

SACRED HEART SECONDARY SCHOOL
CLONAKILTY
Co. CORK



ANNUAL REPORT

2021-2022

MISSION STATEMENT

Motto:

Sacred Heart Secondary School; Where Learning Continues to be an Adventure

Mission Statement:

Learning to be... Learning to do... Learning to learn....: Learning to work together in a creative and Christian environment, as we prepare for the future.



CEIST VALUES

Promoting Spiritual and Human Development

We believe that a knowledge of, and a personal relationship with, Jesus Christ gives meaning and purpose to our lives.

Achieving Quality in Teaching and Learning

We are committed to excellence and to continually improving the quality of teaching and learning.

Showing Respect for Every Person

We respect the unique and intrinsic value of every person.

Creating Community

Our schools are faith communities of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.

Being Just and Responsible

We seek to act justly and responsibly in all our relationships

The following are the priorities areas and actions taken during the school year 2021-2022

COVID Return to School Protocol

A revised COVID Response plan was put in place and approved by the Board of Management.

Physical School Environment

The Design Team has been appointed for the development of our new school extension.

The design team is as follows

Architectural Services – Kelly Barry O'Brien Whelan

Civil & Structural Services – DBFL

Mechanical & Electrical Services – Delap & Waller

Quantity Surveying – Nolan Construction Consultants

PSDP – Turner Townsend

Junior Cycle Implementation

A cluster day was held online in March. Work on the formulation of our Wellbeing Plan, and on timetabling 400 hours of wellbeing for 1st years 2022, was the focus of 2021-2022. For the first time in two years Junior Certificate students will sit the Junior Certificate exams.

School Self Evaluation SSE

The area addressed this year was the students' experience of teaching and learning in 5th year in terms of the standards in 'Looking at our Schools 2016: A Quality Framework for Post - Primary Schools', with a focus on Domain 1 'Learner Outcomes' - Students enjoy their learning, are motivated to learn and expect to achieve as learners.

Digital Strategy and Plan 2020-2022

The digital learning plan was developed and approved by the Board of Management.

Opening of Special Class for Autistic Students

The planning an organization for the opening of a class for autistic students with complex needs was one of the priorities for the year.

Celebrating 80th

A numbers of events took place to mark 80th anniversary of the founding of Sacred Heart Secondary School.

Policies

The following policies were reviewed and ratified by the Board of Management:

- Admissions Policy
- Child Safeguarding Risk Assessment and Safeguarding Statement
- Anti-Bullying
- Critical Incident
- Code of Behaviour

- School Tours
- Dignity in the workplace charter.
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The following policy was developed and ratified

- Communications Policy

In School Management

The Leadership and Management biannual review was completed. In light of the changing needs of the school, some Assistant Principals have been reassigned to new Roles and Responsibilities for the coming year. The annual review was undertaken in May, and the report presented and approved by the BOM. An additional two APIs were granted to the school. The appointment of two APIIs to API posts resulted in vacancies at APII level. Two permanent APIIs were subsequently appointed. A temporary vacancy arose for an API and APII post during the year.

COMMUNICATION

Effective communication is essential to the smooth running of any school. The wide range of strategies are used to enhance communication include: . A member of staff volunteered to lead this area this year.

- Social media platforms are an important means of communicating with members of the school community, parents, past pupils, prospective students and their families, and the wider community. We have an excellent website and school app and we are active on the following platforms: twitter, Facebook and Instagram. The numbers following us on these platforms continue to increase.
- The website was revamped and updated during the year. The new Transition Year Live section of the website is proving to be very popular and a great way of keeping parents update on what is happening in the programme.
- Online Information evenings were held for the parents of 1st, 4th and 6th year students with a focus on communicating the many relevant facets of school life for each particular year group. 1st & 4th year parents had an additional meeting on subject options. A face to face information meeting was held in May to meet with parents and students of the Leaving Certificate Applied class.
- Communicating with parents via email is proving to be very effective and efficient.
- All reports are now only available via VsWare. An increasing number of parents are logging into the school's administration system, VsWare, to view attendance and timetables, and to make online payments.
- In light of the increased use of email as a means of communication the school has developed a Communications Policy.
- On line PTM meetings were organised for all year groups with the exception of 1st Year. It was possible to hold the 1st Year PTM in person.
- Parents and students were able to attend the live 4th and 6th year graduations.
- Awards evening, which had been postponed for two years due to COVID, was held in May.
- Our open evening was held virtually this year. In May, the students visited for a guided tour and individual meetings with the Principal and Deputy Principal took place in June.

TEACHING AND LEARNING

- Strand six of our SSE focused the students experience of teaching and learning in 5th year in terms of the standards in 'Looking at our Schools 2016: A Quality Framework for Post - Primary Schools', with a focus

on Domain 1 'Learner Outcomes' - *Students enjoy their learning, are motivated to learn and expect to achieve as learners.*

- In terms of subject department planning, subject departments continue to work well and the allocation of five Croke Park hours for subject meetings has greatly assisted this collaboration.

Continuous Professional Development

There is a strong commitment from staff to engage in professional development. The Board of Management makes funds available each year to support staff engagement with CPD.

At the beginning of the year in-service was provided to all staff in relation to COVID. During the year staff attended one subject specific cluster day's in-service in relation to the new junior cycle. A number of staff members attended further JCT training and subject specific in-service training.

In addition to this many staff members engaged in a wide range of online CDP during the year.

Date	Attendees	In-Service
09-21	All Staff	Wellbeing (Wellness International)
09-21	All staff	Mairin O'Donovan (CAMHS)
09-21	All staff	Michael Ryan (Personality profiling)
	All staff	Legal Island (Child Protection)
		Legal Island (Work place bullying)
09-21		JMB (Middle management recruitment)
-09-21	All JC Wellbeing Teachers	Wellbeing planning (B. Walsh)
13-09-21	M. Cronin	LC PE
14-09-21	M. O'Flynn	LCA IT
20-09-21	N. Russell	NCSE (Autism)
20-09-21		One good adult online seminar.
20-09-21		SEN Policy and Planning
21-09-21		Managing Behaviours of concern (Mason Hayes & Curran)
Sept./October	Ancillary staff.	Manual Handling by S. Crowley
30-09-21	All staff	Multiculturalism (K. Scisson)

08-10-21		One Good School
11&12-10-21		ALC IT
12-10-21		ASTI Steward
18-10-21		NCSE
20 &12-10-21		NAPD Conference
03-11-21		Conflict Resolution
04-11-21		NCSE
04-11-21		Guidance Counsellor
10-11-21		Legal Island Work Place Bullying
15-11-21		JCT Leadership (Wellbeing)
18-11-21		NAPD Region 7 seminar
24-11-21		Irish Red Cross Emergency First Aid training
25-11-21		NCSE
26-11-21		LC PE Inservice
08-12-21		LIFT Training
10-12-21		NCSE
12-01-22		LC Art
15-02-22		LC PE Inservice
16-02-22		LC Art
03-03-22		NCSE
14-03-22		LC PE Inservice
15-03-22		Bystander Training
22-03-22		LC Art
25-04-22		One Good School
26- & 27-04-22		NCSE
28-04-22		SPHE Inservice
16-05-22		PE Inservice
17&18-05-22		JMB Principal/D.P competency-based
18-05-22	All Staff	NCSE -Setting up a special class
24-05-22		NCSE
31-05-22		Cardiac First Responders
31-05-22		Refresher First Responders
15-06-22		CEIST Child Protection
20&21-06-22		NAPD Mentoring programme.

PHYSICAL STRUCTURE OF THE SCHOOL

The design team has been appointed to renovate the Convent and Boarding school building, which will be the site for the new school extension

The Design Team is as follows

- Architectural Services – Kelly Barry O'Brien Whelan
- Civil & Structural Services – DBFL
- Mechanical & Electrical Services – Delap & Waller
- Quantity Surveying – Nolan Construction Consultants
- PSDP – Turner Townsend

The minor grants funding was used to make repairs to an outdoor shed that is used by the sustainability class. New heaters were installed in the new prefabs.

SPECIAL NEEDS EDUCATION

Excellent work continued in this area.

- This use of an SET (Special education team) to oversee the provision to students with SEN, continues to evolve and is an effective means of assisting the SEN coordinator. We currently have a teaching allocation of 107hours.
- We had an allocation of 2.75 SNAs (Special Needs Assistants), two of our SNA's are job sharing.
- Preparations for the opening of our first ASD class for students with complex needs, which will open in September 2022, are well advanced. We have five students enrolled in this class. The lead teacher for this class undertook a masters in ASD during the school year.

DISADVANTAGED STUDENTS

The school continues to be committed to students who experience disadvantages of any kind. We are very conscious of an increase in the numbers of students who are economically disadvantaged. On enrolment, each parent meets with either the principal or deputy principal and has the opportunity to indicate if there are financial issues. In all letters to parents, they are encouraged to contact the principal if they have difficulties in paying for school activities or the administration fee, as we do not want money to be a barrier to their daughter's participation in school life.

- We are grateful to the Society of St. Vincent de Paul for their ongoing help and support. They provide funding for uniforms and educational trips for some students and have, in the past few years, funded educational assessment for some students.
- The school has a special fund 'Ciste don Todhcaí' which funds trips for those who cannot afford them, as well as any other essential needs e.g. supervised study etc.
- The school encourages students to hand in good second-hand uniforms which can be made available for students in difficulties.
- Assistance is provided to some families to source uniforms and jackets.
- A book rental scheme is in place at junior level and support is provided to senior cycle students to purchase textbooks.
- Additional teaching support is offered to some of these students, and the SNAs provide homework support after school two afternoons every week.
- After-school study is available in the school four evenings a week. Students from disadvantaged backgrounds are offered this facility free of charge.

- Guidance and counseling are available from the Guidance Counselor; additional funding was made available to the school to provide additional counseling for some students during the school year.
- Additional resources were sourced from the Nano Nagel fund to provide additional educational support for students in need.
- In April three students from Ukraine joined the school community and as well as providing the students with uniforms, coats, books and lunches they were provided with additional teaching resources.
- Additional teaching resources were put in place by the Department to run a new programme called Covid Learning and Support Scheme (CLASS). This system provided much needed support to help schools mitigate the adverse impacts of Covid-19 on pupil/student learning loss and wellbeing arising from the periods of school closures in 2020 and 2021.
- In July 2021 we ran a very successful two week summer camp for disadvantaged students. As a follow on from this, we ran a breakfast club every Friday morning. This club grew in popularity as the year went on and created a great bond between the students attending.

FAITH DEVELOPMENT

- All classes had 3 periods (2 hours) per week of Religious Education.
- The Liturgical Year was highlighted not only in Religious Education (RE) classes, but also in the school as a community. Our annual Opening of the School Year Mass took place in school and was live streamed to all classes. The RE department organised prayer services for staff and for each year group at specific stages throughout the year e.g. opening of the school, November, Advent, Easter and end of year. Specific events such as Ash Wednesday, Lent, St. Brigid's Day and Catholic Schools' Week were celebrated.
- The School Sacred Space provides a focal point of inspiration throughout the year and is changed at least every week.
- It was great that we were able to facilitate retreats for a number of year groups. Frankie Diamond facilitated a retreat for 3rd & 4th year students. 5th years enjoyed their retreat, a trip to Timoleague and the Fuchsia walk.
- Fr. Fergus, one of our local parish curates, provided chaplaincy support for liturgical activities during the year. At the end of the year he celebrated the Leaving Certificate Graduation Mass.

PASTORAL CARE

Care of students is of paramount importance and is central to all we do.

- Pastoral care was provided in particular by Year Heads, Guidance Counselor, Learning Support Team Teachers, Deputy Principal and Principal.
- A junior and senior care team meeting is timetabled each week; this gives an opportunity to discuss, monitor, and continually review the needs of students.
- The SET coordinating team had a weekly meeting with the guidance counsellor, the principal and deputy principal.
- The support provided to individual students through the teacher-student mentor scheme has been invaluable to students. The students have responded very well to this level of support.
- The Principal and Deputy Principal have an open-door policy; students are encouraged to seek help and talk to someone if they have problems themselves or if they have concerns for other students.
- Rosemarie Sexton provided training to eighteen fifth year students in June 2021; these students acted as peer mentors and provided support to first years for the year. They formed strong friendships with the first year students and were instrumental in identifying and supporting students who had difficulty making the transition to their new school. Sixteen students have been trained to act as mentors to next year's first years.

- A survey of 1st year students has helped identify curricular changes needed to address the needs of the students in this area.

POSITIVE BEHAVIOUR

- The relationship between staff and students is appropriate and positive. During an recent incidental inspection the Inspector commented on the strong relationship between students and teachers.
- Our Code of Behavior is written and structured in a manner that promotes positive behavior, while providing clear guidance on the school’s expectations for all.
- The wide diversity of opportunity (curricular, co-curricular and extracurricular) is fundamental in engendering positive relationships and positive behavior.
- The achievements and endeavors of students, both inside and outside school, no matter how small, are acknowledged. This is done by notification on our social media platforms, notice area inside the main door which has up-to-date notices, newspaper cuttings of positive actions and participation by students both inside and outside the school.
- The annual awards evening recognises the achievements of students in a diverse range of areas.
- Individual students receive Eacht letters in recognition of outstanding contribution and involvement in a wide range of areas.
- Two students received one day suspensions this year.

PARENTAL INVOLVEMENT

- Due to COVID, all Parent Information Meeting were conducted via Google Meets. There was excellent attendance at these meetings.
- The Parents’ Association was largely inactive this year. A newly appointed chairperson resigned during the year due to work commitments.

BOARD OF MANAGEMENT.

Trustee Nominees:	Sean Crowley (Chairperson) Catherine O’Connor James Moloney Anne Dorgan
Parent Nominees:	Pat Griffin Susan Gallagher
Teacher Nominees:	Noelle Lynch Ciaran Mulcahy,
Secretary	Ann Marie Brosnan (Principal)
Recording Secretary	Brendan Walsh (Deputy Principal)

Nine Board meetings were held during the year.

STUDENT LEADERSHIP

Students are now presented with a number of opportunities to contribute to school life and to develop and enhance their leadership skills.

Student Council

Under the direction of an Assistant Principal the Student Council had a busy year. This is a summary of some of the activities that it was involved in.

- Training: provided by CEIST & the Irish Second Level Students Union
- Fundraising: A number of events, such a Halloween dress up day, Christmas Jumper day, fun run, book sale, were arranged to raise money for nominated charities. This year the nominated charities were: Ronald McDonald House, Red Cross, UNICEF, St. Vincent de Paul, and Cancer Charities.
- Sports day: students enjoyed a fun filled day in May.
- CEIST Inaugural Celebration: The student council organised and led the event in the school to mark this occasion.
- School Events: They were involved in celebrations for Mercy Day, Awards Evening, Leaving Certificate Graduation, Transition Year Graduation and Ministerial visits to the school by Minister Simon Harris (April) & Minister Norma Foley (May).
- Meeting: The group held weekly meetings and communicated via google classroom and a WhatsApp group. TY members of the student council were responsible for keeping their instagram page active and up to date.
- Surveys: They conducted various surveys during the year to ascertain students' views on a number of issues and to see what supports needed to be provided to students.
- Policy Review: They made important contributions to the review and development of a number of policies.

Peer Mentors:

Great leadership is provided by the 5th year Peer Mentors who work with 1st year students.

Student Voice:

A new student voice group was activated this year. The focus of this group has been on empowering student voice in the classroom. This group will remain in place for the coming year and the plan is to work on developing student voice in a meaningful and realistic way.

EXTRA CURRICULAR ACTIVITIES

The COVID pandemic had seriously impacted on the extracurricular and cocurricular activities in the school during the previous school year. However, notwithstanding the challenges posed by COVID, extracurricular and cocurricular activities resumed. Indeed it was an extremely busy and successful year for SHSS. We are indebted to all the staff who dedicate so much time to organize and lead the wide variety of events.

Sports

- This year we had eighteen teams participating in a wide range of sports: hockey, basketball, football, athletics, swimming and camogie. It was great to see so many students participating in such a wide range of sports.
- The senior football team won the Munster final and went on to win All Ireland C competition.
- The senior camogie team won the county league
- Our senior C (Transition year) team and the minor B (Second year) team won the league.

- A number of our students play for Cork football and camogie teams.
- Two of our students had great success representing Ireland in a road bowling competition in Germany.
- A group of TY students involved in the GAA leadership programme were winners of the senior nutrition category at the PE EXPO.

Trips

- Eighty one 5th and 6th year students enjoyed a very successful trip to Paris during the Easter break. They were accompanied by eight teachers.
- Transition Year, 5th and 6th year students enjoyed a trip to BallyHass, outdoor adventure centre.
- 1st years enjoyed their school tour to “Awesome Walls” in May and 2nd years went on tour to Airtastic entertainment centre in Cork.

Transition Year

Although it was not possible to engage in all of the activities associated with the TY programme, it was good to see that students did participate in a wide range of co-curricular and extracurricular activities. The following is just a brief summary of some of the TY activities.

- Students went on a week’s work experience in December and a number of students availed of the opportunity to attend additional work placement.
- This year our school musical was Sister Act. We were unable to have a live audience so the musical was recorded and streamed. The TY cast won the All-Ireland Light Drama Festival.
- Transition Year students participated in a wide range of competitions, e.g. debating, public speaking, vex robotics, Irish Angus Beef schools competition.
- Transition Year mini-companies took part in the Transition Year enterprise competition. One group won the best sales award at the local competition.
- The annual Transition Year trade fair took place in February and was a huge success.
- A group of TY students involved in the GAA leadership programme were winners of the senior nutrition category at the PE EXPO.
- Transition Years made the most of our local amenities and enjoyed two team building days in Inchydoney.
- Transition Years enjoyed activity week and participated in a range of workshops throughout the year; such as Law day, Financial Literacy workshop, Talk21, IBEC work preparation workshop, and Develop Me workshop.
- A number of groups entered the BT Young scientist and SCIFEST competitions. Three projects were selected to participate in the BT young scientist online final. One group won two prizes at the Munster Technological Cork Awards Scifest competition; Best Project and The Business Award.
- One TY student won one of the top prizes as the national scratch coding competition in UL.
- TY art students entered the Junk Kouture competition and one team made it to the regional finals.
- Twenty five students completed a First Aid course.
- Eighteen students completed their Gaisce programme with a two day hike in West Cork
- Three new modules introduced to the programme this year were very popular with the students. In the car maintenance modules, students learned how to do all the basic checks as well as learning how to change light bulbs and wheels. Students enjoyed the Politics and Society module and one of the main successes of the communications module has been the SHSS Podcasts. They are available on Spotify and proving to be very popular.

Other

- Sacred Heart was one of sixteen schools nationally and one of three in Cork to be presented with an AIB Future Sparks award.
- A 5th year student won 2nd prize in the Law Education National Essay Competition

- A number of lunchtime clubs was organised at lunchtime for students such as French Film, Art club, chess, debating, dance and a weekly 5k run/walk. Peer mentors organized a number of additional lunchtime activities for first year students.
- This year one of the teachers ran a very popular lunchtime science club.
- A very successful Awards evening was held in May. This was the first awards evening in three years.
- Leaving Certificate students marked the end of six years in Sacred Heart with an in school graduation and barbeque for students, along with an evening graduation Mass for friends and family.

FINANCIAL OVERVIEW

The school finances are in a healthy position.

ENROLMENT

We are fortunate to be able to take all the girls who apply from the catchment area. We also teach some students from schools outside of our catchment area

- There are currently 100 students enrolled for 1st year 2022-2023
- Our projected enrollment for the coming year is 558.

A special class for students on the autistic spectrum with complex needs will open in September 2022. Five students are enrolled in this class.

LEAVING CERTIFICATE STUDENTS

Leaving Certificate 2021 results were awarded based on a combination of Accredited grades and Students sitting modified papers. The majority of our Leaving certificate student sat the Leaving Certificate exams.

ANALYSIS OF EXAM RESULTS 2021

- Leaving Certificate:

• Over 250 points	94.12%
• Over 300 points	92.94 %
• Over 400 points	75.29 %
• Over 450 points	60.00 %
• Over 500 points	44.71%
- Leaving Certificate Vocational:

• Distinction	83.33%
• Merit	16.67%

DESTINATION OF STUDENTS 2021

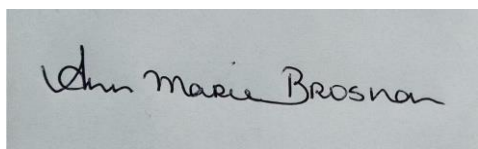
Destination	Numbers
National University of Ireland (Cork)	25
Further Colleges of Education	9
Cork Institute of Technology	21
National University of Ireland (Galway)	3
Working / Gap year	5
University of Limerick	7
Trinity College Dublin	1
University College Dublin	3
Mary Immaculate College Limerick	5
DCU	1
College Abroad	2
Crawford	1
CoAction training	1

OTHER RELEVANT INFORMATION

- Minister Simon Harris visited the school in April and spoke to 5th & 6th year students on third level options.
- Minister Norma Foley visited the school in May and addressed 2nd & 3rd year students; she also visited the staff room and some classes.
- An incidental inspection took place in May.
- Four PME trainee teachers were part of the staff for 2021-2022, and during the year four trainee teachers were on block placement.
- Two teachers were awarded CIDs (Contracts of Indefinite Duration). Two teachers opted for voluntary redeployment, two teachers resigned their posts and another teacher retired.
- A number of 2021's Leaving Cert students received entrance scholarships to college.
- Attendance rate dropped this year with an overall school attendance rate of 88%. The main reason for this was the high level of absenteeism due to COVID.

Signed

Date



**Ann Marie Brosnan
(Principal)**

22nd June 2022