of Management of the School approved the appointment of Katherina Broderick as Principal of the School following the retirement of Eileen Kennelly in October 2021

Presentation Secondary School Listowel
Board of Management Online Meeting
Tuesday 4th May 2021

BOM Agreed Report

- The Board approved the Review of the Child Safeguarding Statement.
- The Ethos Coordinator presented the meeting with a comprehensive overview of the plans for the Leaving Cert Graduation Mass on Friday 28th May and on the end of Year Class Prayer Services
- The Policy on the Student Council will be approved at the next Board meeting.
- The Meeting received a report on the school finances
- The Principal informed the Board regarding staffing and timetabling issues for 2021-2022
- The Principal updated the Board on the planning that is taking place to facilitate the Accredited Grades Process for Leaving Certificate.
- The Principal updated the Board on all Teaching and Learning issues in April/May including a comprehensive overview of the Accredited Grades Process for Leaving Certificate.
- The Chairperson updated the Board on the new building development.
- The Board were updated on the Plans for School Self Evaluation, School Improvement and Annual Report for 2021-2022.
- The Board will be inviting the Parents' Association and the Student Council representatives to meet with the Board at the next meeting.
- The next meeting of the Board will take place on Tuesday 1st June at 4pm

Lead Worker Representative Report (LWR)

The LWR is Norma Dowling

In the context of the safe and sustainable re-opening of post-primary schools in a Covid 19 environment during the school year 2020-2021, recent surveys that I carried out among school staff indicated that teachers and staff were confident that guidelines and procedures were being implemented to a high standard. Most indicated that they did not feel that that it was necessary to implement more restrictions than were currently being implemented. Some staff expressed anxiety in relation to coming to work in a Covid 19 environment and almost an equal number did not have anxiety about it. The staff experienced a re-opening of schools in August, 2020 and again in February, 2021. School life continued albeit in a different environment to the norm during the first term. Following the Christmas season schools were again closed at a national level. This naturally led to increased levels of anxiety among staff.

Staff communicated their concerns to me during school times and I worked with management, cleaning staff and the caretaker to ensure that the necessary equipment such as disinfectant wipes and hand sanitisers were readily available. I, also, monitored social distancing. At times during the year, concerns were raised that students were moving their desks forward towards the teachers desks, perhaps to have a better view of the whiteboard or screen, and this is an issue that needs constant supervision. Staff and management collaborated very well together and despite the difficult situation people were supportive of each other. Given that staff had designated work areas and break-time pods staff remarked that they missed the company, support and atmosphere of the school staffroom. As the very welcome roll out of vaccines is increasing anxiety levels have decreased somewhat but staff were consistent in their adherence to the recommended guidelines throughout the school year. Some areas for improvement were identified but, overall, the response from staff was very positive.

Findings Identified as needing Improvement

- To acknowledge that some teachers are anxious coming to school because of Covid 19 and explore strategies that could be used to support them.
- Teachers identified physical distancing at break and lunch as the aspect of effective practice most in need of additional supervision and supports.
- Concerns have been raised that a number of students are moving their desks forward in class and not adhering to the recommended distance from the teacher's desk.

I will ensure that all these concerns are brought to the attention of management.