

Sacred Heart Secondary School

School Plan 2015-2016



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PART 1. Permanent Section

Mission Statement & Aims and Objectives.

We, the community of Sacred Heart Secondary School are committed to providing a supportive Christian environment; with a wide range of educational opportunities to allow each person achieve full potential.

To achieve this, the school will:

- Provide pastoral care for pupils on an individual and group basis.
- Provide career guidance and counselling service.
- Continue to nurture the spiritual growth of each person, to assist them in everyday living by:
 - the provision of religious education programmes;
 - school chaplaincy;
 - appropriate liturgy and services;
 - Spiritual retreats.
- Foster a mutually respecting and supportive relationship between management, principal, teaching and ancillary staff.
- Encourage respect for the individual, the community and the environment.
- Offer a wide range of subjects with adequate sporting facilities.
- Provide the opportunity for students to study at their own level, paying special attention to individual needs.
- Encourage students to participate in a wide variety of extra-curricular activities.
- Foster links with the parents, particularly through parent-teacher meetings and a parents' association.
- Strive to provide a high standard of teaching and discipline.

CEIST

“I have come that they may have life and have it to the full” - Jn.10:10

Vision & Mission Statements

Mission

- ***To provide a holistic education in the Catholic tradition.***

Vision

- ***A compassionate and just society inspired by the life and teachings of Jesus Christ.***

What we treasure

The core values of CEIST are intended to support and nourish the lives of the people who are at the heart of our schools - students, staff and parents. These are the members of the school; their rights must be respected and their responsibilities should be performed in a manner which promotes the spiritual development of each person, achieves quality in teaching and learning, shows respect for every person, creates a sense of community and is founded on compassion and justice. These values can only be lived out if students, staff and parents work together for the common good of all. In CEIST schools processes should be put in place to deal with areas of conflict and disagreement so that the dignity of all members of the school can be protected.

Promoting Spiritual and Human Development

We believe knowledge of and a personal relationship with Jesus Christ give 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.

Profile of Sacred Heart Secondary School:

Location

Clonakilty is a thriving award winning town of 4,000 inhabitants.

It lies among some of West Cork's splendid scenery within easy reach of Cork City, via the N71, allowing quick and convenient access to rail, sea and air routes.

Sacred Heart Secondary School occupies a prime site just five minutes from the town centre and is set on an elevated site enjoying pleasant coastal scenery.

The school serves a wide catchment area and provides education for in excess of 500 students aged between 12 and 19. Mature students participate in Back to Education initiatives

Having such attractive numbers in our school enables us to provide for our students in a personal way, within the family atmosphere and ethos we enjoy.

HISTORY OF SACRED HEART SECONDARY SCHOOL

Secondary Education was introduced in Clonakilty in 1908 when students in the Primary School were enrolled to take secondary Board examinations. This continued until 1941 when, following a suggestion from the Bishop the Most Reverend Denis Moynihan, Sacred Heart Secondary School was registered as a secondary school with a student enrolment of 41 students.

Sr Columba Myott was the Principal. Miss Purcell taught History and Geography through Irish, but

also taught French and Mathematics. Sr Columba taught Irish and Religion, while Srs Genevieve and Eugenius taught the remainder of the subjects.

Tuition fee was £6 per pupil, increasing gradually to £12 by the time so called free education was introduced in 1966. The school uniform consisted of black frock, white collar and cuffs. This was later replaced by a navy gym slip and white blouse with a red jumper. In 1960 this gave way to the now familiar bottle green which has changed from a gym slip to a skirt and since 2000 with an option of black trousers, except for formal occasions.

The secondary school of 1941 was housed in the ground floor rooms to the back of the convent building which had been built as a primary school in 1856. Owing to lack of space, the first year class continued in the primary school until the following year. Enrolment remained static until the early 1950's, when extra accommodation had to be sought and the present study was acquired from the orphanage. The curriculum was also extended to include Domestic Science and Physiology.

Numbers in the Orphanage continued to decline in the 1950's, due perhaps to the opening of St. Ann's Adoption Society and the granting of Children's allowance. In 1957 three additional classrooms were taken over to cater for the growing numbers. A year earlier, the boarding school was opened, also using what was formerly orphanage accommodation. Boarders numbered thirty four in 1957/58, according to the Annals, adding that an increase of ten was expected the following year. From then on it was a struggle to find space for a quickly growing intake and an expanding curriculum. The boarding school had an international status with the majority of students coming from Ireland and Europe. Although the Boarding School closed in 2005, while in operation numbers reached well in excess of 600. Following its closure in 2005 the student population reduced to 438. However, numbers have begun to increase significantly since and for the school year 2012/2013, the student population will be in excess of 500. The closure of the Boarding School left a huge emotional impact on the community of Sacred Heart and Clonakilty. However, fond memories of Boarding School days remain.

Science, with its corresponding laboratory was introduced in 1964. Further dormitory and

classroom space became available with the closing of the orphanage in 1967. The opening of a newly built primary school in the same year left more badly needed classrooms available to the secondary school.

Sr Brendan Scully was appointed Principal in 1948 and held that post until Sr Benedicta Barry was appointed in 1959. She held the post until her retirement in 1983. Her replacement Sr Eilis Mc Grath continued as Principal, except from September 2004 until February 2005 when Mrs. Mary Wycherley filled the post, due to Sr Eilis being on sick leave. This, however, has changed over the years. Mrs. Mary Wycherley retired as Vice-Principal in 2008 having given a lifetime of dedicated service to both students and colleagues. Sr Eilis McGrath served as Principal from 1986-2009 during which time she proved herself to be forward thinking and innovative while at the same time caring for the needs of all her students and staff. The present and first lay principal is Ms Ann-Marie Brosnan. The Deputy-Principal is Mr. Brendan Walsh.

Curriculum expanded over the years. Although music was not introduced as a formal school subject until 1973, music has always been a fundamental part of life in Sacred Heart. The Sisters of Mercy encouraged students to appreciate music and drama. Two of the sisters, Sr Lelia Beechinor and Sister Francis provided music lessons for students before, during and after school. There were five dedicated music rooms where students were taught instruments including piano, flute, recorder, guitar and violin as well as music theory. Students undertook instrumental and theory examinations yearly with the Royal Irish Academy of Music. The introduction of Music as a school subject brought with it the annual musical production which replaced the Shakespearean plays. The first musical staged by Sacred Heart was "Smike" in 1979 directed by Mrs. Eileen Nolan and musically directed by Mrs. Eileen Murphy. Mrs. Nolan, Mrs. Murphy along with the musical direction of Ms Pauline Cullinane (R.I.P.) continued to stage a school musical annually. This tradition has been carried on by Ms. Denise Hayes and Ms. Una Whyte. Sacred Heart presently has a school choir, a traditional Irish group and continues to participate in Feis Maitiu.

In the early days the 'cookery kitchen' was in a very old building. This was replaced in 1964 by what remains to the present time. The rooms underwent a refurbishment in 1990 and it is hoped to relocate the kitchens in September 2012.

Refurbishment and expansion took place in the early 1980's and a new school was finally opened in 1982. This extra space gave the opportunity to develop a Prayer Room and a Religion Room. Later on, the coal shed was converted into a Pottery Room and the laundry was converted into a Technology Room, when this subject was introduced in 1990. As we were one of the original schools involved in the pilot project we were lucky again to be one of the first cohorts to be introducing the Leaving Certificate Technology programme in September 2007.

With the closing of the Boarding School in 2005 the Computer Room, Art Room and Music Room had to be relocated to temporary accommodation. In 2010, due to inclement weather, the pipes burst in the attic of the old Boarding School, causing extensive damage. As a result there was a complete refurbishment of the Refectory and the Science Labs. The Prayer Room was also extended at that time.

Physical Education was unknown in the early years but Miss Attridge came every week to teach dancing and drill. This ended in the late 1960's. Sport has developed over the years from the small beginnings in two tennis courts which doubled as netball courts until 1972. At that stage basketball and volleyball were introduced and the school began competing in school leagues. The volleyball grew in strength and a team represented Ireland at the World Championships in 1980. P.E. was added to the curriculum in 1981 when the first P.E. teacher was appointed. This coincided with the building of a sports hall, which was financed by the local community. In more recent times the outdoor facilities were developed and a company set up to manage. The Clonakilty Community Sports Association has the responsibility for the all-weather pitch and all weather tennis courts. The school has the use of the facilities during the school day. The addition of hockey, football and Camogie to the sports list has given new opportunities. In the past two years the students have excelled in ladies football. The school continues to have great success in hockey, football and Camogie winning County, Munster and All-Ireland Finals.

Sacred Heart Secondary School has, during the past ten years, developed a unique and intensely supportive education for all our students with special education needs. An Tearmann Feasa, our Resource Room, was formally opened in 2004 by the then Minister for Education, Mary Hanafin,

who was most impressed by the quality and range of the work undertaken, and by the students themselves whose energy and enthusiasm was so apparent. Our team of teachers and Students Assistants provide for their students employing a more practical and yet creative approach to learning in both academic and life skills. Both Junior Certificate and Fetac Level courses are taught in An Tearmann Feasa, in smaller groups and in ways which are inspiring, inventive and memorable.

Whole School Planning has been a feature of Sacred Heart since the late 1980's when external facilitators from Ireland and the U.K. have worked with the staff in developing into a modern proactive community. This development was recognised by the Department of Education when the school was chosen in 1998 to be one of the first schools to pilot the Whole School Evaluation process. Since then the development of policies has continued. The school launched its first school plan in 2004 and was one of the first schools to publish same. Since piloting the W.S.E Sacred Heart has since undergone a full W.S.E. and received an excellent report which is available to read on the Department of Education and Science website. As a school we are constantly looking for new challenges and are always open to finding new ways to meet the needs of our students in an ever changing world.

New programmes have been introduced over the years. The school was one of the first to take up the offer of **Transition Year** when the programme became more available in 1984. In the early years it was by interview but now all students take the programme. Another development which was very valuable at the same time was the **Vocational and Training Preparation Programme** (VPTP) with the Senior Cert examination. This was phased out at national level on the introduction of the **Leaving Cert Applied Programme**. This school took up this programme in 1997. It has been a wonderful success for the students who have followed the programme. The **Leaving Certificate Vocational Programme** was undertaken in 1994. This is a valuable extra for many students. In 1996 it was decided to facilitate students who wished to repeat the Leaving Certificate. A special Repeat Leaving Certificate Class was introduced, including boys. This was ended in 2002 when the demand for 3rd level places changed.

The original computer room was located in the old building in the room known as the Typing Room. The computers in use were Apple 2e, 512k ram machines. The Apple 2e were replaced by Apple Macintosh units in the late 1990's followed by their replacement with 24iMacs. Sacred Heart Secondary school entered the inaugural Spin a Web national competition in 1996. This competition was run by the Computer Department in Trinity College Dublin. One of our students, Ms Sarah

Murphy, under the guidance of our computer teacher, Mr. Gerard O Sullivan, won that first competition. In 1997, the Typing Room amalgamated with what was then a Leaving Cert room to create two computer labs. In 2000 the first cable based network was installed in both computer rooms on foot of grant aid from the IT 2000 School Development Plan which was started in 1997. Further development came from Schools Integration Project (SIP) in the year 2000. Sacred Heart was one of twenty schools chosen from nationwide applicants on the basis of their Information Technology project proposals. The project ran for a period of eighteen months. Sixteen new windows based PC's were acquired by virtue of participating in SIP. New computer labs were commissioned in the new pre-fab complex in 2008 and the old computer rooms were decommissioned and stripped bare of all networking cable runs and fixtures in the old school location. Sacred Heart Secondary School Computer Department is an accredited ECDL test centre since 1999. New HP multi-seat (32 work stations running from 5 computers) computer facility was installed in one of the computer labs in the pre-fab buildings in the 2011/2012 school year. As a result of a 2010 Department grant along with Board of Management funding, ICT was introduced to all classrooms. This continues to be developed ensuring that Sacred Heart remains at the forefront of education in the 21st century

Back to Education Initiative was introduced to allow adult students second chance in education. This has proven to be a significant milestone in enabling many to return to work but has also provided a social outlet for many women who were trapped in the home. Two fully accredited FETAC Level 5 Courses are available: 1. Certificate in Community and Health Care and 2. Certificate in Youth work and Social Studies. Each course can be taken over a one or two year period and is a standalone qualification which may lead to direct employment. Each course can also be used to access further Third Level education such as Nursing, Social Science or Social Care. All courses are run during the school day, mostly mornings, between 9.30 am and 1.25. It is an ideal setting in which to make new friends and learn new skills.

Originally the school was under the trusteeship of the Sisters of Mercy since its foundation. Inspired by the vision of Catherine McAuley, Mercy education is committed to holistic development and to the achievement of the full potential of each student, particularly those who are disadvantaged or marginalized. Mercy education is committed to on-going whole-school development in collaboration and partnership with the Board of Management, staff parents and the wider community. In 1995 the first Board of Management was appointed. This has been a very energizing and significant development for the school. The Board continues to support in every way

the development of the school. The school also acknowledges the support of members of the local community who have served on the Board over the years. Up to 2008 the Sisters of Mercy of the Southern Province remained the Trustees of Sacred Heart. In February 2008 the new Trust Body- CEIST-CATHOLIC EDUCATION, AN IRISH SCHOOLS TRUST took over as Trustees. The 21st century brought new challenges which require the creation of new structures to ensure that Catholic secondary education is a viable choice in pluralist Ireland. To this end the Daughters of Charity, the Presentation Sisters, the Sisters of the Christian Retreat, the Sisters of Mercy, and the Missionaries of the Sacred Heart have come together to form this organisation. The CEIST Charter defines the vision, values and framework by which the new Trust, its executives and schools will operate. It sets out the Ceist Vision and Mission Statements and indicates how the values of the Charter can be lived out by all involved in Ceist and its school communities. The Charter is committed to achieving quality in teaching and learning, showing respect for every person, creating community and being just and responsible.

The Parents became actively involved in the school with the setting up of a Parent's Association in 1984. The aim was to provide a support for the parents but they also support the school and become involved in many activities and help with functions. Sacred Heart continues to work in partnership with parents. Not only do the parents support the school in many different ways the school also continues to support the families in the local community, especially in times of difficulties.

The Student Council was established in 1998. Student Council is a key feature of our school many of the activities of the school and indeed much of the atmosphere of the school are determined here. The Student Council is a democratic structure with representatives from each year and allows pupils to become actively involved in the life of the school. The Council meets regularly and is intended to give students a meaningful voice in the life of the school.

They also raise a lot of money during the school year for various charities and school equipment. The Student Council members are always available to represent their colleagues at events outside the school as the need arises; sometimes on sad occasions when their presence is always dignified and seen as a tremendous support.

Sacred Heart Secondary School has seen many changes since its foundation-retirements of many dedicated staff members along with many physical changes. Sacred Heart continues to evolve in an ever-changing and challenging world. Sacred Heart has had much success in State examinations, and has won many national and international awards in many spheres, including Young Scientist, PISA scores, YSI, Mini Company, public speaking and debating amongst others. The number of students attaining entry into Third Level courses remains high-above the national average. Our students continue to be well ahead in the areas of numeracy and literacy. What remains central to our ethos is the uniqueness of our students who are treasured and valued at all times.

The philosophy of the school is to encourage co-operation between all partners in education as well as to develop close links with the local communities. The school has long been recognised as a centre of academic excellence and in recent years has developed a thriving Adult Education programme. This handbook is designed to give staff an overview of the school and to assist with everyday classroom management. We would like to take this opportunity of welcoming you all back and wishing you every success for the new school year.

Principal
Ann Marie Brosnan

Deputy Principal
Brendan Walsh

Socio-Cultural Context.

No classroom environment is an isolated box. It is part of a wider community (of school and beyond) which has cultural practices and social norms. There are therefore acts or actions or activities which happen because they are part of this socio-cultural setting. It forms a community of practice to encompass the customs, social and cultural, of a particular community and its ways of operating. The classroom environment draws on these, modifies them for its own use and ritualises its own practices. The wider cultures in which the school is situated impinge on the classroom and the atmosphere and ethos of the school.

The social environment of the classroom is good at throwing up constraints which challenge individual perceptions. People often have different views of a situation. Through discussion or argument, the participants negotiate new positions which lead to shared meanings developing. Such negotiation is not bargaining, but a genuine offering of individual perspectives and meanings for consideration by others. It involves making an effort to listen to and understand other perspectives. It is this partnership perspective that Sacred Heart continues to embrace. As the social dynamic continues to change Sacred Heart has changed in tandem. It is the constantly shifting socio-cultural perspective that constantly presses schools and their resources.

On an International scale, influences such as globalization, technological advancements and EU policy continue to influence the Irish socio-cultural context. Nationally new syllabi developments, legislative compliance, pre-Celtic Tiger, Celtic Tiger and Post-Celtic Tiger economics and society have all challenged the flexibility and durability of our school. At a local level the perception of the school in the local community, examination results, local participation in education and local social values all help to shape the ever changing context in which Sacred Heart Secondary School operates.

Outline of Sacred Heart Secondary School's Structures and Resources.

The school building is divided into a number of separate building units/structures. These include the old building, main building, old prefabs and new prefabs as well as the physical education complex. The Old building is still utilised by the school and houses two Science Labs, RE Room, Library, Adult Education Office and Rooms, two Home Economics Labs, Dress and Design Room, Guidance Office, LCA Co-ordinators Office and School Canteen. The main building which was opened in 1982 is now the hub of the main school activities. This building is supported by two separate prefabricated structures. These are the old prefabricated classrooms and new prefabricated classroom that hold general purpose classrooms and computer rooms. The school also contains an excellent Gymnasium and All- Weather Playing Surface.

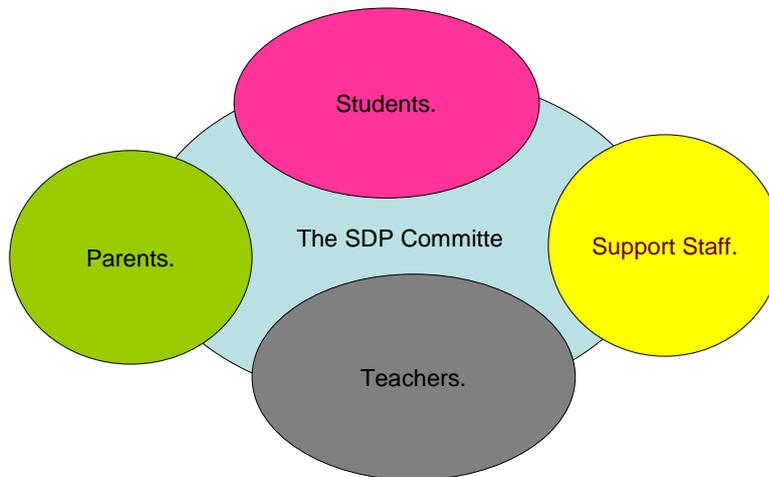
General Summary of Rooms in SHSS.

<i>Room Description</i>	<i>No.of Rooms</i>
General purpose rooms	20
Science Labs	3
Art and Craft	2
Home Economics Lab	1
Dress and Design	1
Music Room	1
Technology Rooms	1
Learning Support	1
Language Support	1
Library	1
Social Area/Canteen	1
RE Rooms	2
Gymnasium	1
All Weather Surface	1
Principal's Office	1
Deputy principal's Office	1
Guidance Councillor's Office	1
Adult Education Office	1
General Administration Office	1
Year Head's Office	2
Staff Room	1

Staff Toilets	2
Student Toilets	5
Computer Labs	2
GPR	1

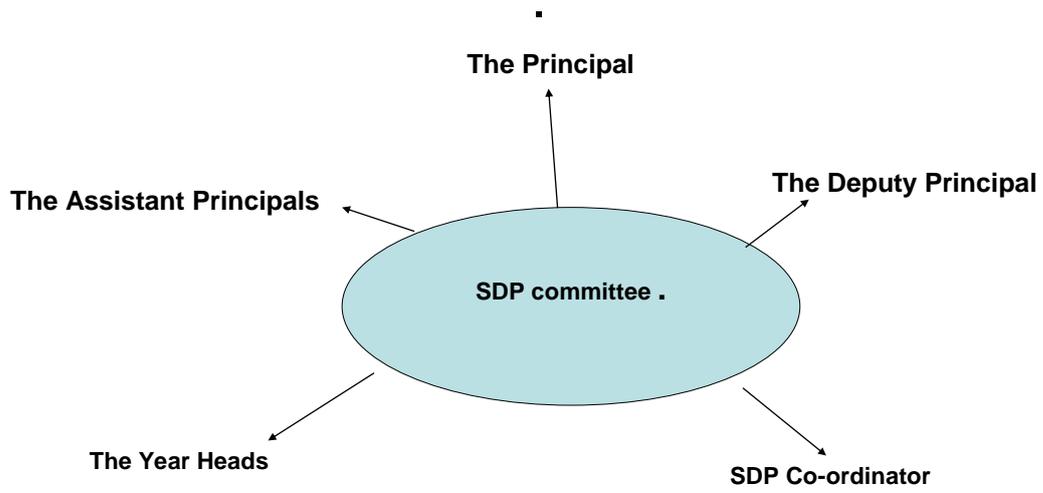
School Development Planning Structure.

School development planning at Sacred Heart Secondary School underpins the value of partnership through its management of planning in all areas of school life. A structured planning process has been constructed that empowers all stakeholders to contribute in a myriad of issues affecting daily life in the school. Central to this process is the work of the SDP committee. This committee acts as the catalyst for action and change, channelling the energy and contributions of all the stakeholders into a process that is inclusive and transparent. The SDP committee in particular manage the process and structures of cyclical development and change in the school.



The SDP process in Sacred Heart Secondary School is formally facilitated by Ms. Elizabeth O' Sullivan who holds a special duties post for the position. All SDP issues are channelled into the school's SDP committee. This steering group consists of the Principal, Ms. A.M. Brosnan, the Deputy Principal Mr. B. Walsh and all year heads/assistant principals and the SDP co-ordinator.

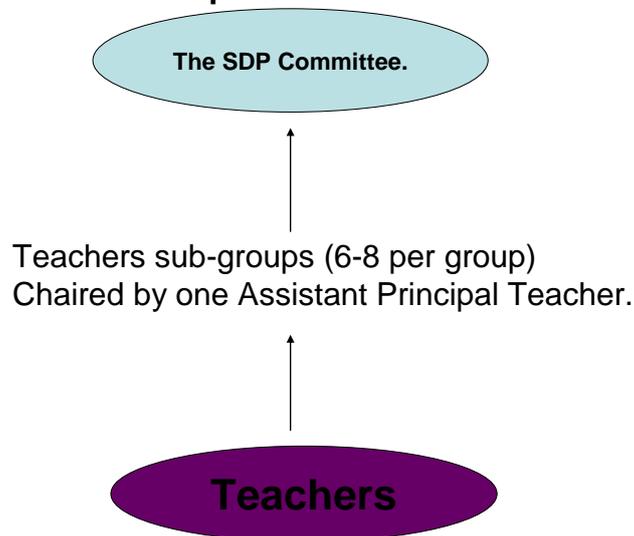
The composition of the SDP committee



The Voice of Staff Members.

All staff is welcome to forward suggestions/ideas on school planning to management. As a complement to this process each assistant principal is assigned as a team leader/chair to represent a cohort group of staff members. Staff members include, teaching staff, special needs assistants, administrative staff, care takers and support staff. All issues concerned with the SDP process are encouraged to be voiced by all staff either directly to management or via their designated assistant principal. Thus in turn these concerns/suggestions are prioritised by all staff members. This structuring of staff is particularly significant during staff planning days/staff meetings when staff are organised into their specific groupings. Action plans together with targets, tasks, time frames and evaluation procedures are designed and acted on. These priorities will form an integral part of the planning cycle for the school year.

How Teachers contribute to the SDP process.

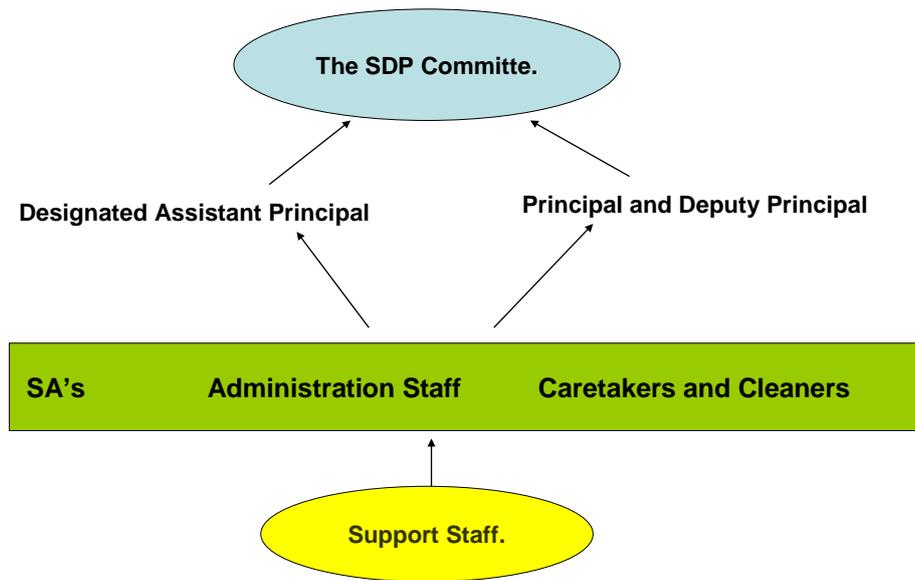


All comments and contributions are noted and forwarded to the school management at the weekly care team meetings.

Staff surveys and staff meetings also provide the opportunity for all staff members to provide valuable information on many aspects of school planning. Priorities for the school year planning cycle in particular are agreed on through staff surveys/meetings.

Particular measures are put in place to make the support staff of the college significant members of the planning process in the school. They are included in staff planning days, are given a designated assistant principal for whom they can channel their thoughts/considerations directly to the SDP committee and are made equal members of staff in all formal and informal matters. Furthermore they are provided with cyclical meetings with the principal and deputy principal throughout the year where all aspects of their duties and experiences in Scared Heart are discussed.

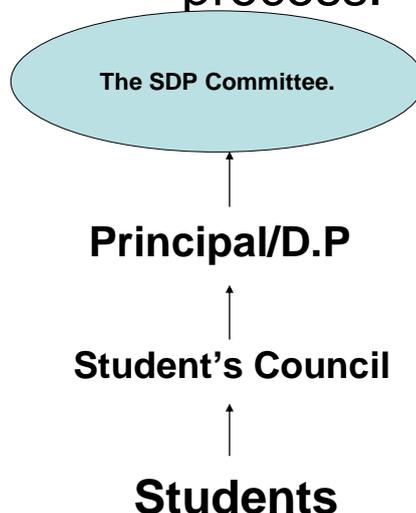
How Support Staff contribute to the SDP process.



The Voice of Students

The student's council provides a significant forum for raising the views of all students. The student's council is led by the student from all year groups who are elected annually by the students from their respective year groups. Two student representatives are elected from year cohort. Once a week the student council meet with their liaison teacher, Ms. Kiely, (post holder), to update all students on all school matters and to provide a forum for discussion. At this meeting issues concerning students are raised and debated. Outstanding concerns that the students have voiced are formally addressed towards the principal who meets with the student's council on a periodic basis, (once a term).

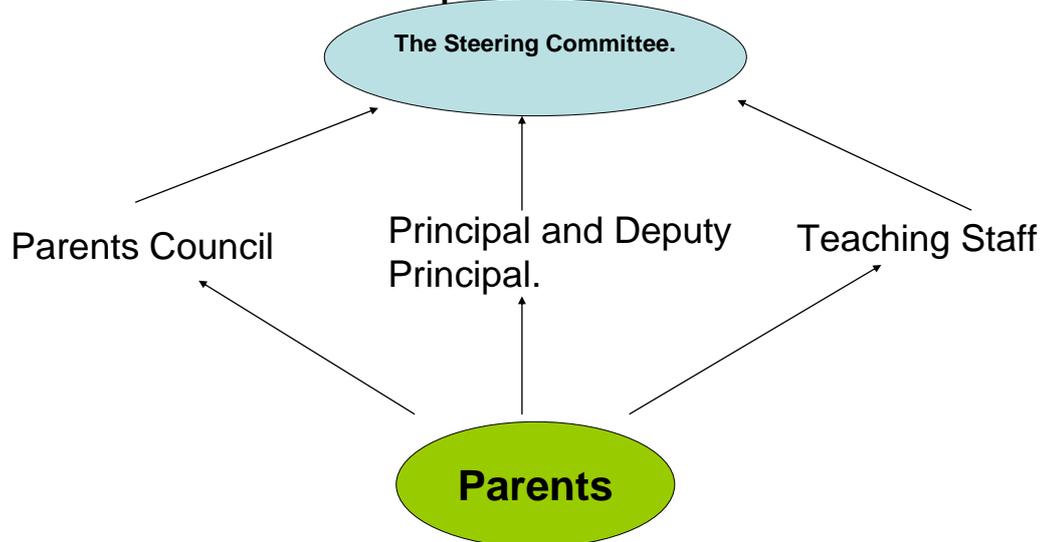
How Students contribute to the SDP process.



The Voice of Parents

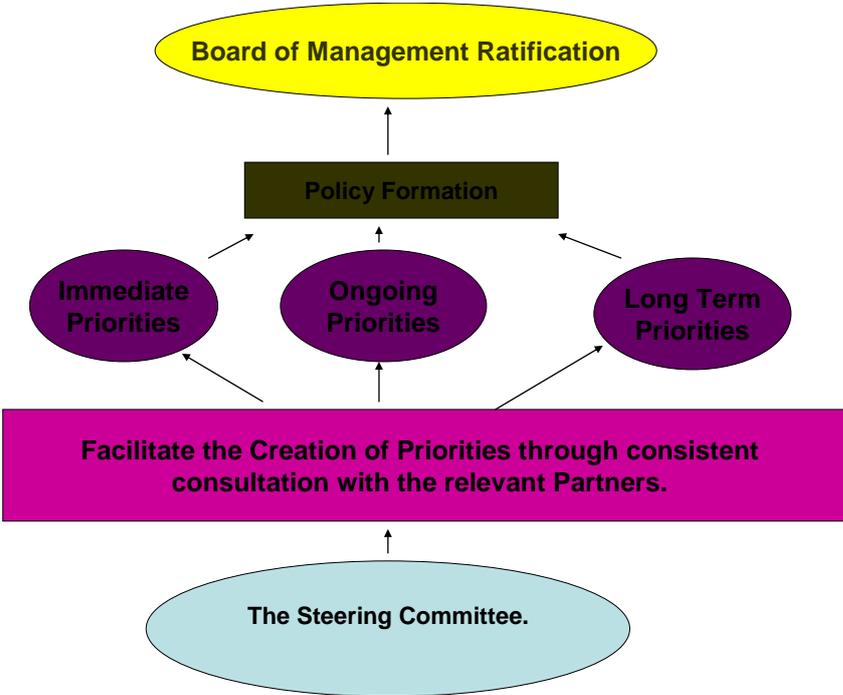
The parent's council forms an integral part of the planning process in Sacred Heart Secondary School. The parent's council meet once every month with their liaison teacher, Mr. Pegler, (post holder), to discuss all aspects of life at SHSS. At such meetings information on school activities is shared, ideas for enhancing the experience of students and parents are discussed and respective events organised. The voice of parents is further enhanced by the participation of parents on the Board of Management. Every two years, two parent's representatives are elected onto the Board of Management. All parents are advised on this opportunity to become a parent representative. Parents are encouraged to voice any issues concerning them through monthly meetings with their liaison teacher and through monthly meetings with the Board of Management. Furthermore open nights, parent information nights and parent teacher meetings are further opportunities for all parents to discuss and communicate school matters with members of the school community. This is further supported by opportunities to schedule individual meetings with staff members including the Principal and Deputy Principal.

How Parents contribute to the SDP process.



Integrating the Process into Action and Change.

The main function of the SDP committee as mentioned is to channel the opinions and considerations of all the stakeholders into working action plans that become official school policy that ultimately get ratified by the board of management. Each year a number of priorities are agreed on by management. These priorities, stem as mentioned, from the combined input of all partners. This list of priorities may be added to throughout the year as circumstances demand. An action plan outlining who is responsible for conducting the action, how the priority is conducted, when each priority is to be completed and a date for review, is drawn up for each specific priority to be completed.



Resources for Staff.

Staff Handbook

SCHOOL MISSION

We, the community of Sacred Heart Secondary School are committed to providing a supportive Christian environment; with a wide range of educational opportunities to allow each person achieve full potential.

To achieve this, the school will:

- Provide pastoral care for pupils on an individual and group basis.
- Provide career guidance and counselling service.
- Continue to nurture the spiritual growth of each person, to assist them in everyday living by:

the provision of religious education programmes;

school chaplaincy;

appropriate liturgy and services;

spiritual retreats.

- Foster a mutually respecting and supportive relationship between management, principal, teaching and ancillary staff.
- Encourage respect for the individual, the community and the environment.
- Offer a wide range of subjects with adequate sporting facilities.
- Provide the opportunity for students to study at their own level, paying special attention to individual needs.
- Encourage students to participate in a wide variety of extra-curricular activities.
- Foster links with the parents, particularly through parent-teacher meetings and a parents' association.
- Strive to provide a high standard of teaching and discipline.

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“I have come that they may have life and have it to the full”

Jn.10:10

Vision & Mission Statements

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To provide a holistic education in the Catholic tradition.

Vision

A compassionate and just society inspired by
the life and teachings of Jesus Christ.

What we treasure

The core values of CEIST are intended to support and nourish the lives of the people who are at the heart of our schools - students, staff and parents. These are the members of the school; their rights must be respected and their responsibilities should be performed in a manner which promotes the spiritual development of each person, achieves quality in teaching and learning, shows respect for every person, creates a sense of community and is founded on compassion and justice. These values can only be lived out if students, staff and parents work together for the common good of all. In CEIST schools processes should be put in place to deal with areas of conflict and disagreement so that the dignity of all members of the school can be protected.

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

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

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We respect the unique and intrinsic value of every person.

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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.

HISTORY OF SACRED HEART SECONDARY SCHOOL (see page 5)

Board of Management

Sr. Mary Donovan	Chairperson
Mr. John Lochnane	Trustee nominee
Mr. Paddy Duggan	Trustee nominee
Ms. Marese Birmingham	Trustee nominee
Ms. Jo Keane	Staff nominee
Ms. Brid Hennessy	Staff nominee
Mr. Jim O' Sullivan	Parent nominee
Mr. Noel Clancy	Parent nominee
Ms. Ann Marie Brosnan	Secretary
Mr. Brendan Walsh	Recording Secretary

SCHOOL CALENDAR 2015-2016

(In accordance with the Department of Education and Science standardisation of school year)

REOPENING OF THE SCHOOL YEAR 2015/2016	
August 26 th	Staff in-service
August 27 th	6 th Year return to school (Half Day 12.30)
August 28 th	5 th Year return to school (Half day 12.30)
August 31 st	1 st Induction(Full day)
September 1 st	1 st ,2 nd 3 rd ,5 th & 6 th Year (Full Day)
September 2 nd	Return of Transition Year School in operation for all classes

School Holidays		
	Closing	Opening
Mid-Term Break	23– 10 – 15 (3.30)	02 – 11 – 15 (9.00 a.m.)
Christmas Holidays	22 – 12 – 15	06 – 01 – 16 (9.00 a.m.)
Mid-Term Break	12 – 02 – 16 (3.30)	22 – 02 – 16(9.00 a.m.)
Easter Holidays	16– 03 – 16 (3.50)	04 – 04 – 16 (9.00 a.m.)
School Closed	28-04-16(3.30)	04-05-16 (9.00a.m)
Summer Holiday	03-06 -16	

Contingency arrangements due to time lost due to unforeseen school closures are in place for 2015-2016.

Where contingency arrangements are required, a school authority may reduce the length of the February mid-term break by remaining open up to and including Wednesday 17th February 2016 .

Where contingency arrangements are required, a school authority may reduce the length of the Easter break by remaining open up to and including Wednesday 23rd March, 2016.

Parent/Teacher Meetings

Class	Day/Time		Time
6 th Year	Thursday	15/10/15	4.15-6.45pm
3 rd Year	Thursday	12/11/15	4.15-6.45pm
4 th Year	Thursday	10/12/15	4.15-6.45pm
5 th Year	Thursday	21/01/16	4.15-6.45pm
2 nd Year	Thursday	04/02/16	4.15-6.45pm
1 st Year	Thursday	10-03-16	4.15-6.45pm

Classes end **at 3.30 pm** for all students on the days that PTM take place

Schedule of Afterschool Staff Meeting			
Date	Schedule	Croke Park	Cl M58/04
26-08-15	Staff Planning Day	6	
02-09-15	Staff Meeting	1	
22-09-15	Staff Meeting	1	1
15-10-15	6 th Year P/T Meeting	3	
12-11-15	3 rd Year P/T Meeting		3
10-12-15	TY P/T Meeting		3
14-01-16	Open Night	3	
21-01-16	5 th Year P/T Meeting	3	
04-02-16	2 nd Year P/T Meeting		3
24-02-16	Staff Meeting		1
10-03-16	1 st Year P/T Meeting	3	
18-03-16	Staff Meeting	6 hours	
20-04-16	Staff Meeting	1	1
09-05-16	Staff Meeting	1	
	Total	28hours	12

Some Key Calendar Dates

AUGUST 2015							26 th Staff in-service
S	M	T	W	Th	F	S	26 th Parent Association Presentation on Dyslexia by WyMcCormack 7.30pm
						1	27 th 6 th years induction
2	3	4	5	6	7	8	28 th 5 th years induction
9	10	11	12	13	14	15	31 st 1 st year induction
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						
SEPTEMBER 2015							1 st 1 st , 2 nd , 3 rd 5 th & 6 th year students in school
S	M	T	W	Th	F	S	2 nd Transition year induction
		1	2	3	4	5	9 th Information Evening TY parents 7.30pm
6	7	8	9	10	11	12	15 th Information Evening 1 st year parent 7.00 pm AGM P A. 8.15pm
13	14	15	16	17	18	19	22 nd Opening of the School Year Mass
20	21	22	23	24	25	26	23 rd Transition year trip to Ploughing Championships
27	28	29	30				
							29 th Information Evening 6 th Year Parents. 7.30pm
OCTOBER 2015							6 th PA Speaker on Study Skills senior cycle 7.30pm
S	M	T	W	Th	F	S	13 th Parent Association Guest Speaker Maureen O'Donovan CAMHS 7.30pm
				1	2	3	15 th 6 th Year PTM
4	5	6	7	8	9	10	12 th -23 th Applied Leaving Certificate Work Experience
11	12	13	14	15	16	17	19 th -23 rd 4 th Year Assessments
18	19	20	21	22	23	24	24 th -1 st Mid Term Break
25	26	27	28	29	30	31	
NOVEMBER 2015							12 th 3 rd year PTM
S	M	T	W	Th	F	S	19 th 6 th year mock interviews
1	2	3	4	5	6	7	25 th 29 th School Musical: <i>The Sound of Music</i>
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						
DECEMBER 2015							10 th 4 th year PTM & completion of 6 th year reports
S	M	T	W	Th	F	S	16 th -22 nd House Examinations 1 st , 2 nd Pre Leaving Cert
		1	2	3	4	5	22 nd Christmas Holidays
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

Exams and Assessments		School Closed		Staff Meeting(after school)		
Parent Teacher Meetings (4:45 – 6:45)		Information Evenings		Trips & Tours		
Principal	Ann Marie Brosnan	Office	023 – 883 3737			
Deputy Principal	Brendan Walsh	email	sacredheart@eircom.net			
JANUARY 2016						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
<p>14th Open Evening 5.30-7.30</p> <p>18th -28th Enrolment of 1st Years</p> <p>21st Pre Leaving Certificate PTM</p> <p>26th Information meeting for parents of 4th year</p>						
FEBRUARY 2016						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					
<p>4th 2nd year PTM</p> <p>8th -12th 4th Year Activity week</p> <p>13th -21st Mid Term Break</p> <p>22nd -29th Pre Leaving & Pre Junior Certificate Exams</p>						
MARCH 2016						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
<p>1st -4th Pre Leaving & Pre Junior Certificate Exams</p> <p>10th 1st Year PTM</p> <p>11th Awards Evening</p> <p>17th School Closed Easter holidays</p>						
APRIL 2016						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
<p>4th -8th 4th Year Cappanalea & Work Experience</p> <p>11th -15th 4th Year Cappanalea & Work Experience</p> <p>TBC Practical & Oral Examinations</p> <p>29th - 3rd May School closed</p>						
MAY 2016						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
<p>TBC 1st & 2nd Year School Trip</p> <p>23rd 6th Year Graduation</p> <p>25th 4th Year Graduation</p> <p>30th -3rd Summer House Examinations</p> <p>3rd June Summer Holidays</p>						

Exams and Assessments		School Closed		Staff Meeting(after school)	
Parent Teacher Meetings(4:45 – 6:45)		Information Evenings		Trips & Tours	
Principal	Ann Marie Brosnan	Office	023 – 883 3737		
Deputy Principal	Brendan Walsh	eMail	sacredheart@eircom.net		

SHSS TIMETABLE 2015-2016

TIME	MON	TUE	WED	THUR	FRI
9:00-9:35am					
9:35-10:10am					
10:10-10.45am					
10.45-11:00am	BREAK	BREAK	BREAK	BREAK	BREAK
11:00-11.40am					11.00 – 11.35
11:40-12.20pm					11.35 - 12.15
12:20-1.00pm					12.15 – 12.50
1:00-1.55pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH 12.50 – 1.45
1:55-2:35pm					1.45 - 2.20
2:35-3.15pm					2.20 - 2.55
3:15-3:50pm					2.55 – 3.30

STAFF LIST 2015-2016**Teaching Staff**

Ann Marie Brosnan	Louise O' Flynn
Brendan Walsh	Frances O'Donoghue
Caragh Bell	Noreen O'Neill
Karen Cotter	Mary O' Neill
Brian Daly	Una Mayock
Marie O' Flynn	Treasa Ni Longain
Barbara Curran	Gerard O'Sullivan
Norma Fitzpatrick	Elizabeth O'Sullivan
Ciaran Mulcahy	Dave Pegler
Denise Hayes (Leanne McCarthy)	Rosemarie Sexton
Colette Harte	John Woods
Eileen Harte	Una Whyte
Brid Hennessy	Donna O'Regan
Claire Holland	Amanda Sylvester
Josephine Keane	Clare O' Donovan
Sinead Mangan	Higher diploma Students (PME)
Mary Holland	Olivia Hennessy
Leona Meade	Yvonne Rice
Joanne Nash	Donna O' Regan
Carol Kiely	Shane Healy
Eileen Nolan	Aine Flanagan
Judy O'Connell	
Colm Kiely	

<p>Clerical</p> <p><u>School Secretary</u> Eileen Cahalane</p> <p><u>Receptionist</u> Catherine Callaghan</p> <p><u>Library</u> Mary O'Sullivan</p> <table border="0"> <tr> <td data-bbox="162 750 438 990"> <p>Caretaking</p> <p>Frank Deasy</p> <p>Batt Cahalane</p> </td> <td data-bbox="438 750 833 990"> <p>Cleaners</p> <p>Evelyn O' Mahony</p> <p>Helen Cahalane</p> </td> </tr> </table>	<p>Caretaking</p> <p>Frank Deasy</p> <p>Batt Cahalane</p>	<p>Cleaners</p> <p>Evelyn O' Mahony</p> <p>Helen Cahalane</p>	<p>Student Assistants</p> <p>Anna McCarthy</p> <p>Ber Downey</p> <p>Mary O' Mahony/ Shirley Wycherley</p> <p><u>Catering</u> Eileen Fitzgibbons</p>
<p>Caretaking</p> <p>Frank Deasy</p> <p>Batt Cahalane</p>	<p>Cleaners</p> <p>Evelyn O' Mahony</p> <p>Helen Cahalane</p>		

Subject Department Coordinators 2015-2016

Subject	Co-ordinators
IRISH	T. Ni Longain & B. Curran
ENGLISH	Junior: D. Hayes Senior: F. O' Donoghue
MATHS	Junior: C. Holland Senior: C. Kiely
FRENCH	C.Bell
GERMAN	M. O' Flynn
SPANISH	D. O' Regan
HISTORY	B. Daly
GEOGRAPHY	C. Mulcahy
SCIENCE	U. Mayock
Home Economics	C. Harte
RE	M. Holland/S. Mangan
CSPE	J. O' Connell
PE	L. O' Flynn
SPHE	M. Holland
MUSIC	U. Whyte
ART	Judy O'Connell
TECHNOLOGY	John Woods
COMPUTERS	Ger O'Sullivan
BUSINESS	B. Hennessy
LCVP	D. O' Regan

In-School Management

Principal	Ms. Ann Marie Brosnan
Deputy Principal	Mr. Brendan Walsh

Assistant Principals

1st Year Head	Ms. M. O'Neill
3rd Year Head	Ms. J. Keane
2nd Year Head	Ms. N. O' Neill
FETAC Co-ordinator	Mr. G. O' Sullivan
ALC Co-ordinator & Awards Co-ordinator	Ms. E. O' Sullivan
(programme co-ordinator)TY coordinator	Ms. E. Harte

Special Duties Posts

6th Year Head	Mr. John Woods
5th Year Head	Mr. D. Pegler
Student Council	Ms. C. Kiely
SEN and Multiculturalism	Ms. F. O'Donoghue
SEN and Multiculturalism	Ms. M. O' Flynn
House Exams	
Pre- Exams	Ms. M. Holland
5th Year Head	Mr J. Woods
PR/Website	

GENERAL ADMINISTRATION

Staff Absences

What to do

If you are unable to attend school, please make contact **as soon as possible** with the following numbers, **Mr. B. Walsh at 085 7393865** or **Ms. A.M. Brosnan at 085 1458666**. If you are unable to make contact with the above mobile numbers please contact the main school office at 023 8833737 between **8.30 a.m. – 8.45 a.m.** at the latest, so that cover can be arranged. ***Please indicate when making contact, whether a medical cert will be submitted on return.***

A medical certificate is required for absences in excess of 3 days.

Personal Days

The DES position on personal days is outlined below for the attention of all teaching staff.

‘Personal Days may be granted following a written request from staff and are subject to the approval of the Board of Management and Principal under certain conditions. The DES will permit such paid leave subject to the approval of the school principal and where there are no additional costs to the DES. Please fill in hand written request in person to Principal, on behalf of the Board of Management **well in advance** for permission.

Cover for personal days must be arranged with colleagues on a voluntary basis. This must be arranged before leaving the school, work should be marked and class lists left with appropriate teacher.

Details of who is covering classes should be left with the deputy principal. “Personal Day Forms” are available in the staff room for staff to complete.

If a teacher is on supervision duty on that day cover should be arranged.

Where a teacher is granted personal leave, he/she must furnish to the Principal, the actual substitution arrangements they have made for the classes to be covered. Such arrangements shall be put in writing to the school management prior to departure on the personal leave day (s)‘.

IF YOU ARE TO BE ABSENT FROM ANY CLASS:

Permission to be absent from any class for any activity or reason needs to be requested in advance from the Principal.

Thereafter the teacher is required to provide the following:

- The Cover required form is to be completed and handed to the deputy principal so that all classes are covered by a substitute teacher.
- Work must be assigned for the class; this is to be placed in the appropriate slot in the tray in the staff room, with a class list, so that the supervising teacher may access this.

NO TEACHER MAY ABSENT THEMSELVES FROM CLASS WITHOUT PRIOR APPROVAL.

The form below needs to be filled out and handed to the *Deputy Principal* at least 2 DAYS prior to any activity that requires cover for any class. Notification of absence from any class, should however be made as soon as possible. It is not possible to provide substitution cover in all cases, particularly if advance notice of at least 2 days is not provided. Copies of this form are available in the staff room.

Date: / / Reason for Absence _____

Signature of Teacher: _____

Please circle the periods for which you will require cover

1 2 3 4 5 6 7 8 9

Photocopying

1) Teachers should be aware of:

- Limits to use of copier under copyright regulations
- Cost of copying - who is carrying it?

Will the notes be used? As part of the schools policy on e-learning, teachers are advised that an alternative way of delivering such materials to students, is via electronic means.

- 2) Each teacher will be issued with a code for use in reprographics room.
- 3) If you want to hand in copying to be done in office please allow at least 24 hours longer when it comes to large quantities.**
- 4) Typing may be done by office staff, but whole - school issues will always take priority over individuals, so allow plenty of time.
- 5) Laminating and Binding facilities available in office also.

Bus Hire

Bus Hire must be arranged in advance and a bus requisition form must be completed. This book is available in Eileen's office.

Purchase Requisitions

Prior to purchasing any goods and services a purchase requisition form must be completed and approved by the principal.

A purchase order must appear on the invoice.

Each department must submit a balance sheet showing all financial incomes and expenditure for the academic year.

Cheque Requisition

All requests for checks must be made in advance by means of completion of a cheque requisition form.

Goods of any nature are no longer available on credit from any store.

CASH

- All monies collected must be counted, checked and handed personally to the office. The amount will be receipted.

Maintenance

A Room maintenance book is available in reception.

All maintenance requests **must** be logged in this book.

- Requests for routine repairs must not be directed toward the caretaker but instead be documented in the log book in reception.
- Requests for non-routine maintenance must obtain Principal's approval prior to being entered in the book.

Ordering of Supplies

Only the school Principal is authorised to approve expenditure. Requisition forms are available from the school office. Completed requisition forms with three quotations should be returned for approval to the Principal. All orders are processed through the school office. All orders are subject to approved school audit protocol.

CHILD PROTECTION PROCEDURES

The Board of Management has adopted as policy the Child Protection Guidelines for Post-Primary Schools as published by the Department of Education & Science and is guided by the DES circular 0065/2011 and Children First 'National Guidance for the Protection and Welfare of Children' 2011 . Circular 0065/2011 outlines new 'oversight arrangements and these are incorporated into the guidelines which follow. Copies of all relevant documents are available from the Principal or may be viewed on www.education.ie/www.dcy.ie

If a member of staff should receive a report of a Child Protection issue**You should:**

- Listen compassionately
- Use open, non-specific questions where, what is being reported is unclear
- Make a careful record of the report, using the young person's own words
- If the person reporting is an adult, invite him/her to provide a written account of the matter
- Indicate what will happen next
- Report the matter immediately to the Designated Liaison Person
- Keep the matter strictly confidential

You should not:

- Question the person reporting, other than to seek clarification
- Make any judgemental statements
- Give any undertaking of secrecy
- Start to investigate

In the event that the Designated Liaison Person decides not to report the allegation to the Health Service Executive, the member of staff who reported the matter will be given a written statement as to why action is not being taken

The member of staff who reports an allegation to the Designated Liaison Person may be asked to attend a Child Protection Conference. The DLP will consult with the Board of Management before responding to such a request

A member of staff reporting an allegation or suspicion in good faith has the legal protection of qualified privilege at common law and is also protected under 'The Protection for Persons Reporting Child Abuse Act' 1998. The Freedom of Information Acts and the Data Protection Acts will apply to records.

Summary of Board of Managements Responsibility in Child Protection

- To provide students with the highest possible standard of care in order to promote their wellbeing and protect them from harm
- To adopt a child protection policy in accordance with the Child Protection Guidelines and Procedures for Post Primary Schools
- To adopt without modification the child protection procedures for post primary schools as outlined in circular 0065/2011
- To designate a senior member of staff as the Designated Liaison Person for the school. It is expected that the Designated Liaison Person will normally be the Principal. The name of the DIP shall be prominently displayed in an appropriate public place in the school.
- To provide for another person to assume responsibilities of the Designated Liaison Person should the Designated Liaison Person be unavailable for any reason, this person to be known as the Deputy Designated Liaison Person
- To ensure that all records relating to child protection are appropriately filed and stored securely
- To adhere to DES requirements for Garda vetting in respect of all school personnel and apply thorough recruitment, selection and appointment procedures to all employees and volunteers
- To ensure that the school's child protection policy is available to parents/guardians of the school community

The Designated Liaison Person will inform the Board that a report involving a student in the school has been submitted to the Health Service Executive. The Designated Liaison Person will inform the Board of cases where information is sought from the HSE but where no report is made. The DLP will be responsible to maintain all relevant contact details for HSE and An Garda Siochana.

If the allegation is against a school employee, the Chairperson meets the employee privately, gives details of allegation to the employee with copy of related documentation. The employee is afforded an opportunity to respond in writing to the Board. If the Protocol Authorising Immediate Action has

been invoked by the Principal, an emergency meeting of the Board is called. Legal advice should be sought.

If the nature of the allegation warrants immediate action, or the ratification of action taken under the Protocol, the Board will direct that the employee absent him/herself from school with immediate effect. The strictest confidence is to be observed

Any further action required by the Board will be informed by the investigations conducted by the HSE and/or An Garda Síochána.

Such action will be taken in compliance with the Disciplinary Procedures which applies for our school and Board of Management.

Finally the Board undertakes to ensure that a review of the school Child Protection policy will be undertaken on an annual basis and will put in place an action plan containing appropriate timelines to address those aspects of the policy which have been identified as requiring further improvement.

Student Matters

Attendance/Absences

1. Students are expected to attend school everyday.
The Educational Welfare Board is notified of 20 days or more absence.
2. All students must be punctual for class. Classes begin at **9.00am.** in the morning and **1.55pm** in the afternoon.
3. Pupils who are not on time for the first class in the morning must sign 'the late book' or will be marked absent for the day. Transgressions of this rule will be subject to sanction.
4. Students must come directly from the bus to the school in the mornings. School cannot be responsible for students who go to town.
5. Students remain in the school at lunch hour. A lunch pass may be given to students to go home (with friend or to restaurants not allowed) for lunch. This pass is issues in September and has to be requested by the parents and sanctioned by the school.
6. No student may absent herself from school without permission.

➤ **School absences:**

Parents must sign the reason for absence in student's diary (note section) when the student is returning to school. This is counter signed by the year head.

➤ **Permission to leave school early**

Parents write note (in student's diary) for permission for the student to leave school early stating the time and date and who is collecting her. This is signed by the year head and the student signs the register before leaving and again on return, if on that day. Parents/Guardians are expected to personally sign out their daughter(s). In the exceptional circumstance where this is not possible, parent(s)/guardian(s) must make contact with the school to confirm this.

7. Truancy for full day or part thereof will result in automatic sanctions.

NOTES FOR ABSENCE:

In the event of a student being absent from school a text message will be issued to their respective parents/guardians.

On returning to school following a period of absence the student will be required to have a note in journal **signed by** the parents.

Permission to leave school in same section – student gets permission from Year head or Deputy Principal or Principal and then sign book in reception. Student signs in if they return before end of day.

Attendance Recording:

- ✓ All teachers take note of attendance at beginning of each class.
- ✓ At **9.00 a.m.** and **1.55 p.m.** please fill absence sheet and post outside door by 9.05 and 2.00 – these are collected and recorded.
- ✓ If you note a number of unaccounted absences with any student, check daily absence sheet and speak to Year Head.

Pupil Behaviour Management:

All staff should aim to build a positive and vibrant work ethic in the classroom. His/her approach to classroom management should be firm, fair, inclusive and consistent.

Standards of Behaviour.**Expectations:**

- We expect our students to attend school every day (refer to student journal).
- We expect students to attend punctually.
- Full school uniform to be worn every day.
- RESPECT for all.
- Help to create a safe, positive environment (refer to Anti-bullying & Drugs Policies).
- Inclusiveness, fairness and transparency.
- Students should do their best and work to their full potential.
- Taking responsibility for one's own work.

Unacceptable Behaviour

- Non-attendance is unacceptable (**refer to Attendance policy for procedures relating to notification of a child's absence from school**).
- Behaviour that is hurtful (including bullying, harassment, discrimination & victimisation).
- Behaviour that interferes with learning and teaching.
- Damage to property.
- Possession, use of and/or supply of tobacco, alcohol and illicit drugs.
- Theft.
- Use of electronic devices & mobile phones during school times.
- Personal presentation that contravenes the Uniform Code (refer to Uniform Code).

Promoting Good Behaviour

- Awards (Awards Night, 4th Year & 6th Year Graduation)
The awards are centred in the school's Mission Statement with the purpose to engage students to reach their full potential in school life.
- Reports
- Merit Letter i.e. Eacht
- Written Comment in Journal
- Parent/Teacher Meetings
- Phone call home
- Co-curricular & Extra-curricular Activities
- Student Council
- School Tours
- Pastoral Care / Tutor System
- Guidance
- Learning Support
- Leaving Cert. Options

Implementing the Code of Behaviour

Implementation is run in line with the pastoral care system. Each level is to be exhausted before moving on to the next.

Starting point:

1. Subject teacher
2. Class tutor
3. Year Head
4. Deputy Principal
5. Principal
6. Chaplain }
7. Guidance counsellor }-intermingled with all levels
8. Mental health nurse (Adrienne Adams) }

Class teacher should have a set of defined intervention guidelines for each level.

Response to Inappropriate Behaviour

Procedures for dealing with minor issues will be followed:

- Verbal reprimand: by class teacher / supervising teacher.
- Homework Journal: the teacher records the incident in the student's journal. This is then countersigned by the parent/guardian.
- Time Out: Class teacher places the student at the back of a colleagues' classroom for the duration of that class.
- Removal of privilege: Student denied access to school trips/games/tours.
- Removal of mobile phone/electronic device if found using it in school time.
- Extra homework: Class teacher assigns extra relevant homework to the student.
- Extra school duties: student is given tidying/cleaning/improvement of environment duties.
- Phone call home: this is done by the Year head. Standard form to be filled by Year Head for the records.
- Referral to Guidance/Chaplaincy/Adrienne Adams.
- Repeated minor incidents will have to be investigated.
- Parent-Teacher conference requested.

It must be acknowledged that minor incidents can escalate and becomes a cause for concern, and may need further investigation.

Inappropriate sanctions include:

- physical punishment or the threat of physical punishment: physical chastisement of a student is illegal under section 24 of the *Non-Fatal Offences against the Person Act 1997*
- ridicule, sarcasm or remarks likely to undermine a student's self confidence
- public or private humiliation
- applying sanctions to whole groups or classes in cases of individual or small-group wrongdoing
- leaving a student in an unsupervised situation (e.g. a corridor) while in the care of the school

- persistent isolation of, or ignoring, a student in class
- sanctions that are used in a discriminatory way: the Equal Status Acts 2000 to 2004 require that schools do not discriminate in the use of sanctions.

Temporarily removing a student from the classroom to a supervised location may be appropriate in the interests of classroom management in order to ensure the learning of other students and to help the individual student to recognise and learn about the impact and consequences of their behaviour. However, consistently denying a student access to a particular part of the curriculum **as a general sanction** would not be appropriate.

Method of fair procedures for investigation and decision making:

The investigation is to be carried out by the Deputy Principal and/or Year Head using the following procedure:

- Teacher Incident Referral Form to be filled by the teacher(s) involved. (Appendix 3)
- Student Incident form to be filled by the student(s) involved. (Appendix 2)
- A formal letter will be sent to parents/guardian stating that an incident is being investigated.
- Both teacher and student will have the opportunity to view each other's forms.
- Deputy Principal and/or Year Head will interview both parties separately and may also interview others.
- Parents/Guardian will be asked to come to the school before any decision is made.
- The decision will be made by the Principal.
- These procedures will be followed in each case unless a serious incident occurs. In the case of such an occurrence the parents/guardian will be contacted instantly by phone, by the Principal or Deputy Principal, to come to the school immediately. If the matter warrants it, the Gardaí will also be contacted.

The aim of the Code of Behaviour is to avoid minor incidents escalating into major issues

Authority to Suspend:

- Has been delegated to the Principal by the Board of Management.

Limits:

- BOM has limited this authority to a maximum of three days.

Principal's Accountability to BOM:

- Principal reports all suspensions to the BOM and the reasons for them.
- Records are to be kept of all suspensions.
- Report to the NEWB.
- Parents have the right to appeal.

Procedures for Suspension:

- Procedures as set out in the schools Suspension and Expulsion Policy will be followed.

Post-Misbehaviour Procedure

i.e. supports for re-integration after Time Out / Suspension / Expulsion.

Reintegration will involve some or all of the following:

- Meeting of Student and Parent/Guardian with Principal and/or Deputy Principal and/or Year Head prior to reintegration.
- Recommit to the Code of Behaviour and resign in presence of parent/guardian.
- Referral to Guidance Councillor / Chaplaincy
- Student placed on “Behaviour Focus Report” for a defined period.
- Referral to Pastoral Care Team meeting.
- Link with Peer Mentoring Team
- Once sanction has been carried out and reintegration has taken place the student begins again with a clean slate.

Sanctions

The use of sanctions

The Board of Management should promote a whole-school approach to the use of sanctions. This approach should provide for:

- clarity about the role and purpose of sanctions
- good practice in the use of sanctions
- the school’s duty of care
- supports for students with special educational needs.

The objective of a sanction is to help the student to learn.

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.
-

Good practice in the use of sanctions

Sanctions should be used in a way that ensures that:

1. Sanctions are part of a plan to change behaviour

A sanction is a form of positive intervention. However, sanctions are unlikely to change behaviour on their own. They should be used as part of a wider plan to help the student to learn.

A sanction should be used in a respectful way that helps students to understand the consequences of their behaviour and to take responsibility for changing that behaviour. In particular, a sanction should:

- defuse and not escalate a situation
- preserve the dignity of all the parties
- be applied in a fair and consistent way
- be timely.

2. Sanctions are used consistently

It is the responsibility of school management to ensure that all members of staff use agreed sanctions in a consistent way. This removes subjectivity and helps to ensure fairness. Teachers should know the level of sanction they are authorised to apply.

3. Students and parents know what sanctions are used in the school

The school's policy on sanctions needs to be communicated clearly. A student should know when they have breached the code and that the breach warrants a sanction. A student should be able to relate the sanction to the behaviour that prompted the imposition of the sanction.

4. Sanctions are proportionate

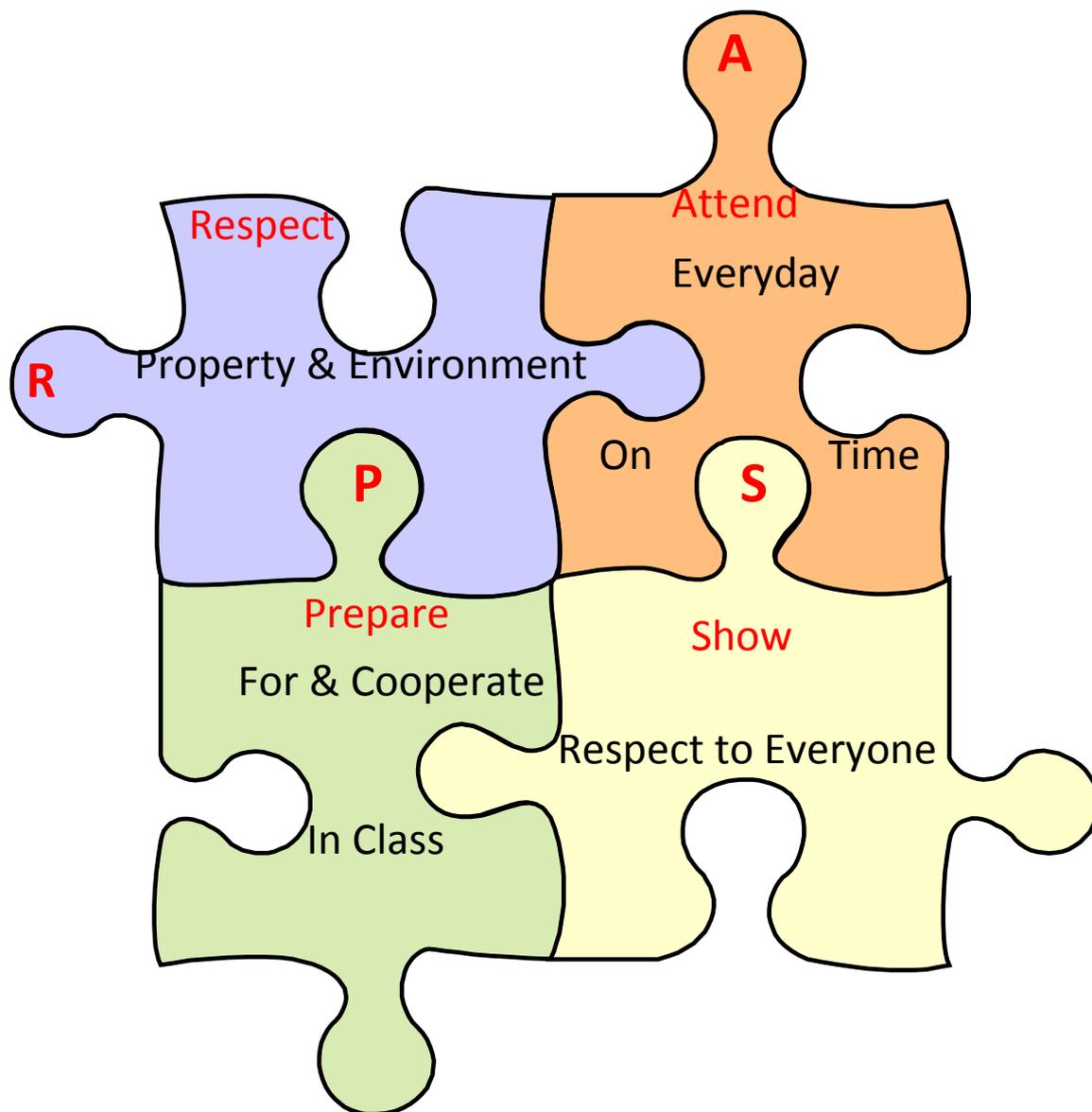
Sanctions should be proportionate to the nature and seriousness of the behaviour. Decisions about the use of sanctions should distinguish between minor misbehaviour and serious misbehaviour. The view taken about how serious any particular behaviour is will depend on several factors besides the actual behaviour itself. These factors will include:

- the frequency, duration and persistence of the behaviour
- whether it is part of an escalating pattern of poor behaviour
- the context of the behaviour.

5. Sanctions are appropriate

They should be appropriate to the age and developmental stage of the student and take account of the cultural background of the student. Sanctions should be sensitive to the particular circumstances of vulnerable individuals or groups of students (for example, a child in care or a child with special educational needs). In order to comply with equality legislation, sanctions must not be used in a manner that discriminates against particular students or groups of students and schools should be aware that some sanctions might impact disproportionately on particular groups.

R.A.P.S



In the event of the non-co-operation of a student, the following procedures may be useful:

- Take time to talk to the student in a calm atmosphere. Remember to listen to what they have to say. Try to reason with them while making sure that they understand the consequences of their actions for everyone involved.
- Any sign of improvement needs to be met with approval.
- Verbal reprimand may suffice.
- Be critical of the behaviour, not the student.
- Consider change of location within the class.
- Send note to parents in Student Journal.

- Issue extra work assignments(Proportionate to the level of indiscipline)
- Consider removal of privilege.
- Formal Referral to Year Head. (Fill in an incident form)
- Formal Referral to Deputy Principal in the case of Gross non-compliance.

NOTE: Any problems should, where possible, be resolved at Subject Teacher level before being referred on to the Year Head.

Where indiscipline occurs, the manner in which the student is managed by staff should be in accordance with the procedures outlined in the school's code of behaviour.

Keeping written record of all incidents that breach the school's code of behaviour is crucial for all members of the school community as it supports a firm, fair, inclusive and consistent discipline policy.

Roles of Key Personnel in Code of Behaviour

The Subject Teacher

In order to elicit co-operation and effort from the students, praise and commendation both written and verbal are vital in raising each student's self-esteem and confidence. The Subject Teacher should aim to build a positive and vibrant work ethic in the classroom. His/her approach to classroom management should be firm, fair, inclusive and consistent.

Achievements and positive contributions of students can be recognised in a variety of ways:

- Words of praise and encouragement.
- Note to parents – placed in the student's journal.
- Certificate of Achievement.
- Extra responsibility given.
- A display of their work.
- Inform Class Teacher/Year Head who will reinforce achievement in a number of ways.
- Nomination for awards.

In the event of the non-co-operation of a student, the following procedures may be useful:

Take time to talk to the student in a calm atmosphere. Remember to listen to what they have to say. Try to reason with them while making sure that they understand the consequences of their actions for everyone involved.

- Any sign of improvement needs to be met with approval.
- Verbal reprimand may suffice.
- Be critical of the behaviour, not the student.
- Consider change of location within the class (in consultation with Class Teacher)
- Send note to parents in Student Journal or speak with parent/guardian.
- Issue extra work assignments (proportionate to the level of indiscipline).
- Consider removal of privilege.
- Complete a Student Incident Report and or a teacher referral form.
- Possible referral for counseling session.
- Formal Referral to Year Head (Student Referral Form)
- Formal Referral to Deputy Principal in the case of gross non-compliance.

NOTE Any problems should, where possible be resolved at Subject Teacher level before being passed on to the Year Head etc. (Please refer to Incident Report)

Class Tutor role and Class spirit

Only a class with a feeling of unity and with pride in its accomplishment can be a truly good class. Thus each class tutor must work to develop a good class spirit.

- Let them know that you want them to be the best tutor class in their year group;
- Show them that you are proud of them when they achieve and excel in any way;
- Make clear to them your concern that you and they are a 'unit' and that their problems are yours.
- Create an atmosphere that enables them to talk freely to you about their difficulties.
- Show them by your actions that you are willing to help them.
- Be interested in each student as an individual.
- Comment on the care of their uniform, praise them when possible, enquire how they feel after an illness.
- Accord each student the basic respect to which every human being is entitled, even when he/she is guilty of misbehaviour and is being reprimanded.
- Praise the achievements of your class.
- Encourage competition among them but be careful not to embarrass anyone.
- Act in a similar fashion regarding individual behaviour.
- Let nothing go by.
- Promote the understanding of the boundaries of our school rules and regulations and apply them to each individual student in your tutor class in a consistent and fair manner at all times.

Year Head

- Pays careful attention to every aspect of the Year Group, which contributes to the learning environment of the school.
- Supports Class Teachers in the execution of their pastoral responsibilities.

- Organises and chairs Class Teacher meetings with Year Head.
- Liaises with students, teachers, parents and management.
- Takes action in consultation with others.
- Monitors and reviews progress of the Year Group.
- Helps to build a positive spirit.
- Discusses matters of concern.
- Acknowledges and rewards achievements.
- Contributes to Year Assembly.
- Gives a full report of main developments at weekly Year Head meeting.
- Consults with Deputy Principal on serious matters.
- Ensures that all school Procedures and Systems operate effectively in the Year Group.

On receipt of a Referral on a pupil from a member of staff the Year Head may adopt a form of the following course of action:

Consultation with Class Teacher/Deputy Principal.
 Meet Pupil. Listen. Gather facts.
 Counsel/Warn/Impose sanction/Note in Journal.
 Phone call home.
 Removal of Privileges
 Apply time out, where the student is removed from class.
 Send a "Notice of Concern" home.
 Request Parent-Teacher meeting.
 Place pupil on Report (Report Notification sent to parents).
 Refer for counselling.
 Monitor progress and review.

Further form of affirmation by Year Head:

Recognition of achievements at Year Group Assembly.
 Rewards.
 Phone call home to communicate improvement or achievement
 Send an "Eacht" letter home
 Nomination for School Awards.

The Deputy Principal

Has responsibility to the Principal for managing the School Pastoral and Disciplinary System.
 Contributes generally to the educational and personal development of students.
 Encourages and fosters learning in students.
 Forms a direct line of communication between all groups in the school and the Principal.
 Supports teachers in the execution of their Pastoral responsibilities.
 Forms a direct and open line of communication with home.

Sanctions imposed by Deputy Principal

Placing pupil on Detention.
 Placing pupil on Report.
 Withdrawal of pupil from class.
 Referral for counselling /mediation and/or assessment.
 Referral of serious cases to Principal.

The Principal

Has overall responsibility for managing the School Pastoral and Disciplinary System.

Takes under serious review any cases referred.

Consults with Year Heads at weekly meetings and offers support, advice where needed.

Emphasises the on-going development of a positive affirming atmosphere in line with the school ethos and vision.

Establishes a culture of continuous improvement.

Manages the implementation of all policies that support and affirm the endeavour and success of all students.

Promotes the co-operation between school and the community it serves.

Extra Sanctions imposed by Principal

Suspension and Permanent Exclusion in accordance with legislative guidelines and provisions.

Suspension and exclusion are a last resort and are only applied after repeated or very serious misbehaviour. All the specified procedures will be followed before such actions are taken and the co-operation of parents/guardians will have been earnestly sought. The Board of Management will play a strategic appropriate role in matters of suspension/expulsion.

The School Chaplain

Our school Chaplain provides an important pastoral service for the whole school community including:

Spiritual Direction

Pastoral counselling

Support in crisis

Trauma management

Bereavement Support

Liturgical Celebrations

Prayer Experiences

The School Counsellors

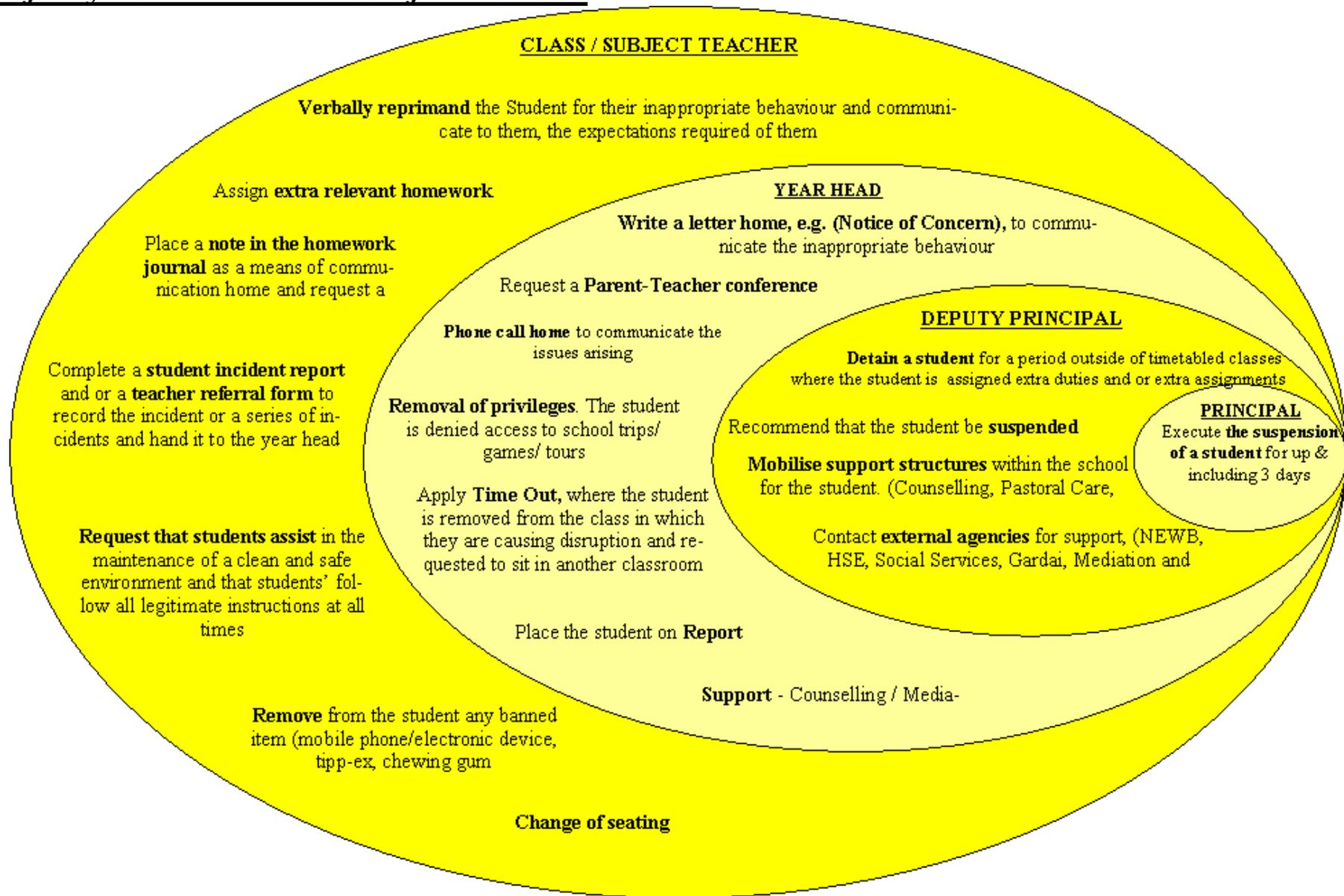
Support troubled members of the college community in times of need.

Listen carefully and supportively.

Offer advice on many areas of/issues.

As part of the Pastoral Care Support Team link with all relevant personnel in order to give assistance where valid and needed.

Roles of Key Personnel in Code of Behaviour



Courtesy and Respect

- Appropriate behaviour by students should be reinforced and rewarded.
- We must encourage students to have basic manners such as: Saying “Thank you” when appropriate: (at the end of class; on a school tour; when a teacher organises activities for students; thanking bus driver, secretary or caretaker etc.)
- Being polite when entering a class or the office.
- Asking politely not assuming.

Care of Classrooms:

- It is our professional responsibility to demand that the classroom is neat and tidy before we begin our lesson.
- Each student is responsible for his/her own area.
- Classes should be encouraged to treat their surroundings with respect and pride.
- Out of courtesy, teachers are asked to leave the classroom in an equally clean condition for the colleague that will follow. This includes ensuring that the blackboard is clean.
- At the last period of use for a room, to support a clean working environment all teachers are asked to assist in assuring that before leaving the classroom, all students,
 1. Put up all chairs on the tables
 2. Pick up all papers and place them in the bins
 3. Close all windows.
- Any damage to classroom property should be reported to the Year Head and Deputy Principal.

School Uniform.

- School uniform must be worn in full each day.

For all First and Second and Third year students.

V-neck bottle green jumper with school crest
Tarten Pleated Skirt
White blouse with revere collar
Green bobby sock or green/black socks
Dark coloured flat shoes
Outdoor jacket – Red/Black fleece.

For all TY and 5th and 6th year students.

V-neck red jumper with school crest

Tarten Pleated Skirt
White blouse with reverse collar
Green bobby sock or green/black socks
Dark coloured flat shoes
Outdoor jacket – Red/Black fleece.

- An opportunity to monitor uniform exists twice daily at roll call. **Please assist with the monitoring of the uniform and how student's present by filling in the slip accompanying the roll.**
- **Out of school activities: Students must wear black or navy bottoms and red school jacket.**
- All students are expected to have **natural hair colour**.

Smoking

Smoking is now illegal in public places, such as schools, so students are not allowed to smoke while wearing school uniform or at any activity organised by the school.

Illicit Drugs and Alcohol:

No student may possess, distribute, consume or be under the influence of alcohol or illicit drugs during school hours or any activity organised by the school. Breach of this rule will result in immediate suspension by the Principal until the Board of Management considers the matter further.

Distribution of drugs or alcohol may result in permanent exclusion.

Mobile Phones/MP3's/Ipods/Digital cameras

Students may not use mobile phones or any other electronic device on school premises.

All phones must be switched off FULLY from 9 a.m. to 3.50 p.m., inclusive of all break times.

The first breach of this rule will result in confiscation of phone for two weeks.

Any further breaches will result in mobile phones being confiscated for one month.

LUNCH AND BREAK TIME:

- ✓ All students going home for lunch will be given an identification card.
- ✓ Students given special permission to go to town at lunch time will be given a special pass when they sign the book to leave the school.
- ✓ All other students remain on school premises.

Supervision at Break-Times.

Morning Break	
Area A	Old prefabs, Gym and lower gate area
Area B	New Prefabs & 1st floor of New School
Area C	Refectory
Lunch Break	
Area A	Old prefabs, Gym and lower gate area
Area B	New Prefabs & 1st floor of New School
Area C	Refectory, lower Corridor old school and car park in front of main school

<u>Out of Bounds Areas</u>
Student do not have permission to be in these areas
Lower Car Park
Convent Grounds
Area below St. Josephs Statue
Boarding School

Back of new prefabs
Farmyard and area behind Pottery room
Back of Boarding School Kitchen. (Shortcut between main school and vending machines)

Rules

1. Students are not allowed to eat in any part of the new school.
2. If students are eating in the classrooms at morning break, all students must leave and the room is to be locked
3. Transition years may eat in New pre fabs.
4. Fifth years have permission to eat in their rooms on condition that they are kept clean.
5. Students cannot leave the school at break time.
6. Students can only leave the school at lunch hour if they have a pass.
7. Permission to leave school for an appointment must be obtained in advance from their year head or the Principal/ Deputy Principal.
8. Any student in breach of school rules should be reported to the appropriate year head.

Pupils and confidentiality

In some instances a pupil or pupils may reveal information to a member of staff, concerning difficulties or problems they are experiencing at school or at home.

While this is often done on the basis that the pupil expects full confidentiality, staff are reminded that they **cannot guarantee** this for pupils and that they should make them aware of this.

If such a case should occur, the teacher concerned should bring the situation to the attention of the Principal or Deputy Principal.

HEALTH AND SAFETY:

Safety Statement

The school's safety statement is available in the staff room. All staff are advised to familiarise themselves with the contents of this document.

Risk Assessment

Section 19 of the Safety, Health & Welfare at Work Act 2005 places responsibility on schools to identify hazards in the place of work, assess the risk presented by those hazards and be in possession of a written risk assessment of the risks. The Board of Management may delegate the task of completing the risk assessment to the appropriate person. For example, a science teacher is the most appropriate person to carry out a risk assessment in the science laboratory as the employer can consider the science to be competent due to the fact that he/she has the knowledge, training and experience appropriate to teaching science and conducting experiments in the science laboratory. It is important to remember that, in identifying hazards and assessing risks, employers must take account of the place of work. There is no need to consider every minor hazard or risk we accept as part of our lives.

Accidents:

- ✓ All accidents to be reported in accident book no matter how minor.
- ✓ Immediate attention should be given to the individual.
- ✓ First Aid Kit is available in the Main Office.
- ✓ If an individual is seriously hurt, he/she should not be moved and the Principal or Deputy Principal should be informed immediately. (Get help but do not leave class unattended).
- ✓ Aid will be sought immediately.
- ✓ Contact office – if serious a doctor will be called and parents will be notified

Students with Health Concerns

All students with particular health concerns are documented in the student health folder in the staff room. You can also access the medical particulars of all students on VS Ware. Medicines for such students are stored in room 4 in the special cabinet marked "Student Medicine". It is important that all staff familiarise themselves with the details outlined in the student Health folder.

First Aid:

First aid kits are available in the office and in specialist rooms, e.g. Science, Home Economics and P.E.

The following Staff are fully qualified Occupational First Aiders

B. Daly	J. O' Connell	T. Ni Longain	D. O' Regan
F. O' Donoghue	D. Pegler	R. Sexton	L. Meade

EMERGENCY PHONE NUMBERS

Dr. Seán Murray 0238833386 Dr. Oriel Perrott 0238833386

Dr. Colm Quirke 0238833386 Dr. Laoise Kenny 0238833386

Dr. Liam O'Brien 0238833604 Dr. Fiona O'Reilly 0238858485

Dr. Yvonne Hayes 0238835102 Dr. Tom Moloney 0238834171

Dr. Evelyn O'Connor 0238835102 Dr. Michael Cuneen 0238846186

Dr. Ian Bell 0238835102

Clonakilty Rapid Responders

Ambulance/Fire Brigade/Garda Siobhana 112 or 999

Tell them what service you are looking for and give them your

Name, address and telephone number.

Priest on duty 087 6828076

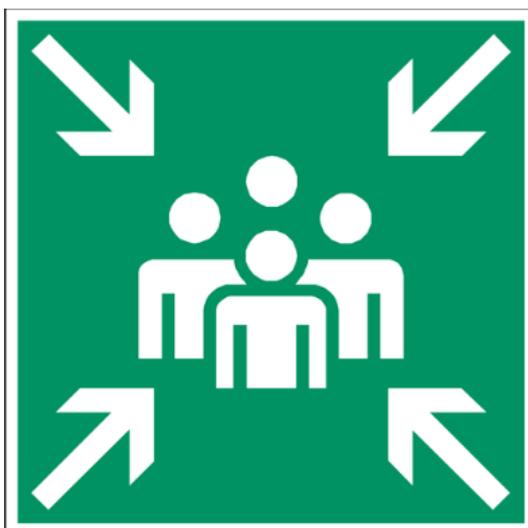
Rev. Daniel Owen 023 8833357

Emergency Evacuation of the School:

In the case of an emergency all members of the school community should vacate the building as follows.

On the sounding of an alarm or on instruction, all members of the school community are required to.

- Depart the building at the nearest exit, in silence and in an orderly fashion.
- The last person leaving the classroom should close the windows and door.
- Proceed along your evacuation route to the **astro turf tennis courts**.
- There you should line up in your class group in alphabetical order. 5th and 6th years are required to line up in their assigned **Maths group**. All groups are to line up **in front** of their corresponding year sign.
- Staff, Adult Education and Visitors are also required to assemble at their assembly points
- Remember at all times to proceed in silence and in an orderly fashion.
- A roll call will be taken.



AED:

An automatic external defibrillator is available in the staff kitchen. In the case of an emergency where it is known that a person is known to be unconscious; and there is an absence of normal breathing; and an absence of pulse or signs of circulation the AED can be used. The AED should not be used on persons if they are conscious; or breathing or have a detectable pulse or other signs of circulation. The following staff members are trained in AED use. John Woods,, Liz O' Sullivan, Brid Hennessy, Ann Marie Brosnan and Brendan Walsh.

HOMEWORK

This set of summary guidelines applies to the entire school community including students, parents and teachers. We encourage the active involvement and participation of all in developing coherent approaches to this important aspect of student development.

Homework

This is work assigned by a subject teacher for completion by the student outside of school time. It may be written, oral, aural, reading, project based work or revision work. It will be challenging and purposeful and enhance pupil motivation. It should be coordinated, regular, marked promptly and accurately and followed with relevant feedback.

Rationale

The purpose of this set of guidelines is to inform the school community of the schools position regarding homework. The aim is to assist and encourage students to develop to their full potential in an atmosphere of cooperation and mutual respect. The final responsibility for satisfactory completion of homework rests with the learner. Regular homework is a valuable aspect of the learning process and contributes to the development of sound study skills. It consolidates and supplements in the work done in class and promotes independent learning and creativity. It strengthens Home/School links and offers those at home insights into what is being taught in the classroom.

Expectations

Teachers expect that:

Students record homework.

Students make an honest effort to complete homework fully and on time.

Students have adequate facilities to enable them to do homework.

Students absent due to school related activities (e.g. matches, debates etc.) must ensure that homework set in their classes is completed.

Parents will support students in carrying out assigned homework.

Parents will examine the homework journal regularly.

Parents will furnish an explanation note if homework is incomplete or not done because of a particular domestic issue.

Students may expect that:

Homework in each subject area will not take up an unreasonable amount of time.

Adequate allowance is made for time consuming homework such as essays, projects etc.

Homework is related to class work.

Homework is fully explained.

Homework is corrected and that feedback to students is positive and constructive.

Adequate time is given for the recording of homework.

Parents may expect:

To be requested to check journals regularly.

To be kept informed of difficulties regarding homework. To be given the opportunity to discuss homework problems with relevant teacher. i.e. Parent/Teacher meetings.

Duration of Homework

Our Homework policy suggest the following only as a broad guideline regarding the duration of homework based on best practice and is not definitive

1 st Year	1 ½ hours
2 nd Year	2 – 2 ½ hours
3 rd Year	2 ½ - 3 hours
5 th Year	2 ½ - 3 hours
6 th Year	3 – 4 hours

Sanctions

If a student fails to attempt work, or shows an obvious disinterest in doing same, teachers will note the first offence in teacher's handbook and student journal.

In the event of repeated failures to do homework the teacher will apply the agreed sanctions within the school code of behaviour and maintain records for future parent interviews.

Parents will be contacted when a student regularly fails to present appropriate homework.

Evaluation

Staff will monitor the practice of homework in the school. Amendments to best practice will be made in the context of school review.

SPECIAL NEEDS/RESOURCE

Pupils who are entitled to Resource Hours are given the allocation by the Department of Education and Science following a submission by the school management. Such allocations are usually based on findings from a Psychological/ Educational report and related data provided by the school management. The granting of these hours is not based on intellectual ability.

Generally pupils who have a Physical or Medical difficulty, ADHD, Asperger Syndrome, Dyspraxia and some non-national pupils are awarded hours.

A teacher is usually assigned to each pupil and works with him individually or in a small group.

The area of work that is carried out with each of these pupils depends totally on his needs e.g. social skills, organisation and subject work. The progress of the student(s) is monitored and evaluated in the context of individual education plans.

LEARNING SUPPORT

Learning support is designed to help pupils with learning difficulties to achieve academic success in school. This support provides learning programmes for the students who have been assessed as low achieving. Such students will normally be performing at or below the 10th percentile on nationally standardised tests in English reading and/or Mathematics.

Our Learning support team develops and implements an individual learning programme for each pupil based on an assessment of needs and a specification of learning targets for the pupil. A Learning support teacher works with groups of pupils as well as individuals. Programmes are drawn up and implemented collaboratively by the learning support teacher and parent. The area of work that is carried out with each of these pupils depends totally on their academic needs e.g. reading, comprehension, spelling, writing skills, study skills and mathematics.

Information on students with learning difficulties is available from the coordinator of special education needs. Some of the more common conditions which affect learning are listed below together with some information which may be of use in teaching such students.

ASPERGER SYNDROME

Asperger Syndrome is a development disorder that falls within the autistic spectrum. It is sometimes referred to as high functioning autism. Asperger Syndrome is characterised by difficulty with three main areas.

Social Interaction

Communication

Imagination (e.g. imagining what others are thinking)

Student's requirements/needs within mainstream class:

Warn about Changes. Give student as much advance warning about changes to the scheduled programme as possible.

Colour coding will help him with his timetable and different text and copy books.

Make everything visual. Most AS children are visual learners. Any visual link you make will help her.

Choose seating carefully. One of the most important considerations when choosing where to seat a child with AS is his sensory sensitivities.

Home and school communication is very important. In the past we have introduced a notebook that goes home each night with any notes about the day, and back to the resource teacher in the morning. This can also be used by the subject teachers.

DYSLEXIA

Dyslexia is a specific learning difficulty which makes it hard for some people to learn to read, write and spell correctly.

Student's requirements/needs within mainstream classes:

If possible, avoid asking a dyslexic student to read aloud in front of the class.

If giving students sequential information to learn off, be understanding.

Some dyslexic students may find the learning of sequential information virtually impossible.

Remember that over-learning is essential. You can never assume that the student will remember a topic covered only once or twice.

Do not correct every error, but instead concentrate on a small number of errors and set manageable targets. Take time to correct the work and focus on content rather than presentation.

Don't ask a dyslexic student to copy out corrections/mis-spellings. This will be of no use.

A cursive handwriting style is often best as it aids spelling, neatness and fluency.

Note taking can be difficult so arrange for notes to be photocopied from fellow students. Avoid tasks where students are asked to copy lengthy notes from the blackboard.

Ask the student to repeat back instructions given. This can be a useful memory aid. Instructions given should be clear and concise.

The dyslexic student should sit near the teacher so that the teacher can monitor progress and be available to provide any necessary assistance.

Rewarding effort is as important as rewarding accuracy.

If the student is going to receive special arrangements (reasonable accommodations) in state exam then consider the same accommodations for homework, end of term and mock exams.

Dyscalculia

Dyscalculia primarily affects the learning process in relation to Mathematics. Two of the types of dyscalculia that have been identified are:

- **Type 1: developmental dyscalculia** where students exhibit a marked discrepancy between their developmental level and general cognitive ability as it pertains to Mathematics. As a basic indicator of developmental dyscalculia students will perform below expectations with no obvious explanation (e.g. general ability, emotional state or illness) available.
- **Type 2: dyscalculia** where students exhibit a **complete inability to manage mathematical concepts** and numbers. It presents as an enduring condition that affects the ability to acquire mathematical skills despite appropriate teaching.

Dyslexia and dyscalculia may co-exist, but not all students with dyslexia will have difficulties in Mathematics. However, dyslexia will affect all kinds of learning that depend on reading including Mathematics.

Dyscalculia may manifest itself through the student's inability to conceptualise number, number relationships and outcomes of numerical operations (estimating). Students variously exhibit difficulties in the following areas: computation, direction, laterality, mathematical concepts, mental Mathematics, money, omissions, reading and writing numbers, reversals, rote counting, rules and formulae, sequencing, and time and time management. Students may be unable to comprehend or 'picture' mechanical processes as they often lack 'big picture' thinking.

Other symptoms of dyscalculia may be noted in poor athletic co-ordination, difficulty keeping scores during Physical Education and problems keeping track of whose turn it is during games. Transitioning between lessons, particularly at post-primary level may also be difficult. Students may also have a poor sense of direction, display a tendency to lose things and may seem absent minded. Additional problems may be seen in difficulties that arise in grasping concepts of formal music education such as reading music, and in students sometimes having poor name/face retrieval when recollecting individual's names.

DYSPRAXIA/DEVELOPMENTAL CO-ORDINATION DISORDER (DCD)

Those affected have significant motor coordination and perceptual processing difficulties whilst retaining normal intelligence. They are acutely aware that the way they process, present and record their learning is different from their peers.

Students who are affected will struggle in their school life particularly in the following areas:
Students may arrive late to class due to difficulties with lockers and geography of school and classroom changes.

Students may forget books or homework assignments due to poor planning.

Due to poor fine motor skills student's appearance may be sloppy and may appear awkward.

Students work may be poorly presented as handwriting is affected.

Students may perform poorly in practical work and P.E.

Students may have difficulty taking notes from board.

Student's requirements/needs within the mainstream classes:

Praise and effort with every small accomplishment.

Note-taking can be difficult, so arrange for notes to be photocopied from fellow students.

Allow extra time for completion of written tasks and accept typed homework assignments.

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

Attention Deficit Hyperactivity (ADHD) is a common behavioural disorder that affects an estimated 8 - 10 per cent of school age children. Children with ADHD act without thinking are hyperactive and have trouble focusing. They may understand what's expected of them but have trouble following through because they can't sit still, pay attention or attend to details. ADHD symptoms impair a child's ability to function socially academically and at home.

The symptoms fall into the following three categories:

An inattentive type with signs that include:

-Inability to pay attention to details or a tendency to make careless errors in schoolwork or other activities.

-Difficulty with sustained attention in tasks or play activities.

-Apparent listening problems.

-Difficulty following instructions.

-Problems with organisation.

-Avoidance or dislike of tasks that require mental effort.

-Tendency to lose things like notebooks or homework.

-Distractibility.

-Forgetfulness in daily activities.

A hyperactive/impulsive type, with signs that include:

-Fidgeting or squirming.

-Difficulty remaining seated.

-Always seeming to be on the go.

- Excessive talking.
- Blurting out answers before hearing the full question.
- Difficulty waiting for a turn or in line.
- Problems with interrupting or intruding.

A combined type which involves a combination of the other two types and is the most common.

Student's requirements within the mainstream classes:

Student should sit near the teacher.

Use homework journal for regular parent-teacher communication.

Keep instructions clear and brief, breaking down larger tasks into smaller, more manageable pieces.

Give positive reinforcement.

Always be on the lookout for positive behaviours and be sensitive to self-esteem issues.

TRIPS/TOURS/OVER-NIGHTS:

Rationale

To ensure the safety of all participants through effective preparation and vigilant supervision so as to ensure the educational/cultural value to all concerned. When it is intended to take a group of students out of school on a school trip, visits to cinema/theatre, exhibitions etc. please note the following procedure should be followed.

Check List

- ✓ Seek approval from Principal/Deputy Principal using relevant forms. Teachers taking a group away will be appointed a DLP in line with our child protection guidelines
- ✓ Outline details of the activity, time of departure and return to management and students. Where written consent of parents is required such forms should be filed for record purposes.
- ✓ Submit the following details to school management in advance of any planned over night activity:
 - ✓ List of participating students.
 - ✓ Address, phone details etc. of venue.
 - ✓ Details of activity/itinerary.
 - ✓ Name(s) of accompanying teachers(s).
 - ✓ Transport arrangements.
 - ✓ Seek relevant data from students with known medical/dietary needs (issue template letter and medical information form).
 - ✓ The trip/tour organiser should have contact details of parents/guardians on any students participating in our overnight/out of school hour's activities.
 - ✓ For overnight trips, ensure that organiser has mobile phone numbers of all students.
 - ✓ All monies to be paid in full by all students. Details of the refund policy if and when student(s) is unable to attend should be provided in writing in advance to parents when outlining the cost of the tour.

Procedures while on overnight out of school activity

Normal school rules apply.

Parents will be informed immediately of any serious incident of misbehaviour.

Following gross misconduct students may be sent home at parent's expense.

The following list of items may not be brought on nor purchased by students on a tour/overnight activity/fieldtrip:

- ➡ Alcohol
- ➡ Cigarettes
- ➡ Fireworks
- ➡ Weapons
- ➡ Exotic Animals
- ➡ Illegal substances

Parents must give the tour organiser permission to obtain medical treatment for the student if required.

It is important to ensure frequent meetings with students while on day/overnight trips. Students should not be unsupervised for prolonged periods without meeting with or being checked by teachers.

Corridor supervision at night until students are settled down is essential.

Appropriate agreed sanctions will be applied during or after school tour, over- night trip etc. Such sanctions will be applied within the school Code of Behaviour and with the full knowledge and support of the Board of Management.

ICT Acceptable Usage Policy

Extract from the ICT Acceptable Usage Policy

Introduction

Providing an efficient and reliable computing and networking service depends on the cooperation of all users. It is therefore important that you are aware of your responsibilities to other users and to the providers of services.

You must use the resources in a responsible manner and you must respect the integrity of computer systems, networks and data to which you have access, and follow any rules and regulations governing their use.

Legislation

All members of the school community are strongly advised to become familiar with the following legislation which may or may not impinge on one's individual use of ICT in the school.

1. The Data Protection Amendment Act 2003
2. Child Trafficking and Pornography Act 1998
3. Interception of Postal Packets and Telecommunications Messages (Regulation) Act, 1993
4. Video Recordings Act 1989
5. The Data Protection Act 1988

Notes on the recommended operational use of the ICT Network/System

1. Each staff member is provided with their unique username and password to access the computer network and the public, teacher and private folders/drives. It is your responsibility to ensure that your password is safe and protected at all times.
2. It is advisable to change your unique password on a regular basis.
3. It is advisable **not to store any original material anywhere on the network**. Any material stored on the network **should be a copy or backup only**.

4. You may store or save material onto the public, teacher or private folders/drives **only**. Material should not be stored on the desktop as each desktop will be cleaned of any data on a regular basis.
5. All material stored on the network and or drives should be educational in nature and for the purposes of teaching and learning.
6. Staff should minimise the use of USB/Memory keys so as to reduce the transfer of viruses, etc. It is advisable to transfer documents onto the network folders from attached documents from your e mail account.
7. To maximise the life span of the interactive data projector bulbs, you are asked to ensure the projectors are fully off when the class is completed.
8. Ensure that you log off your computer once you have finished your session.
9. Shut down your classroom computer at the end of classes at 3.50pm each day.
10. Any defaults/trouble shooting should be reported immediately to any member of the ICT committee.

In particular you are strongly advised not to:

1. give yours or any other staff members' username or password to any person.
2. allow students to use the network in any room (classroom/computer room) if not under the direct supervision of a teacher.
3. engage in activities which waste resources (people, networks, computers);
4. engage in activities which are liable to cause a disruption or denial of service to other users;
5. use computer or network resources to access or distribute offensive, obscene, abusive, or threatening material;
6. use computer or network resources for any activities which contravene the laws of the State, or of the destination country in the case of data being transmitted abroad;
7. use computer or network resources for commercial activities which are not a part of your work in SHSS.
8. infringe copyright or the proprietary rights of software;
9. share user IDs or usernames, transfer them to other users, or divulge your passwords to other users;
10. access, modify, or interfere with computer material, data, displays, or storage media belonging to SHSS or another user, except with their permission.
11. connect unauthorised equipment to the school network or public data networks.
12. download software/documents that may be from an unreliable source

Use of educational social network sites (Edmodo, Personalised learning platforms or websites etc.)

1. Use of **educational social network sites** such as Edmodo and others should be strictly for educational purposes only. Any information shared on such platforms should be curricular relevant.

2. Edmodo is designed to be used as a platform for sharing and enhancing educational experiences.
3. Parents should be provided with their own unique password to enable them to view their daughter's Edmodo page.
4. Students and Teachers are advised not to post any photo of themselves on their home page.

ANTI BULLYING POLICY

(THE FOLLOWING IS AN EXTRACT FROM THE POLICY. A FULL COPY OF THE POLICY IS AVAILABLE ON REQUEST FROM THE OFFICE)

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Definition

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.
- Harassing behaviour under any of the 9 categories listed in the equal status act.

(Gender/ trans-gender/ civil status/ family status/ sexual orientation/ religion/ age/disability/ race/membership of the travelling community)

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and may be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Types of behaviour deemed to be inappropriate:

The following types of bullying behavior are included in this non-exhaustive definition

- *Humiliation; including name-calling, reference to academic ability, sexual orientation, (Homophobic and or transphobic), race and disabilities of any nature etc.*
 - *Intimidation; including aggressive use of body language.*
 - *Verbal abuse, anonymous or otherwise.*
 - *Physical abuse or threatened abuse.*
 - *Aggressive or obscene language & or gestures*
 - *Offensive joke; whether spoken or by email, text messaging etc.*
 - *Victimisation; including very personal remarks.*
 - *Exclusion and isolation*
 - *Manipulation of friendships to undermine and or expose student(s) so as to make them unpopular or disliked.*
 - *Intrusion through interfering with personal possessions or locker.*
 - *Repeated unreasonable assignment to duties that are obviously unfavourable.*
 - *Repeated unreasonable deadlines or tasks.*
 - *Extortion including threats or demands for money and or property.*
 - *An attack by rumour, gossip, innuendo or ridicule on any individual's reputation.*
 - *Cyber bullying, including offensive texting, inappropriate comments/pictures/videos posted on any social network website.*
- (See school guidelines on use of electronic devices and "stay safe online" policy)*

Signs and Symptoms of Bullying Behaviour:

The following signs/symptoms may suggest that a pupil is being bullied:-

- anxiety about travelling to and from school - requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school;
- unwillingness to go to school, refusal to attend, "mitching" classes;
- deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- pattern of physical illnesses (e.g. headaches, stomach aches);
- unexplained changes either in mood or behaviour; it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- visible signs of anxiety or distress - stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- spontaneous out-of-character comments about either pupils or teachers;
- possessions missing or damaged;
- increased requests for money or stealing money;
- unexplained bruising or cuts or damaged clothing;
- Reluctance and/or refusal to say what is troubling him/her.

Those signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination those signs do warrant investigation in order to establish what is affecting the pupil.

SHSS Statement on Bullying:

- *Every person in the School is entitled to respect and to be free of any type of bullying.*
- *The School will work proactively, in so far as it is possible, to ensure that bullying does not take place. (see also the student care policy)*
- *The school however cannot guarantee that bullying will not take place.*
- *The school's code of behaviour is designed to provide*
 - i) *Clear guidelines, to all members of the school community on what is and what is not acceptable behaviour. This code clearly outlines the school's expectations of all members of the school community.*
 - ii) *Definite practices and processes that promote positive behaviour.*
 - iii) *A clear set of values, including showing respect to everyone that the school cherishes.*
 - iv) *Appropriate response procedures in the event of bullying occurring*
- *Reporting incidents of bullying is responsible behaviour.*
- *A record will be kept of all reported incidents of bullying.*
- *All reports of bullying will be taken seriously and investigated accordingly.*
- *The School has a programme of support for both the bully and the victim of bullying.*
- *Appropriate action will be taken to ensure that it does not continue.*

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

Any member of the school's care team including

- The Year Heads or appointed teacher(s) in his/her absence
- The Guidance Counsellor
- The SEN Co-Coordinator

The school's procedures for investigation, follow-up and recording of bullying behavior and the established intervention strategies used by the school for dealing with cases of bullying behavior are as follows.

Preamble

- ***Sacred Heart Secondary School endeavors to be a "telling School" where it is hoped that the ethos and atmosphere created by the school community together with the support of students and parents, generate a climate where it is responsible behaviour to report all incidents of alleged bullying. This is important so that all alleged bullying incidents can be dealt with early and appropriately. The school's motto on this is "If it is not reported it does not get better". Dealing with bullying quickly increases the chances of it not happening again. Silence is the Bullies best friend. Here the role of the "By-Stander" is***

important. Therefore the “By-Stander” is encouraged to stand up to bullying as well as reporting bullying incidents to a responsible adult.

- *Students should discuss any incident of bullying with a teacher or another trusted adult within the school system; this is responsible behaviour and promotes the “telling” culture within the school.*
- *School policies and procedures are designed to help promote an atmosphere of mutual respect and acceptance of others. The school’s code of behaviour, student care policy and pastoral care structures in particular demonstrate this.*
- *Parents/guardians should contact the Year Head regarding suspected incidents of bullying behaviour that have come to their attention through their children, friends of their children or other parents.*
- *All reports including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in telling. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.*
- *Non-teaching staff such as secretaries, SAs, bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behavior witnessed by them, or mentioned to them, to the relevant teacher.*
- *Parents and pupils are required to co-operate with any investigation and assist in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.*

Incidents of bullying behaviour, no matter how trivial, which are drawn to the attention of a teacher, will be dealt with in the following manner:

Instructions for the relevant teacher when bullying is reported

- *Relevant school personnel will conduct a meeting(s) with all of the students involved in the bullying incident.*
- *All meetings will be conducted with sensitivity and with due regard to the rights of all pupils involved.*
- *In investigating and dealing with bullying, the teacher should exercise his/her professional judgment to determine whether bullying has occurred and how best the situation might be resolved.*
- *Records may be kept of all incidents and of the procedures that were followed.*
- *The alleged victim and alleged perpetrators of the incident will be spoken to individually and or together.*

- *The alleged victim and perpetrators will be **invited** to write down any relevant details of the alleged bullying.*
- *The relevant teacher will then complete a **Bullying Behaviour Incident Report Form, (BBIR 1)** to accompany the student's written accounts.*
- *The Year Head will monitor progress of students involved in a bullying incident by liaising with the care team and with the students involved (separately) at follow-up meetings.*
- *The Deputy Principal and Principal will be kept informed of all incidents and have access to relevant written records.*
- *Where the incident is deemed to be minor, a verbal warning will be given to the bully to stop the inappropriate behaviour, pointing out how she is in breach of the Code of Behavior. Similarly the code of behavior may be used to further sanction the perpetrators of the bullying in a manner appropriate to the degree of bullying that has occurred.*
- *If the behavior persists and or the level of bullying is deemed to be more serious the parents/guardians of the victims and bullies will be informed. Thus, they will be given the opportunity of discussing the matter and are in a position to help and support their children before a crisis occurs. Appropriate sanctions **may** be imposed in accordance with the sanctions in the school's code of behaviour.*
- *If there is serious incident of bullying, the matter should be reported to the Deputy or Principal. Parents will be contacted and appropriate investigations conducted.*
- *In all cases of bullying the school will endeavor to invoke a whole school approach in its response with an emphasis on a restorative rather than a punitive response(s).*
- *The schools reserve a margin of discretion in imposing sanctions. Where sanctions are deemed appropriate they may include: (in accordance with the school's **Code of Behaviour**)*
 - *A contract of good behaviour*
 - *School community service i.e. helping to maintain or improve the school community/environment*
 - *Detention*
 - *Withdrawal of privileges*
 - *Other sanctions as may be deemed appropriate e.g. Detention*
 - *Suspension*
 - *Expulsion.*
- *In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgment, take the following factors into account.*
 - *Whether the bullying behavior has ceased;*
 - *Whether any issues between the parties have been resolved as far as is practicable.*
 - *Whether the relationships between the parties have been restored as far as is practicable; and*
 - *Any feedback received from the parties involved, their parents or the school principal or deputy principal.*

- *Students may be requested to comply with instructions to hand over electronic devices/passwords to social media sites in order to help with the investigation.*
- *In cases where the relevant teacher considers that the bullying behavior has not been adequately and appropriately addressed within 20 school days after he/she has determined that the bullying behavior has occurred, it must be recorded by the relevant teacher in the **Bullying Behaviour Incident Report Form 2**. See **(BBIR 2)***
- *In the case of a complaint regarding a staff member, this should be referred immediately to the Principal. The dignity in the workplace policy should be referred to. The code of professional conduct for teachers, as published by the Teaching Council of Ireland, provides the terms of reference for teachers in their daily interactions with students.*
- *Where the parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures.*
- *In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for children.*

1. The school's programme of support for working with pupils affected by bullying is as follows;

- ✓ **Weekly Care Team Meetings** are scheduled so that supports are put in place and followed through.
- ✓ **Guidance** may be provided by any of a number of support teachers, including the SEN Coordinator, Guidance teachers, Year Head, Deputy Principal and Principal.
- ✓ **Counseling** may be provided by the school's counsellor.
- ✓ **Conflict Coaching** may be provided by an external conflict coach.

KEY ISSUES FOR CONSISTENCY

The consistent implementation of the school code of behaviour is central to the effective running of our school. It ensures that an environment conducive to teaching and learning is present throughout the school year.

Chewing Gum

Strictly forbidden within the school.

Smoking:

In line with State legislation smoking is banned at all times in the school, on the grounds, or in the environs of the school. Please refer breaches immediately to the Principal/Deputy Principal.

Mobile Phones:

Students are allowed to bring mobile phones to school provided that (a) they are switched off at all times during the school day and (b) they are kept out of sight, preferably in a pocket or in school bags. Confiscated phones are to be handed into the office. Confiscated phones may only be collected by parent/guardian. (Please refer to IAUP guidelines)

Uniform:

The official school uniform must be worn at all times —the only exception being on the day when Physical Education classes are scheduled. On this day students have the option of wearing. Tracksuit.

Earrings:

One stud earring, per ear.

Mobility:

Please encourage all students to move in an orderly manner on the left hand side of the corridor and to queue in an orderly manner while waiting for class at classroom doors.

Morning Break

Students may not leave the school grounds at 10:35am break. The school and grounds are supervised at break time. Students are permitted to use their own classrooms at break time. Students are responsible for maintaining their own classroom in a neat and tidy manner.

Main Lunch

Students are not permitted to leave the school grounds unless they hold a lunch pass. Lunch passes are allocated in September to students who live close to the school. The school and grounds are supervised at lunch time. Students are not permitted to use their own classrooms at lunch time. Students are responsible for maintaining their own classroom in a neat and tidy manner.

Lockers and Personal Property

Money or other valuables should not be placed in lockers or left in classrooms. Valuables should be kept in the students possession at all times. Lockers are assigned to students by class tutors. Students are not permitted to use lockers between classes.

Use of Toilets

All toilets are available for student use prior to 8:50 am, at 10:45 am break at 1:00pm lunch and after 3:50pm. If using the toilets during class time a student should be provided with a written note in their journal signed by the subject teacher. **Students should not be out of class without written consent from their subject teacher/Year Head/Deputy Principal/Principal.**

Report Cards:

Report cards are given to students for serious breaches of the code of behaviour in conjunction with the student's Year Head.

Students Leaving School Early:

Permission to leave school early is granted by the Principal, Deputy Principal or Year Head upon receipt of a written request from parents and or receipt of an appointment card. All students must be signed out by a parent/guardian at reception. Students are not permitted to leave the building in any other circumstances unless prior approval is granted from the Principal and/or Deputy Principal. A register of 'early leavers' and 'late arrivers' is maintained at reception.

Contacting Parents:

Subject teachers should initially consult with the Year Head prior to making contact with parents.

E-mail and Internet:

Use of the Internet is in accordance with the Internet Acceptable Use Policy (IAUP)

Extra-Curricular Activities

The Principal must approve all activities prior to their organisation. All activities should be planned well in advance. An out of school form should be completed and given to each participation student and permission slips from parent/guardian should be retained. The teacher must then fill out a slip to indicate the exact classes that require substitution and hand it to the deputy principal no later than two days prior to the event. Instructions of work left for the teachers who will be covering classes should be left in the appropriate slot in the staffroom.

Student Attendance at Extra-Curricular Activities

The coordinating teacher should keep a record of students attending extra-curricular activities. Two copies of an out of school form should be prepared and posted as follows: (1) One copy of the list on the notice board in the staff room and (2) one copy should be given to the office to ensure an accurate daily record of student attendance is maintained. It is important that school administration, parents and students have a clear knowledge of the time of return to school for all activities. (Please refer to guidelines for fieldtrips and tours).

Student Support Services

The school provides a diversity of services that are intended to support the ever changing needs of students. Student support services include a variety of formal and informal practices that help to meet the needs of our students. These services are provided to help and guide each student to reach their full potential. While every effort is made to ensure this, there is a responsibility on each student to engage with these services so they can benefit from them.

The following is a list of the student support services available at SHSS.

Pastoral Care.

The pastoral care system is central in the whole school approach to the development and progress of each student.

The role of the Subject Teacher is central to our Pastoral Care System. This role is enacted in each and every class.

Each student in a year group has a Year Head - takes overall care of student in the year in terms of needs, discipline issues, studies, contact with parents etc. Liaises with tutors, SPHE teachers, guidance counsellor and subject teachers.

Each Junior Cycle class group has a class tutor - they are the main contact person for the students.

The Deputy Principal and Principal support the pastoral care system while emphasising the on-going development of a positive, affirming atmosphere in the college, in line with the college ethos and vision.

In addition to the formal roles of subject teacher, class tutor, year head, deputy principal and principal within the pastoral care system the following are some key aspects of the pastoral care system.

Each student has access to a member of staff who cares for her.

Opportunities for the celebration of achievements are provided.

Assistance is offered to students who need help, or who have learning difficulties, in accordance to resources provided to the school.

Students have opportunity to discuss concerns.

A sense of community in Year groups is built up.

Students are given opportunities to show initiative, use abilities and be responsible.

Assemblies are generally positive in character and are used as a forum for recognition and affirmation.

We promote active and positive use of leisure time by encouraging students to become involved in the many Extra-Curricular activities offered by staff.

Guidance Counsellor.

Either formally or informally, all staff provide guidance to pupils, on a wide diversity of issues as they progress through secondary school. This guidance is varied and includes, advice on how best to approach an exam, how to perform a scene in our school musical, to the private word of encouragement offered at the end of a class and much more. Rosemarie Sexton is the school's guidance counsellor who provides student support, student care and student welfare while offering career advice, third level information and career pathways, post-secondary school.

Chaplaincy service.

While the school does not have a full time chaplain, chaplaincy services are delivered by Fr. Brendan Hanley. They provide an important pastoral service for the whole school community, including:

Spiritual Direction

Pastoral counselling

Support in crises

Trauma Management

Bereavement Support

Liturgical Celebrations

Prayer Experiences

Critical Incident Management

Counselling:

Support troubled members of the school community in times of need.

Listen carefully and supportively.

Offer advice on many areas / issues.

Students attending the school's counsellor must have the Subject Teacher's permission to attend meeting with counsellor and must follow Appointment Procedure.

Any teacher who feels that a particular student needs or would benefit from a form of counselling should first consult with Class Tutor/ Year Head.

Mental Health.

Adrian Adams provides counselling to all members of the school community in a wide diversity of issues, particularly issues that are affecting the mental health of an individual. Adrian

is involved directly, in teaching the mental health module in Transition Year and mentoring the student peer support group.

Peer Support Education Programme.

The student mentoring system is a support service managed and run by student for students. Senior cycle students are trained every year in “Peer Support” by HSE staff Peer Mentoring is a form of **mentoring** that takes place between an older more experienced student and a new student(s). Peer Mentors should not be confused with **prefects**. Peer mentoring is a good way of practicing **social skills** for the mentor and help on adapting and settling in for the mentored. Peer mentors may assist particular students with time management, study skills, organizational skills, curriculum planning, administrative issues, test preparation, goal setting, and grade monitoring. Additionally, such mentors may provide other forms of social support for the student, such as friendship, networking, and aiding the student's adjustment to school life. Fun activities such as twister, the weakest link, and talent competitions are also run to involve all students and to generate a community atmosphere.

Resource and Special Education

The Sacred Heart Secondary School has a clear policy of inclusiveness and welcome to all students of all levels of ability. Our Special Education and Resource department embraces this policy in a very special way.

The needs of each student’s academic, emotional, pastoral and physical, are taken into consideration when organising timetables and staffing. The staff who work with our students, who have special educational needs, are dedicated teachers who provide a warm and caring working environment and who work with their students to enable them to achieve their utmost academically, while ensuring their scholastic experience is an enjoyable one.

Learning Support

An entrance examination is undertaken early in the year of admission to assist the Special Needs Department in determining which students may have difficulties with Maths and/or English.

Learning Support is provided for students:-

- Who have been diagnosed with a specific learning difficulty.
- Who have been receiving extra help with English or Maths in primary school.
- Who find the transition from primary to secondary education especially difficult.

Students who have been granted exemption from Irish in primary school continue with this exemption in secondary school. Extra Maths/English is provided at this time.

Student Assistants.

The SA staff members provide invaluable supports to students with particular special education needs. Such supports ultimately allow them to integrate into their secondary school along with their peers and be part of an accepting fully integrated community of students.

Student's Council.

The student's council is a vehicle for channelling the voice of the students to school management on issues relevant to their education. The council is comprised of a Chairperson, Treasurer, Secretary, Sixth Year representative, Fifth Year representatives,

Fourth Year representatives, Third Year representatives, Second Year representatives, and First Year representatives. The council existence within the school is an important statement as it declares that this is a listening school, an inclusive school and one that values and promotes partnership.

Extra and Co-Curricular Activities.

The voluntary contribution made by the teachers in the area of extra and co-curricular activities provides all students with many opportunities to belong to an extended family of teams. Such school activities provide many benefits to the life and culture of our school including the opportunity and platform for students to express themselves, as young developing adults, in ways that a restricted curriculum does not always provide. Extracurricular activities contribute to

a balanced, dynamic and rounded educational experience that the classroom by itself, simply cannot provide.

Significant opportunities arise for developing positive student-teacher relationships. They provide opportunities for many students to attain success in other spheres of school life, apart from the academic opportunities. Such activities help to eliminate and reduce the frustration amongst all students, but particularly those who are most vulnerable, i.e. the academically weak and the behaviourally challenged student. Such students, often without their own understanding use these activities as a pressure release for their frustrations and inner difficulties as adolescents. The knowledge that their school week is broken up by an activity, which they particularly enjoy, contributes much to their acceptance of themselves and their school. These activities, allow teachers and schools a platform to encourage students to “buy in”, to all the demands that modern school life, places on all members of the school community. Such activities provide students with different challenges that do not exist in the formal curriculum. It teaches them how to manage the disappointments of defeat as well as providing students a platform to learn and manage the secrets of success.

The following is a list of activities provided by staff and school to all students

School Musical

Ladies Football

Camogie

Hockey

Basketball

School Orchestra

Traditional Music Group.

Green Schools

Public Speaking

Debating

Quiz

Inter-County Horse Trials

Chess

Bel Chanto Choir

The Curriculum.

All subjects are taught with care and compassion in mind. Special attention is always given to the overall welfare of the student and this is formally channelled in to the weekly year head/care team meetings. Opportunities arise in all classes to promote the self-esteem and worth of all students, to develop positive relationships and to generate a sense of inclusiveness and family in the school community. In particular the subjects of Physical Education, Religious Education, Guidance, CSPE and SPHE become key elements in the school's promotion of wellbeing while acting simultaneously as part of the school's strategy in preventing critical incidents from occurring. SPHE is a key element of the school's preventative work. SPHE support the physical, mental, emotional, social and spiritual development and wellbeing of all members of the school community. Modules within the SPHE programme including, Belonging and integrating, Self-management, Communication skills, Physical Health, Friendship, Relationships and sexuality, Emotional health, Influence and decisions, Substance use and Physical safety.

Formal School Policies and Procedures,

The school has in place a vibrant school development planning team. The primary focus of this team is to develop and review formal school policies that are designed so that all members of the school community are protected and supported. Partnership is central to the process as all policies are developed with the contributions of all partners. All policies are student focused and have at their heart the needs and development of the student community.

- **Parents Association.**

The school has an active parents association. An AGM is held in late September when a committee is selected, this includes at least two parents from each year group. The executive is then nominated from the committee.

The committee meets once a month and has as its focus to promote the interests of the students. It represents the parent body at formal functions; offers advice to the principal and the board and engage in activities which will promote the involvement of parents. They are actively involved in fund raising and arrange speakers on a range of topics that they are relevant to the parenting of teenagers.

The VHI Employee Assistance Programme

The VHI Employee Assistance Programme scheme aims to provide assistance to teachers who may be experiencing difficulties which is impacting on their performance in the classroom. We can all face difficulties in our lives that make it difficult to do our jobs to the best of our abilities. Difficulties such as family problems, ill health, bereavement and stress can affect any of us. The new service aims to address, at the earliest stage, problems that a teacher may be experiencing. Ideally what it will be looking to do is tackle issues before a problem manifests itself and affects a teachers' performance in the classroom setting, which ultimately affects pupils.

The new Employee Assistance Service is the first stage of process of developing an Occupational Health Strategy for teachers. The EAS is intended to provide a range of supportive psychological health services to teachers. Services will include free short term confidential counselling as well as critical incident debriefing. These new services will assist individual teachers and school communities in developing positive work relationships, improve communication and enhance well-being."

Contact your Employee

Assistance Service: Telephone: 1800 411 057 or e-mail: eas@vhics.ie

5-a-day for good mental health

1. Connect: What helps you to grow healthy connections with others in your life?

- Value family time
- Nurture old friendships
- Make new friends
- Connect with colleagues
- Focus on the quality not the quantity of connections
- Reach out for support when needed

2. Be Active: Which ways of being active do you enjoy?

- Engage in some exercise
- Walk or cycle instead of driving
- Get some fresh air everyday
- Maintain a balanced diet
- Drink sensibly
- Get enough sleep

3. Take Notice: What do you notice about how you feel right now?

- Build time for reflection into your day
- Focus on the present
- Savour the moment
- Be mindful rather than mind full
- Notice the air you are breathing
- Be aware of the world around you

4. Keep Learning: What have you learnt or tried for the first time recently?

- Try something new
- Rediscover an old interest
- Sign up for a course
- Attend a workshop / conference
- Make time for reading
- Be curious

5. Give: What have you done recently to make someone happy or to help someone?

- Provide a listening ear
- Lend support where you can
- Show kindness & compassion to others
- Volunteer
- Make someone smile
- Help out a neighbour or friend

Teaching & Learning

Our school mission and ethos places teaching and learning at the core of all actions. We foster successful interaction in the classroom by celebrating the main tenets of our code of behaviour, respect for self, respect for others and respect for property. This is essential in achieving high standards and effective discipline with all our students. **Subject teachers must (1) make clear and concise demands on our students and (2) make consistent use of agreed codes of practice in all aspects of classroom management.**

All subject teachers must note that corporal punishment is not permitted in any circumstances. Demands which are reasonable and fair and made within the framework of agreed school policies and procedures will normally be met by our students.

Subject teachers must make use of the school journal to communicate both positive and negative observations to parents. Regular monitoring of the journal is most important for consistent and effective classroom management.

Breaches of school Code of Behaviour should be reported only in the manner agreed by all staff.

An essential aspect of best classroom practice at Sacred Heart is praise and affirmation. Teachers are supported in all valid strategies which reward students and our annual Awards process is central to our acknowledgement of school wide positive behaviour in its broadest sense.

The Teaching & Learning framework of continuing professional development which has developed in our school is very significant in supporting the work of subject teachers in the classroom. Staff are welcome to recommend ideas on an ongoing basis to ensure that the real needs of colleagues are met. Continued in-service and professional development for staff is supported by senior management and applications for relevant courses should be referred to the Principal.

Subject coordinators provide excellent support for colleagues while also maintaining accurate records and subject plans as required by both best practice and DES guidelines. We are developing subject wide policies on key issues and abstracts of many are presented in this handbook. Staff are advised to be appraised of full policies such as the code of behaviour, homework, child protection etc. Sharing practice across departments will enhance school wide effective teaching and learning and facilitate each subject teacher in the classroom. Staff should ensure that they refer to notice boards etc. for all updates in school organisation, in-service and professional development programmes.

The Teaching Council Professional Code

1. Teachers should take care of students under their supervision with the aim of ensuring their safety and welfare in so far as is reasonably practicable.
2. Teachers should respect confidential information relating to colleagues, students and families gained in the course of professional practice unless the wellbeing of an individual or a legal imperative requires disclosure.

3. Teachers should uphold the reputation and standing of the profession. They should act with honesty and integrity in all aspects of their work. They should avoid direct conflict between their private interests and their professional work.
4. Teachers should respect students, parents, colleagues, school management, co-professionals and all in the school community. They should interact with them in a way that does not discriminate and that promotes equality in relation to gender, marital status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Travelling Community and socio-economic status.
5. Recognising the unique and privileged relationships that exist between teachers and the students entrusted to their care, teachers should conduct these relationships in a way that is professional, respectful and appropriate.
6. Teachers should not practice the profession while under the influence of any substance which impairs their ability or medical fitness.
7. Teachers should provide complete and accurate information and authentic documents with respect to their professional status, qualifications and experience. They should use only their own names as set out in the register, in the course of their professional duties. They should provide complete and accurate information on any professional matter as requested by the Council. They should not counsel or assist any person who is not a registered teacher to represent himself or herself being so registered.

Purpose of the Policy: The Data Protection Acts 1988 and 2003 apply to the keeping and processing of *Personal Data*, both in manual and electronic form. The purpose of this policy is to assist the school to meet its statutory obligations, to explain those obligations to School staff, and to inform staff, students and their parents/guardians how their data will be treated. The policy applies to all school staff, the board of management, parents/guardians, students and others (including prospective or potential students and their parents/guardians, and applicants for staff positions within the school) insofar as the school handles or processes their *Personal Data* in the course of their dealings with the school. (See policy for more)

SCHOOL POLICIES

All staff are advised to familiarise themselves with all school policies. Copies of school policies are available on VS WARE or from the main office. Staff copies of policies are also available in the main staff room. There are opportunities for staff to part-take in policy review by participating in the relevant committees and or by making contributions to draft policy work.

Parent Teacher Meetings

Guidelines and Information.

Areas to Address

- Attendance/Punctuality
- Behaviour/Attitude
- Homework
- Academic Progress
- Subject Levels
- Suggestions/strategies for improvement and change.

Prior to a Meeting

- Take time to consider all the students in your class-ensure you have up to date records, e.g. (class test scores) to support your information
- Consult the year head re: any immediate issues/topics to be avoided. E.g. death of a parent etc.
- Be diplomatic and sensitive when discussing students with parents.
- Be mindful parents have pressures of their own.

Do.....

- Give suggestions and strategies for improvement.
- Be factual and stay on the point.
- Avoid commenting on colleagues/school structures/ school policies
- Be positive, give parents realistic targets for their children.
- Avoid comparisons with other named students or siblings
- Protect the confidentiality of other students.
- Be wary of comments on friends and influences.
- Not give specific class rankings—top third etc. is sufficient

Student Council 2015-2016

Year	Elected Members
1 st Year	To be decided in September following elections
2nd Year	Leah McAree
	Eve Murphy
3rd Year	Ellen Daly
	Sinead O' Grady
	Louise Harte
TY Year	Lola Foloronso
	Niamh Hayes
	Ruth Wilcox
5th Year	Ruby Sullivan
	Claire O' Brien
	Kate O' Donovan
6 th Year	Ellen Fitzgerald
	Danielle O' Brien
	Erika McCarthy

First Years	Class location
1A	Room 19
1B	Room 18
1C	Room 17
1D	Room 12
Second Years	
2A	Room 31
2B	Room 32
2C	Room 33
2D	Room 22
Third Years	
3A	Room 9
3B	Room 10
3C	Room 11
3D	Room 7
Transition Years	
4A	TY room 1
4B	Room 21 (backstage)
4C	Various
4D	Various
5th Years	
5A	Various
5B	Various
5C	Various
Applied LC 1	Room 45 & Room 26

6th Years

6A

Room 43

6B

Room 44

6C

Room 46

Applied LC 2

Room 45 & Room 26

Adult Education

Ceed Room + Adult Education Room

Literacy Targets & Strategies and SIP (extract from SSE 2015)

Summary of main strengths as identified in the last SSE

1. 24% of students improved their NGRT scores in 2015- 4% higher than target.
2. Reading for leisure increased to 78% in 2014- 13% higher than target.
3. The average number of students doing Higher Level English over the last three years is 87% - 2% higher than target.
4. The average percentages attaining A, B and C grades at Higher Level English over the last three years is:

A: 18%

B: 42%

C:25%

Our average percentage of A grades dropped by 1% while there was no change in attainment of B and C grades.

Summary of main areas requiring improvement as identified in last SSE

Continue to improve general literacy of students through continuing use of proposed strategies in last SSE.

Following:

- (a) discussions with Frances O' Donoghue,

Transition Year Literacy teacher,
(b) teacher observations and
(c) findings of current 3rd years' NGRT
results,

it has been decided to **place emphasis on explicit vocabulary instruction** for the coming three years (September 2015-2018) in order to advance students from partial comprehension towards precise comprehension.

Improvement targets

To improve results in school-generated vocabulary tests by 20% among incoming 1st years on an annual basis.

(These vocabulary tests will replicate the NGRT-style questioning which includes cloze tests and multiple choice questions.)

Required actions

- 1st Year English teachers will administer the vocabulary tests in September 2015, 2016 and 2017 in 1st year English class. FOD will advise on age-appropriateness of these tests and make suggestions based on past NGRT tests.
- Dedicated pages will feature in Student Journals to facilitate their recording of WOW words. These new words should be regularly recorded by them. SPHE

teachers of 1st year (AMB & BW) will bring these important pages to their attention at the beginning of the year. They should record the word, define it, offer synonyms and write a sentence using the word. *See Fig. 1 below.

- Continue 'tried-and-tested' strategies proposed in SSE 2013:
 - Pre-teaching of vocabulary in *certain* subjects;
 - Exercises on spelling (Look, Trace, Copy, Cover, Write, Check);
 - Mnemonics (learning techniques which aid information retention);
 - Use of strategies such as KWL, BUG (**Box** the Question word, **Underline** the important words, write answer and **Glance** back);
 - SQ3R;
 - Determining importance through underlining words and not lines;
 - Think Aloud.

- 'Spellings count' will continue in house exams;
- Encouraging students to use the library and partake in reading leagues and readathons;
- Default Strategy for promoting higher level uptake of English at JC and LC level;
- Timetabling a literacy class for all TY students;
- Word of the Week will continue to be organised by a Transition Year student.

Persons responsible

All staff including the Literacy Committee

Time frame for action

September 2015-2018

Success criteria

1. An annual 20% improvement among 1st years in school-generated vocabulary examinations. This will commence in September 2015.

Review Date

Ongoing with a formal review in May 2018

Numeracy Targets & Strategies and SIP (extract from SSE 2015)

4.2 The following areas are prioritised for improvement:

Targets	Strategies
<p>1. Increase the percentage of students who have the confidence to answer an unseen question from 20% to</p> <ul style="list-style-type: none"> • 2015-25% (May 2015) • 2016-28% (Jan 2016) <p>2. Increase the percentage of students who like maths from 55%</p> <ul style="list-style-type: none"> • 2015- 58% (May 2015) • 2016- 60% (Jan 2016) <p>3. The target percentage of students who will use the problem Solving approach;</p> <ul style="list-style-type: none"> • 2015- 40% (May 2015) • 2016- 50 % (Jan 2016) <p>4. Maintain the high level of higher level uptake in junior cert maths, based on a three year moving average: Current percentage: 2012 – 2014 SHSS 77% National 50%</p> <p>5. To maintain the students' attainment of grades in Junior Certificate Maths at higher level. (Average 2012-2014) A: 17% B: 45% C: 29%</p>	<p>1. Confidence and ability in unseen problem solving style activities will be supported by a school-wide problem solving strategy. The strategy follows the acronym S.U.P.E.R. and is outlined below.</p> <p><u>Scan</u> The question is read through to completion once.</p> <p><u>Underline</u> The question is re-read and important points are underlined for emphasis.</p> <p><u>Plan</u> A numbered plan is written down to break the question down and help with sequencing of tasks.</p> <p><u>Experiment</u> The outlined plan is implemented and experimented with.</p> <p><u>Reflect</u> The solution and methods are reflected upon with regard to the question asked.</p> <p>2. Each subject department will identify numeracy moments in their own subject and incorporate this into their schemes of work.</p> <p>3. Numeracy will be promoted outside the class room through a range of initiatives including:</p> <ul style="list-style-type: none"> • Numeracy clocks • Puzzle of the week • Numeracy posters • Signposts showing distances between classrooms <p>4. A numeracy class will be included in the timetable for Transition Year and Applied Leaving Cert students. There will be a focus on numeracy in the curriculum for both these groups.</p>

Sacred Heart Secondary School SIP Plan

Summary of main strengths as identified in the last SSE

- All students are encouraged to take Higher Level in all subjects. Higher level is the “default level”. The number of students taking higher level in all subjects at both Junior and Leaving Certificate is significantly higher than the national norms.
- Higher Level uptake for Maths is high. In the 2014 state exams, 82% of Junior Cert and 31% of Leaving Cert candidates took the higher level paper.
- Students continue to perform above average in state examinations.
- A variety of teaching styles and methodologies are being emphasised and used in the classrooms.
- There is an emphasis on numeracy across all departments. Each subject department has its own subject-specific numeracy policy.
- D.E.S. pilot testing in Maths and Literacy placed SHSS students much higher against the national norms.
- Existing strengths in numeracy were identified in the 2009 PISA report that the school partook in. A summary of the results are presented below.

SHSS compared to the National Average (PISA 2009)

	SHSS		National	
Characteristic	Mean	SD	Mean	SD
Mathematics achievement	532	64	487	86
Science achievement	568	76	508	97

Summary of main areas requiring improvement as identified in last SSE

6. **Increase the percentage of students who have the confidence to answer an unseen question from 20% to**
 - 2015-25% (May 2015)
 - 2016-28% (Jan 2016)

 7. **Increase the percentage of students who like maths from 55%**
 - 2015- 58% (May 2015)
 - 2016- 60% (Jan 2016)

 8. **The target percentage of students who will use the problem Solving approach;**
 - 2015- 40% (May 2015)
 - 2016- 50 % (Jan 2016)

 9. **Maintain the high level of higher level uptake in junior cert maths, based on a three year moving average:**
Current percentage:
2012 – 2014

SHSS	77%
National	50%

 10. **To maintain the students' attainment of grades in Junior Certificate Maths at higher level.**
(Average 2012-2014)
 - A: 17%**
 - B: 45%**
 - C: 29%**
-

Required actions

- Whole-staff C.P.D. and information sessions on effective teaching strategies with particular reference to numeracy. These include:
 - A presentation to staff on the SUPER problem solving strategy
 - A staff meeting for departments to identify numeracy moments in their subject and time to build these into their scheme of work
- Information on the above techniques in student diaries.
- Default Strategy for promoting higher level uptake of Maths at JC and LC level to be maintained
- Creating a numeracy-rich environment across the school through use of posters, puzzles, clocks and numeracy initiatives.
- Timetabling a numeracy class for all Transition Year and Applied Leaving Cert students.
-

Persons responsible

All staff including the Numeracy Committee

Time frame for action

September 2014 onwards

Success criteria

2. Maintenance of student uptake of JC Maths at higher level.
3. Maintenance of high academic grades in JC Maths and Science.
4. Improved problem solving ability.
5. The percentage of students who have the confidence to answer an unseen question will increase from 20% to
 - 2015-25% (May 2015)
 - 2016-28% (Jan 2016)
6. The percentage of students who like maths will increase from 55%
 - 2015- 58% (May 2015)
 - 2016- 60% (Jan 2016)
7. The percentage of students who will use the problem Solving approach
 - 2015- 40% (May 2015)
 - 2016- 50 % (Jan 2016)

Review Date

Ongoing with a formal review in May 2016

Problem Solving Numeracy Strategy

- Focus on a problem solving strategy outlined in a document on the project maths website, and to roll this out to as many subjects as it is applicable to.
- The four step strategy follows the sequence of
- **1.Understanding,**
- **2.Planning,**
- **3.Experimenting,**
- **4. Reflecting.**

1. Understanding

- Does the student understand the problem?
- Make sure that the students read and re-read the question.
- Identify all the clues.
- What they are being asked to find?
- Pay particular attention to final sentence of the question.

Are there any conditions attaching to the problem

2. Planning

Once the students understand the problem encourage them to:

- Plan a solution.
- Identify appropriate strategies and tools
- Reference any similar problem they may have previously encountered.
- Can the students explain their reasoning?

3. Experimenting

- Check to see if the agreed strategies work.
- Decide if each step in the solution is correct.
- How do the students know that the steps are correct?
- Can the students explain and/or defend their reasoning?

4. Reflecting.

- Is the students' solution valid?
- Can the students show that the result is correct?
- Can they suggest alternative ways of answering the question?

Introducing SUPER Sue SHSS Problem Solver



Sue's motto for Problem Solving is just SUPER:

Scan your question. Read and Re-Read.

Underline & highlight. Let those important points be seen.

Plan your attack. More than one way is unreal.

Experiment - let those solutions reveal.

Reflect on your method. Which way was the best, on this your Problem Solving Quest

How Sue works her SUPER motto into her Problem Solving:

Scan:

Read your problem over and over till you know what you are being asked for and can identify all the clues.

Underline:

Once you have identified the clues and important points, underline or highlight them so you see them easily.

Plan:

Having identified the key points in the question, plan an approach to solving the problem, think of similar problems you have solved and if you think of more than one way, then that's super!

Experiment:

Try out your strategy or strategies to see if they work. Experiment, by deciding if each step in your strategy was the right one on your way to solving the problem

Reflect:

Think about the way you solved the problem, could you have thought of a better way to solve it, can you show that your result is correct .

AfL - Key principles

Assessment for learning is about using assessment in the classroom as a tool to improve students' learning, and is characterised by

- sharing learning goals with students
- helping students to recognise the standards they are aiming for
- involving students in assessing their own learning
- providing feedback, which helps students to recognise what they must do to close any gaps in their knowledge or understanding
- communicating confidence that every student can improve
- adjusting teaching to take account of the results of assessment

A variety of classroom assessment strategies as outlined below can be considered when planning a lesson or a unit of study. It is important to remember here that the primary intention of the teacher is not simply to gain information about the students' achievements (what they know) but to use assessment to further the learning process. One of the most frequently employed methods of monitoring student progress and achievement is the use of judicious questioning by the teacher.

Sharing learning goals with students

Teachers are usually quite clear about the objectives for a unit of study. Students may understand what to do for individual tasks but be less clear about how these tasks fit into 'the big picture'. They can be greatly helped when the teacher explains the learning goals--what she/he hopes the students will learn and why they are learning it--in words that they can understand. In **Sample Assessment Materials 1 (English First Year)** the teacher involves the students in the learning intention through the initial brainstorming session and group work. This activity provides a context in which the teacher can convey the learning goal to the students.

Helping students to recognise the standards they are aiming for

Ideally this is done through exemplification of student work. Students should have access to work done by their peers to help them to see what can be achieved. Over the period of the Assessment for Learning Initiative a range of exemplars of student work will be posted on this website.

However, effective marking of student work can contribute significantly to the students' appreciation of the standards towards which they are aiming. Through feedback that is focused on the learning task, teachers can indicate to their students just what is involved in a high-quality piece of work and can point out the steps that students need to take in order to improve--to close the gap between where they are at present and where they need to go. Teacher comments should focus on what has been done well and what needs to be improved rather than on listing the errors that have been made, which can typify some traditional approaches to marking.

Involving students in assessing their own learning

Students need to develop the capacity for self-assessment so that they can become independent learners with the ability to seek out and gain new skills, knowledge and understandings. Teachers can encourage this by providing opportunities for students to assess their own and one another's work, and to review and record their own progress. This helps the students to understand their achievements, identify the gaps in their knowledge and plan for better learning. In **Sample Assessment Materials 2 (English First Year)** the teacher has drawn up a simple cover sheet for each presentation. This allows the students to record the proficiency level they feel they have achieved for each of the agreed criteria for the presentation.

Providing feedback which helps students to recognise what they must do to close any gaps in their knowledge or understanding

This involves telling students what they have achieved with specific reference to the learning task. It is one of the most important elements of assessment for learning. Assessment without feedback disconnects it from the teaching and learning process; it becomes a classroom routine or a strategy to maintain discipline. Equally, feedback in the form of marks and/or grades can act as a disincentive to students. Research has shown that students respond to constructive comments much more so than to marks or grades. Teachers can help students to improve upon their work by pinpointing their strengths and being clear and constructive about their weaknesses and how they might be addressed.

Communicating confidence that every student can improve

Feedback that focuses on the learning task and that highlights what needs to be done can help to ensure that all students believe they can improve. Not all students learn in the same way, however, and including an element of differentiation by task or outcome in a lesson can allow for students with differing learning styles and strengths to experience success. In **Sample Assessment Materials 4 (Geography First Year)** the teacher built in a degree of differentiation into the tasks set so that students could choose the format for their presentations from a range of options.

Adjusting teaching to take account of the results of assessment

Teaching and learning do not progress in linear, evenly paced increments. Indeed, a necessary part of the teacher's interaction with the learner/s is his/her judgments about the success of the learning so far and the adjustment in teaching that must be made in the light of those judgments

Classroom strategies in support of learning

Every day school and classroom activities such as questioning, giving and marking homework and reporting on student progress can play an important part in the way teachers use assessment for learning.

Differentiated Learning

www.ncca.ie/en/Curriculum_and.../Special.../Differentiation.pdf

General Learning Difficulties, Guidelines for Teachers

www.ncca.ie/.../Guidelines_for_Teachers_of_Students_with_General_Learning_Disabilities.pdf

Exceptionally able Students

www.ncca.ie/uploadedfiles/publications/Except%20Able_Glines.pdf

Blooms Taxonomy - Questioning

Concept	Language
<p>Knowledge: Tell what you know or remember.</p> <ul style="list-style-type: none"> • What is...? • Where is...? • Which one...? 	<p>Who, What, Why, When, Omit, Choose, Which, Name, Select, Find, Match, Name, Label, Show, Recall</p>
<p>Comprehension: Demonstrate understanding of facts and ideas.</p> <ul style="list-style-type: none"> • How would you compare...? Contrast...? • Which is the best answer...? • How would you classify the type of...? 	<p>Compare, Contrast, Demonstrate, Illustrate, Rephrase, Show, Classify</p>
<p>Application: Use what you learn in another way</p> <ul style="list-style-type: none"> • How would you use it...? • What would result if...? • What other way would you plan to...? 	<p>Apply, Build, Choose, Construct, Develop, Make, Use of, Organise, Plan, Solve, Model, Identify</p>
<p>Analysis: Look at something closely to find out more about it.</p> <ul style="list-style-type: none"> • Why do you think...? • What inference can you make...? • What is the relationship between...? 	<p>Analyse, Discover, Dissect, Infer, Examine, Survey, Test for, Relationships</p>
<p>Synthesis: Put ideas or parts of things together.</p> <ul style="list-style-type: none"> • What ways could...? • Why do you think...? • Imagine...? 	<p>Build, Combine, Compile, Create Design, Formulate, Imagine, Invent, Predict</p>
<p>Evaluation: Tell if something is right or wrong, good or bad.</p> <ul style="list-style-type: none"> • Do you agree / disagree...? • Why do you think...? • Decide if...? 	<p>Criticise, Decide, Defend, Evaluate, Recommend, Agree, Appraise, Opinion, Disprove</p>

Source: Adapted from *Taxonomy of Educational Objectives*, B.S. Bloom. Boston Allyn & Bacon, 1984

Useful Forms---A Folder containing the following forms is available on the desktop of the staff room computer.



Dear

I would like to take this opportunity to formally acknowledge the

excellent work of your daughter _____ at Sacred Heart

Secondary School. This has been particularly evident in the

following area(s).

Yours sincerely,

Student Incident Report

Report on student Incident

Student Name _____

Class _____

Year _____

Date _____



Description of Incident

Actions Taken

Signed _____

Date _____



To the teachers of class (name): _____

In order to build a common response to the behaviour of (Student Name), it would be helpful if you would complete the following record of her behaviour for the period (dates). We hope to use this to develop a profile of her behaviour. Please record all incidents in the following grid:

Date	Behaviour	Freq (✓)	Action by Teacher
Observations:			

Signed: _____ (Teacher)



Individual Behaviour Plan

Name _____ Class _____

Date: _____ Review Date: _____

Behaviour Target

What student already does well:

Required behaviour to meet target

Suggested Teacher Strategies:

Evidence of improvement:

Rewards

Sanctions

Teacher comments:

TO BE SIGNED BY

PUPIL _____

PARENT _____

TUTOR _____

HEAD OF YEAR _____

Teacher Referral Form

To be filled by teacher when referring a student to year head:



Student Name: Class:	
Date of incident:	
What classroom/school rule was involved?	
Is this incident Isolated <input type="checkbox"/> Repeated <input type="checkbox"/>	
Describe the student's behaviour:	
What action did you take?	
Is there anything you wish to add?	
Your Signature	

This form is to be given to the year head when completed

Student Incident Form – to be filled by student



Student Name:	
Class:	
Date of incident	
What teacher was involved?	
What did the teacher say you did	
What classroom/school rule was involved?	
Write down your side of the story	
Write down how the problem can be fixed	
Your Signature	
Teacher's Signature	

This form is to be given to the year head when completed

Student Referral SEN /LS Form

Student's Name	Class	Subject
Teacher's Name	Year Head's Name	Date of Referral
Reason for Referral		
Has the student been consulted about this referral? <input type="checkbox"/> Yes <input type="checkbox"/> No	Have the parents been consulted about this referral? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Identify the student's		
<ul style="list-style-type: none">• Learning Strengths • Learning Weaknesses		
Outline the student's specific areas of difficulty in this subject.		
Give a brief profile of the student's progress in		
A recent class test	Mid-term test	End-of-term test

Outline strategies that you have put in place to support this student in the classroom.	
Teacher's Signature	Date
(To be completed by SEN/LS teacher) Outcome / Action taken	
SEN/LS teacher signature	Date

Handwriting		
Is handwriting easy to read? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is there a difficulty with spelling? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is there a difficulty with punctuation? <input type="checkbox"/> Yes <input type="checkbox"/> No
Note Taking		
Can the student record/transfer information from the teacher/white board accurately? <input type="checkbox"/> Yes <input type="checkbox"/> No		

Concentration

Is concentration consistent in the following areas?

Oral <input type="checkbox"/> Yes <input type="checkbox"/> No	Aural <input type="checkbox"/> Yes <input type="checkbox"/> No	Written Work <input type="checkbox"/> Yes <input type="checkbox"/> No
Visual <input type="checkbox"/> Yes <input type="checkbox"/> No	Practical <input type="checkbox"/> Yes <input type="checkbox"/> No	

Any other comments?

Comprehension

Can the student understand?

Instruction <input type="checkbox"/> Yes <input type="checkbox"/> No	A sequence of instructions <input type="checkbox"/> Yes <input type="checkbox"/> No	Key words and content of lessons <input type="checkbox"/> Yes <input type="checkbox"/> No
---	--	--

Any other comments?

Homework

Is homework written down in student's journal? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is homework completed? <input type="checkbox"/> Yes <input type="checkbox"/> No
Is homework partly completed? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is homework not done? <input type="checkbox"/> Yes <input type="checkbox"/> No

Behaviour in class

Is the student's behaviour disruptive? <input type="checkbox"/> Yes <input type="checkbox"/> No	Does she seem unhappy in class? <input type="checkbox"/> Yes <input type="checkbox"/> No
Does she appear to be unusually tired? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Any other comments?

Request for out of class activity.
 The below form needs to be given to the Principal



Request for Out Of Class Activity	
Teacher(s)	
Reason/purpose	
Day/Date	
Duration	
Group Class or Year involved	Mixed group <input type="checkbox"/> Whole Class <input type="checkbox"/> Class Group <input type="checkbox"/>

The below form needs to be given to the Deputy Principal, once approval for absence has been approved.

Date: / / Reason for Absence _____

Signature of Teacher: _____

Please circle the periods for which you will require cover

1 2 3 4 5 6 7 8 9

Are you on Break/ lunch supervision? YES / NO

Name of teacher covering supervision _____

Notice of C

Pupil Name: _____ Class: _____ Date _____

Dear _____

I wish to inform you that _____

Tick where appropriate

Home Work	
Class Work	
Participation in Class	
Punctuality for Classes	
Wearing of the School Uniform	
Attendance	
Conduct and Behaviour	

Are/is unsatisfactory.

We would be grateful if the above issue(s) could be addressed so that immediate improvements can be made.

Yours sincerely,

_____ (Year Head.)

-----Cut Here-----

Notice of Concern 1.

Please acknowledge receipt of this letter by returning it to the above teacher.

I/We have received the above Notice of Concern 1. dated, _____

Signed _____

Name of Pupil: _____ Class _____ Date _____

Date

Dear Parent,

I wish to let you know that the behaviour of (Student's Name) has been causing some concern of late. I have received referrals from Teacher X, Y and Z concerning her (name behaviour).

(Student's Name) has many good qualities and has been doing very well in (state some positive areas).

I think that a brief meeting between you, (Student's Name) and I would help us resolve this without too much difficulty. Could you please call me to make an appointment at your convenience? The following times are most suitable for me:

Day: time

Day: time

Day: time

I'd like to thank you for your ongoing support in this matter

Yours sincerely

(Year Head)

Inspiring Quotes and Phrases

- 1. Life isn't about getting and having, it's about giving and being. –Kevin Kruse**
- 2. Whatever the mind of man can conceive and believe, it can achieve. –Napoleon Hill**
- 3. Strive not to be a success, but rather to be of value. –Albert Einstein**
- 4. Two roads diverged in a wood, and I—I took the one less traveled by, And that has made all the difference. –Robert Frost**
- 5. I attribute my success to this: I never gave or took any excuse. –Florence Nightingale**
- 6. You miss 100% of the shots you don't take. –Wayne Gretzky**
- 7. I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed. –Michael Jordan**
- 8. The most difficult thing is the decision to act, the rest is merely tenacity. –Amelia Earhart**
- 9. Every strike brings me closer to the next home run. –Babe Ruth**
- 10. Definiteness of purpose is the starting point of all achievement. –W. Clement Stone**
- 11. We must balance conspicuous consumption with conscious capitalism. –Kevin Kruse**
- 12. Life is what happens to you while you're busy making other plans. –John Lennon**
- 13. We become what we think about. –Earl Nightingale**
- 14. Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do, so throw off the bowlines, sail away from safe harbor, catch the trade winds in your sails. Explore, Dream, Discover. –Mark Twain**
- 15. Life is 10% what happens to me and 90% of how I react to it. –Charles Swindoll**

The most common way people give up their power is by thinking they don't have any. –Alice Walker

17. The mind is everything. What you think you become. –Buddha

18. The best time to plant a tree was 20 years ago. The second best time is now. – Chinese Proverb

19. An unexamined life is not worth living. –Socrates

20. Eighty percent of success is showing up. –Woody Allen

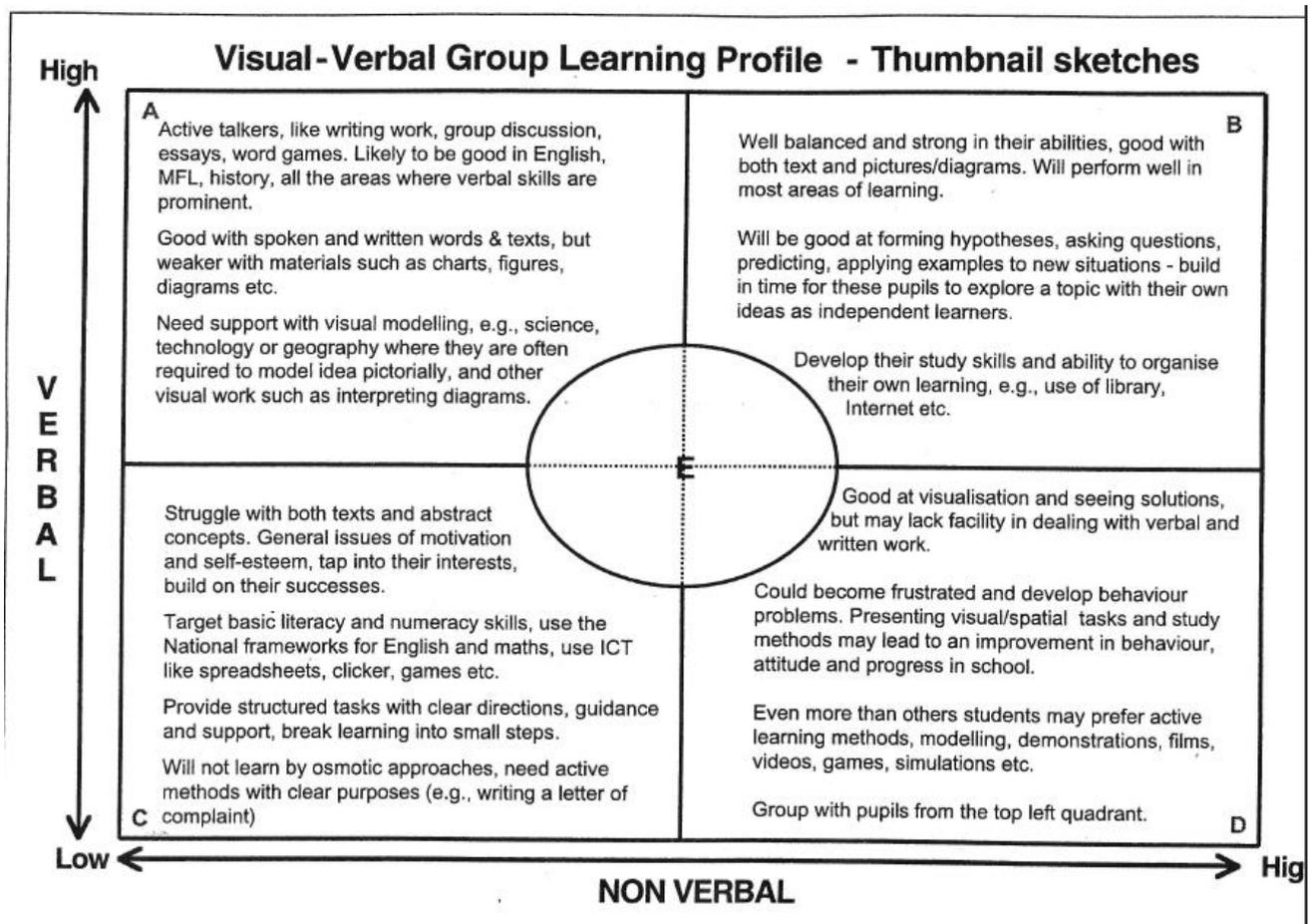
Year Group Mottos 2015-2016

Year	Motto	Cloth	
First	Don't Worry Be Happy	Orange	Hope
Second	Remember that Happiness is a way of travel, not a destination Roy Goodman	Yellow	Happiness
Third	Never leave till tomorrow that which you can do today Benjamin Franklin	Purple	Knowledge
Transition	Know Thy Self Socrates	Green	Life
Pre Leaving Certificate	To Succeed do the best you can where you are with what you have.	Blue	Peace
Leaving Certificate	Don't Stop Believing	Red	Courage

Pupils included in the central E represent the reference or “average group” against which the other cells are compared. Their reasoning abilities are typical of their age and they are broadly balanced in their visual-verbal strengths. The pupils in cells A to D may be contrasted with this average group, as follows:

- Those in cell A are above average in verbal reasoning but below average in non-verbal reasoning;
- Those in cell B are above average in both verbal and non-verbal reasoning;
- Those in cell C are below average in both verbal and non-verbal reasoning;
- Those in cell D are above average in non-verbal reasoning but below average in verbal reasoning.

This is not recommended as a system for categorising individual pupils; we do not want to label pupils in Cell A or Cell B etc. To support this the thumbnail sketch below, gives some of the attributes that might be typical of pupils in each cell, in terms of their reasoning abilities and relative visual-verbal strengths.



Curriculum: Provision and Policies.

The curriculum provision at Sacred Heart Secondary School strives to offer a broad and dynamic curriculum that reflects the message of our mission statement and defined objectives.

Junior Certificate Curriculum Provision

First year student take the following subjects

- English
- Maths
- Irish
- History
- Geography
- French
- German
- Science
- Religious Studies
- Computers
- Home Economics
- PE
- Business
- Music
- Art
- CSPE
- Speech & Drama
- Technology

At the end of 1st year students choose their subjects for Junior Certificate.

All students take:

- English,
- Irish,
- Maths,
- History,
- Geography,
- CSPE,
- RE,
- PE,
- Computers,
- Speech & Drama,
- SPHE,
- German or French

Students choose three from the following:

- Science
- Business
- Technology
- Art
- Home Economics
- Music

First Year Curriculum 2015-2016

Select a Year
1st Year

Blocks	A 1A 45	B 1B 45	C 1C 45	D 1D 45
Block 1	4 1Fre-1.1 CBD	4 1Ger-1.2 NOT SET	4 1Fre-1.3 LM	4 1Ger-1.4 MOF 4 1Rem-1.5 NOT SET
Block 2	1 1Com-2.1 GOS	1 1Spe-2.2 NOT SET		
Block 3			1 1Com-3.1 GOS	1 1Spe-3.2 NOT SET
Block 4				2 1Sci-4.1 CH
Block 5				2 1HmEc-5.1 MON
Block 6				2 1Tec-6.1 JW
Block 7	4 1Ir-7.1 BC			4 1Ir-7.2 TNIL 4 1Rem-7.3 NOT SET

Core	A 1A 45	B 1B 45	C 1C 45	D 1D 45
Irish		4 1Ir-B BC	4 1Ir-C LM	
English	4 1Eng-A JK	4 1Eng-B FOD	4 1Eng-C DH	4 1Eng-D DH
Mathematics	4 1Mat-A COK	4 1Mat-B DP	4 1Mat-C COK	4 1Mat-D NOT SET
History	3 1His-A NFITZ	3 1His-B EILEEN HARTE	3 1His-C EILEEN HARTE	3 1His-D NOT SET
Geography	3 1Geo-A BD	3 1Geo-B NFITZ	3 1Geo-C CMUL	3 1Geo-D BD
Business Studies	3 1Bus-A NOT SET	3 1Bus-B NON	3 1Bus-C NON	3 1Bus-D NON
Science	3 1Sci-A EOS	3 1Sci-B EOS	3 1Sci-C GOS	1 1Sci-D CH
Music	2 1Mus-A UW	2 1Mus-B DH	2 1Mus-C UW	2 1Mus-D DH
Home Economics	3 1HmEc-A MON	3 1HmEc-B MON	3 1HmEc-C MON	1 1HmEc-D MON

Technology	2 1Tec-A JW	2 1Tec-B JW	2 1Tec-C JW	
Art (with Craftwork option)	2 1Art-A JOC	2 1Art-B NOT SET	2 1Art-C NOT SET	2 1Art-D JOC
Religious Education	3 1Rel-A SM	3 1Rel-B SM	3 1Rel-C MH	3 1Rel-D MH
Civic.Social & Political Educ.	1 1CSPE-A MON	1 1CSPE-B MON	1 1CSPE-C BH	1 1CSPE-D CBD
Social, Personal and Health Education	1 1SPHE-A AMB	1 1SPHE-B BW	1 1SPHE-C AMB	1 1SPHE-D BW
Physical Education (JC and JCSP - Revised Syll.)	2 1PE-A NOT SET	2 1PE-B NOT SET	2 1PE-C NOT SET	2 1PE-D UM

Second Year Curriculum

Students study the following subjects

Examination Subjects

- Irish
- Maths
- English
- History
- Geography
- CSPE

Non Examination subjects

- Religious Studies
- PE
- Computers
- SPHE
- Speech & Drama

A learning support class may be timetable when Irish and Language is blocked to provide support for students.

Second Year Curriculum 2015-2016

Select a Year

2nd Year

Blocks	A	B	C	D
Block 1	5 2Iri-1.1 TNIL	5 2Iri-1.2 MH	5 2Iri-1.3 BC	5 2Rem-1.4 COD
Block 2	5 2Mat-2.1 BH	5 2Mat-2.2 NOT SET	5 2Mat-2.3 COK	5 2Mat-2.4 DP
Block 3	4 2Fre-3.1 CBD	4 2Ger-3.2 NOT SET	4 2Fre-3.3 LM	4 2Ger-3.4 NOT SET
Block 4	5 2Eng-4.1 UW	5 2Eng-4.2 FOD	5 2Eng-4.3 DH	5 2Eng-4.4 CBD
Block 5	1 2Com-5.1 GOS	1 2Spe-5.2 NOT SET		

Block 6			1 2Com-6.1 GOS	1 2Spe-6.2 NOT SET	
Block 7	4 2Sci-7.1 DP	4 2Sci-7.2 NOT SET	4 2Art-7.3 JOC	4 2Tec-7.4 JW	4 2Mus-7.5 DH
Block 8	4 2Bus-8.1 BH	4 2Mus-8.2 UW	4 2HmEc-8.3 COLH	4 2Sci-8.4 EOS	
Block 9	4 2HmEc-9.1 MON	4 2Sci-9.2 CH	4 2Bus-9.3 NON	4 2Art-9.4 JOC	
Block 10					1 2Yr Head AMB +3
Block 11				1 2Tut-11.1 CMUL	

History	3 2His-A EILEEN HARTE	3 2His-B BD	3 2His-C NOT SET	3 2His-D NFITZ
Geography	3 2Geo-A NFITZ	3 2Geo-B CMUL	3 2Geo-C CMUL	3 2Geo-D BD
Religious Education	3 2Rel-A MH	3 2Rel-B SM	3 2Rel-C MH	3 2Rel-D SM
Civic, Social & Political Educ.	1 2CSPE-A BC	1 2CSPE-B CBD	1 2CSPE-C BC	1 2CSPE-D CBD
Social, Personal and Health Education	1 2SPHE-A E GALVIN	1 2SPHE-B NON +1	1 2SPHE-C SM	1 2SPHE-D NON
Physical Education (JC and JCSP - Revised Syll.)	2 2PE-A NOT SET	2 2PE-B NOT SET	2 2PE-C NOT SET	2 2PE-D UM

Third Year Curriculum

Students study the following subjects

Examination Subjects

- Irish
- Maths
- English
- History
- Geography
- CSPE

Non Examination subjects

- Religious Studies
- PE
- Computers
- SPHE
- Speech & Drama

Sacred Heart Secondary School

Third Year Curriculum 2015-2016

3rd Year																
Blocks	A	3A	45	x	B	3B	45	x	C	3C	45	x	D	3D	45	x
Block 1	→	5	3Eng-1.1	CAROL K	5	3Eng-1.2	FOD	5	3Eng-1.3	UW	5	3Eng-1.4	CBD			
Block 2	→	5	3Mat-2.1	COK	5	3Mat-2.2	CH	5	3Mat-2.3	MOF	5	3Mat-2.4	HS			
Block 3	→	4	3Art-3.1	JOC	4	3Sci-3.2	UM	4	3HmEc-3.3	COLH	4	3Bus-3.4	NON			
Block 4	→	1	3Com-4.1	GOS	1	3Spe-4.2	NOT SET									
Block 5	→	4	3Bus-5.1	BH	4	3Mus-5.2	DH	4	3Art-5.3	JOC	4	3Sci-5.4	EOS	4	3Tec-5.5	JW
Block 6	→	5	3Iri-6.1	LM	5	3Iri-6.2	BC	5	3Iri-6.3	TNIL	5	3Iri-6.4	MH	3	3Rem-6.5	SM
Block 7	→				1	3Com-7.1	GOS	1	3Spe-7.2	NOT SET						
Block 8	→	4	3HmEc-8.1	MON	4	3Sci-8.2	EOS	4	3Bus-8.3	COD	4	3Sci-8.4	CH	4	3Tec-8.5	JW
Block 9	→	4	3Fre-9.1	MOF	4	3Fre-9.2	JK	4	3Ger-9.3	NOT SET	4	3Ger-9.4	NOT SET	4	3Rem-9.5	NOT SET
Block 10	→													1	3Yr Head	AMB
Block 11	→													1	3Rem-11.1	UM

Core	A	3A	45	x	B	3B	45	x	C	3C	45	x	D	3D	45	x
History	→	3	3His-A	BD	3	3His-B	SM	3	3His-C	CMUL	3	3His-D	CBD			
Geography	→	3	3Geo-A	NFITZ	3	3Geo-B	CMUL	3	3Geo-C	BD	3	3Geo-D	BD			
Civic, Social & Political Educ.	→	1	3CSPE-A	BC	1	3CSPE-B	TNIL	1	3CSPE-C	TNIL	1	3CSPE-D	BC			
Social, Personal and Health Education	→	1	3SPHE-A	DH	1	3SPHE-B	MH	1	3SPHE-C	DH	1	3SPHE-D	RS			
Religious Education	→	3	3Rel-A	SM	3	3Rel-B	MH	3	3Rel-C	SM	3	3Rel-D	SM			
Physical Education (JC and JCSP - Revised Syll.)	→	2	3PE-A	UM	2	3PE-B	NOT SET	2	3PE-C	NOT SET	2	3PE-D	UM			

Senior Cycle Curriculum Provision

Fifth Year Curriculum

Students study the following subjects

Examination Subjects

- Irish
- Maths
- English

Non Examination subjects

- Religious Studies
- PE
- Computers
- Speech & Drama
- SPHE
- Guidance

Provision exists in rule 46 of 'Rules and programme for Secondary Schools' for exemption from Irish in limited specific circumstances

Fifth Year Curriculum 2015-2016

5th Year (LC)	A 5A 45		B 5B 45		C 5C 45			
Opt Block 1	5 5Mus-1.1 DH		5 5Tec-1.2 JW		5 5His-1.3 CMUL		5 5Bio-1.4 HS	5 5Acc-1.5 COD
Opt Block 2	5 5Art-2.1 JOC		5 5Bio-2.2 UM		5 5Che-2.3 CH		5 5Bus-2.4 NON	5 5Che-2.5 E GALVIN
Opt Block 3	5 5Geo-3.1 BD		5 5Bio-3.2 EOS		5 5Eco-3.3 BH		5 5Phy-3.4 DP	
Block 1	6 5Eng-4.1 TNIL		6 5Eng-4.2 UW		6 5Eng-4.3 FOD			
Block 2	5 5In-5.1 LM		5 5In-5.2 TNIL		5 5In-5.3 BC		5 5Rem-5.4 NOT SET	
Block 3	6 5Mat-6.1 COK		6 5Mat-6.2 HS		6 5Mat-6.3 NOT SET			
Block 4	5 5Fre-7.1 JK		5 5Fre-7.2 LM		5 5Ger-7.3 MOF		5 5Ger-7.4 NOT SET	
Block 5	3 5Rel-8.1 EILEEN HARTE		3 5Rel-8.2 MH		3 5Rel-8.3 SM			
Block 6	2 5Ent-9.1 COD		2 5Ent-9.2 NOT SET		2 5PE-9.3 UM		2 5PE-9.4 NOT SET	
Block 7	1 5Ent-10.1 COD		1 5Ent-10.2 NOT SET		1 5Spe-10.3 NOT SET			
Block 8	2 5PE-11.1 UM		2 5Com-11.2 GOS		2 5SPHE-11.3 RS			
Block 9							1 5Ent-12.1 NOT SET	
Block 10							1 5Tut-13.1 DP	

Sixth Year Curriculum

Students study the following subjects

Examination Subjects

- Irish
- Maths
- English

Non Examination subjects

- Religious Studies
- PE
- Computers
- Speech & Drama
- SPHE
- Guidance

Provision exists in rule 46 of 'Rules and programme for Secondary Schools' for exemption from Irish in limited specific circumstances

Sixth Year Curriculum 2015-2016

6th Year (LC)	Blocks	A	6A	45	B	6B	45	C	6C	44							
Block 1	→	5	6Fre-1.1	CBD	5	6Fre-1.2	JK	5	6Ger-1.3	NOT SET	5	6Ger-1.4	NOT SET	5	6Rem-1.5	NOT SET	
Block 2	→	6	6Eng-2.1	JK	6	6Eng-2.2	CBD	6	6Eng-2.3	FOD							
Block 3	→	1	6Ent-3.1	NOT SET	1	6Rel-3.2	EILEEN HARTE	1	6Rel-3.3	MH							
Block 4	→	6	6Mat-4.1	COK	6	6Mat-4.2	DP	6	6Mat-4.3	HS							
Block 5	→	5	6Iri-5.1	TNIL	5	6Iri-5.2	LM	5	6Iri-5.3	BC	5	6Rem-5.4	NOT SET				
Block 6	→	2	6PE-6.1	NOT SET	2	6Rel-6.2	SM	2	6PE-6.3	UM							
Block 7	→	2	6Ent-7.1	NOT SET	2	6SPHE-7.2	COD	2	6Com-7.3	GOS							
Block 8	→	2	6PE-8.1	NOT SET	2	6Rel-8.2	EILEEN HARTE	2	6Rel-8.3	MH							
Block 9	→	5	6HmEc-9.1	MON	5	6Bio-9.2	EOS	5	6His-9.3	BD	5	6Acc-9.4	NON	5	6Tec-9.5	JW	
Block 10	→	5	6Art-10.1	JOC	5	6Bio-10.2	HS	5	6Eco-10.3	BH	5	6Che-10.4	CH				
Block 11	→	5	6Phy-11.1	DP	5	6Mus-11.2	UW	5	6Bio-11.3	UM	5	6Geo-11.4	CMUL				
Block 12	→	1	6Rel-12.1	SM	1	6Car-12.2	RS										
Block 13	→										1	6Yr Head	AMB	45	1	6Rem-13.2	COD

Leaving Certificate Vocational Programme Option

- Depending on students optional choice subjects they may have the option of taking **LCVP**.
- In addition to taking seven examination subjects they study two link modules: **Preparation for the World of Work:**
Enterprise Education.
- Both of these subjects are examined in the May of Leaving Certificate by:
written examination 40% and portfolio 60%.
- Student are awarded **distinction** 80%- 100% **Merit** 65%- 79% **Pass** 50%-64%
- Students taking LCVP do not have Computer studies or Speech & Drama class

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- Students taking LCVP do not have Computer studies or Speech & Drama class

Leaving Certificate Applied Curriculum Provision

The Leaving Certificate Applied is a distinct, self-contained two-year Leaving Certificate programme aimed at preparing students for adult and working life.

The programme sets out to recognise the talents of all students and to provide opportunities for developing personal responsibility, self-esteem and self-knowledge. The programme focuses on the talents of each student and helps students apply what they learn to the real world.

The two-year programme consists of four half-year blocks called sessions. Achievements are credited in each session.

The courses

Courses are offered in three main areas:

1. Vocational preparation, involving work experience, enterprise and communication
2. General education, offering life skills, the arts, social education, leisure and language
3. Vocational education.

Course structure

Each course **consists of a number of modules**. Each module takes place over half a year. There is also a wide range of practical courses, called vocational specialisms, from which the student can choose.

Assessment and examinations

Assessment is continuous throughout the course and there is a final examination.

Assessment takes place on the completion of modules and practical activities that allow the student to integrate the learning from different courses.

The final examination must be taken in the following areas:

- English and communication
- Two vocational specialisms
- Mathematical applications
- Language
- Social education.

There are written and oral examinations in all languages. There are practical examinations in the vocational specialisms. The written examinations take place in June, at the same time as the examinations for the established Leaving Certificate.

The certificate awarded

Students who successfully complete the programme are awarded a Leaving Certificate from the Department of Education and Science. The certificate is awarded at three levels:

Level Marks and Credits Required

Pass 60-69% (120-139 credits)

Merit 70-84% (140-169 credits)

Distinction 85-100% (170-200 credits)

Candidates who get less than 60% (120 credits) or who do not complete the course are awarded a record of experience.

A pass in the Leaving Certificate Applied is the equivalent of 6 Grade Ds at Ordinary Level in the established Leaving Certificate.

Eligibility for further education and third-level courses

A student who has been awarded the Leaving Certificate Applied can go on to a very wide range of Post-*Leaving Certificate* courses (*PLCs*). These are available in local post-primary schools and colleges.

The PLC courses can lead on to a National Certificate Level 2 (FETAC Level 2). These are generally one-year full time courses. There are also some part-time courses that can be taken over a longer period.

There are more than 50 awards available in five broad areas - Art/Design, Business, Science, Services/Leisure and Communications/Media studies.

Students with the Leaving Certificate Applied cannot gain direct entry through the Central Applications Office (CAO) system to the universities or Colleges of Technology.

However, those who get a Further Education and Training Awards (FETAC) Level 2 award can be eligible for some third-level courses in the Institutes of Technology and through these to some degree programmes.

Students cannot go directly to nursing but may be eligible to apply as a mature student with certain FETAC qualifications or relevant experience.

Students with the Leaving Certificate Applied can also go on to FÁS Apprenticeship programmes. Many students go directly to employment.

Leaving Certificate Vocational Programme

Each student undertakes a compulsory double period per week, although subject combination does not permit some students to participate fully. LCVP students take a minimum of five Leaving Certificate subjects. Two of these must be selected from one of the Vocational subject groupings. They are required to take a course in a modern Language, Irish and three link modules: Preparation for Work, Work Experience and Enterprise Education. Typically an LCVP student will take seven Leaving Certificate subjects plus the Link modules.

Vocational Subject Groupings are grouped into the specialist groupings subjects which complement one another naturally, and the services groupings-subjects which complement one another in a commercial context.

SPECIALST GROUPINGS

- Constructions Studies or Engineering or Technical Drawing
- Physics and Construction Studies or Engineering
- Agricultural Science and Construction studies or Engineering
- Ag. Science or Chemistry or Physics (any two)
- Home Econ. And Ag. Science or Biology
- Home Econ. And Art
- Accounting and Business
- Biology or Chemistry or Physics (any two)

SERVICE GROUPINGS

- Engineering and Business or Accounting
- Construction Studies and Business or Accounting
- Home Econ. And Business or Accounting
- Ag. Science and Business or Accounting
- Art and Business or Accounting
- Music and Business or Accounting

Leaving Certificate Applied Programme

Vocational Preparation

Vocational Preparation & Guidance

English & Communication

Enterprise Education

Vocational Education

Mathematical Applications

Active Leisure Studies

Information Technology

General Education

- Arts Education : Visual Art or Music
- 1. Social Education
- 3. Irish
- 5. Modern Language (Spanish)
- Hotel, Catering & Tourism
- 2. Science
- 4. Religion
- 6. Co-ordination/tutorial

Students are timetabled with their year group for Religion

Leaving Certificate Applied Curriculum 2015-2016

English	Maths	Irish/Spanish	Active Leisure
Science	HCT	Social Education	Religion
Vocational Preparation		Enterprise	Art
IT	Leisure		

Transition Year

Transition Year is a one-year, school-based programme between Junior Cycle and Senior Cycle. It is designed to act as a bridge between the two by facilitating the smooth transition from the more *dependent* learning of the Junior Cycle to the more *independent* self-directed learning required for the Senior Cycle

All second-level schools have the option of offering the Transition Year programme to their students and currently around 530 schools are doing so - this represents approximately 75 % of all Irish schools. The Transition Year programme follows the **Junior Certificate** and is generally seen as the first year of a three-year **Senior Cycle** programme. However Transition Year is not the first year of the **Leaving Certificate programme** which is a two-year cycle.

Aims of the Transition Year programme

The Transition Year offers students an opportunity:

- To engage in independent, self-directed learning,
- To develop general, technical and academic skills
- To mature and develop without the pressure of an examination.

ALC 1 2015-2016

LCA1	
Blocks	1
Block 1	4 #Spe-1.1 NOT SET
Block 2	2 #Mus-2.1 NOT SET
Block 3	4 #Fig-3.1 NOT SET
Block 4	4 #Mot-4.1 NOT SET
Block 5	1 #Voc-5.1 NOT SET
Block 6	6 #Art-6.1 NOT SET
Block 7	1 #Comm-7.1 NOT SET
Block 8	2 #Sci-8.1 NOT SET
Block 9	4 #Comp-9.1 NOT SET
Block 10	1 #Rel-10.1 NOT SET
Block 11	2 #Sub-11.1 NOT SET

Core		1
Mathematics	→	4 8Mat-1 MOP
Comp. Applic - Word Processing	→	2 8Comp-1 GOS
Tutorial	→	1 8Tut-1 #OS
Enterprise Education	→	3 8Ent-1 NOT SET
Social Education	→	4 8Soc-1 COLM

ALC 2 2015-2016

LCA2

Blocks		A
Block 1	→	4 9Soc-1.1 NOT SET
Block 2	→	2 9Mus-2.1 DH
Block 3	→	4 9Eng-3.1 CAROL K
Block 4	→	1 9Vis-4.1 RS
Block 5	→	2 9Wor-5.1 NOT SET
Block 6	→	6 9Act-6.1 NOT SET
Block 7	→	1 9Wor-7.1 NOT SET
Block 8	→	1 9Hum-8.1 FGG
Block 9	→	4 9Nat-9.1 COLM
Block 10	→	4 9Comp-10.1 GOS
Block 11	→	2 9Tut-11.1 #OS
Mathematics	→	4 9Mat-A MOP
Comp. Applic - Word Processing	→	2 9Comp-A GOS
Tutorial	→	1 9Tut-A #OS
Enterprise Education	→	2 9Ent-A COD
Social Education	→	5 9Soc-A COD

Transition Year Curriculum 2015-2016

Blocks	A 4A 45	B 4B 45	C 4C 45	D 4D 45	
Block 1	2 4Spe-1.1 NOT SET	2 4Spe-1.2 NOT SET	2 4Yr Head UW	2 4Yr Head NOT SET	
Block 2	1 4Pub-2.1 EILEEN HARTE	1 4Pub-2.2 NOT SET	1 4Mus-2.3 UW	1 4FIJ-2.4 DH	
Block 3	2 4Saf-3.1 GOS	2 4Hea-3.2 NOT SET	2 4Thi-3.3 CMUL	2 4PE-3.4 UM	
Block 4	4 4Mat-4.1 COK	4 4Mat-4.2 BH	4 4Mat-4.3 HS	4 4Mat-4.4 NOT SET	
Block 5	3 4Ger-5.1 NOT SET	3 4Fre-5.2 CAROLK	3 4Ger-5.3 MOF	3 4Fre-5.4 JK	3 4Rem-5.5 NOT SET
Block 6	1 4Num-6.1 COK	1 4Typw-6.2 GOS	1 4Cre-6.3 FOD	1 4Psy-6.4 SM	
Block 7	3 4PE-7.1 UM	3 4Art-7.2 JOC	3 4PE-7.3 NOT SET	3 4Tex-7.4 COLH	
Block 8	4 4Bio-8.1 HS	4 4Phy-8.2 DP	4 4Che-8.3 CH	2 4HmEc-8.4 MON 2 4Greenschool CMUL	
Block 9	3 4Bus-9.1 NON	3 4Bus-9.2 NOT SET	3 4Bus-9.3 BH	3 4Mar-9.4 COD	
Block 10	2 4HmEc-10.1 MON	2 4FIJ-10.2 NOT SET	2 4Mus-10.3 UW	2 4Tec-10.4 JW	
Block 11	2 4Soc-11.1 RS	2 4Min-11.2 COD	2 4Art-11.3 JOC	2 4Min-11.4 NOT SET	
Block 12	3 4Rel-12.1 NFITZ	3 4Rel-12.2 EILEEN HARTE			
Block 13			3 4Rel-13.1 SM	3 4Rel-13.2 EILEEN HARTE	
Block 14				1 4Tut-14.1 EILEEN HARTE +3	
Block 15				1 4Yr Head AMB +2	
Block 16			3 4In-16.1 TNIL	3 4Rem-16.2 NOT SET	

Core	A 4A 45 x	B 4B 45 x	C 4C 45 x	D 4D 45 x
Irish	3 4Iri-A MH	3 4Iri-B BC		3 4Iri-D LM
English	3 4Eng-A CAROL K	3 4Eng-B CAROL K	3 4Eng-C JK	3 4Eng-D JK
History	2 4His-A EILEEN HARTE	2 4His-B NOT SET	2 4His-C EILEEN HARTE	2 4His-D NOT SET +1
Geography	2 4Geo-A BD	2 4Geo-B CMUL	2 4Geo-C CMUL	2 4Geo-D BD
Comp. Applic - Word Processing	2 4Comp-A GOS	2 4Comp-B GOS	2 4Comp-C GOS	2 4Comp-D GOS
Social, Personal and Health Education	1 4SPHE-A CH	1 4SPHE-B MOF	1 4SPHE-C EILEEN HARTE	1 4SPHE-D BH
Work Application	1 4Wor-A RS	1 4Wor-B RS	1 4Wor-C RS	1 4Wor-D RS
Tutorial	1 4Tut-A CH	1 4Tut-B MOF	1 4Tut-C NOT SET	1 4Tut-D BH

Students are also assessed on completion of their work experience, Capanalee, Folder of Achievement, Participation in extra-curricular activities (5) and also receive credits for Attendance and punctuality.

Teachers have the chance to design programmes and courses tailored to the needs and interests of students. Parents, the community and local enterprise can bring new kinds of learning opportunities to the students.

Students get the opportunity to sample a wide range of subject areas and can make more informed choices about the kind of Leaving Certificate programme they want to follow after the Transition Year. Transition Year is optional and admission criteria vary from school to school.

Assessment and Certification

There is no end-of-year state examination in the Transition Year - a decision made by the Department of Education and Science to ensure that the focus of the year was learning led rather than exam driven. The activity-based learning ethos of the year requires each school to engage in school-based assessment, which helps students to identify their own strengths and weaknesses, as well as develop the skills of self-assessment and reflection. Assessment is ongoing, with portfolio assessment, project work, and exhibitions of students' work. Oral aural, practical and written activities all form part of this assessment process. Since 2000, the Department of Education and Science has issued an official Transition Year Certificate to participants in addition to schools providing their own school-based certification.

The school introduced a credit based system of Assessment in 2011-2012. Based on the credits awarded to the students they will receive a pass merit or distinction at the end of the year.

Key School Policies.

Policy

Assessment Policy

Attendance Policy

Enrolment Policy

Guidance Policy

Mission/Aims/Objectives

Health and Safety Policy

Substance Misuse Policy

Crisis Incident Response Policy

Computer Usage

Pastoral Care Policy

Student Care Policy

Placement of students in class policy

Anti-Bullying Policy.

Code of Behaviour Policy

Review and Evaluation Practice.

(Review and evaluation practices are covered in the earlier section on the SDP structures)

PART 2: Developmental Section

Factors Governing Sacred Heart Secondary School's Needs.

The following is a list of the factors that govern the needs of SHSS. Our needs derive from a set of factors. Each factor influences a unique set of challenges/demands on the school. Many of these factors are driven by legislation, primarily focused on the direction that emanates from the Education Act. Other factors that govern the school's needs arise from the unique cohort of students, parents and staff that are present in the school at any one time. In particular it is their cumulative and unique contributions and expectations that determine the particular set of circumstances that exist in the school. It is indeed then these circumstances that shape the specific factors governing the school's needs at any one moment in time. As a result the needs of the school exist primarily as a consequence of attempting to meet such legislative obligations. In all cases it is the implications of each factor that influences the ever changing needs of this and any school. (Not in any particular order and not intended to be a fully comprehensive list.)

- The Education Act
- The Education Welfare Act
- Vocational Education (Amendment) Act 2001
- DES Funding
- Whole School Evaluation
- Subject Inspection
- Curriculum and Syllabi Changes
- The Ethos, Mission, Aims and Objectives of the School.
- In-service and Teacher Training.
- International Students
- Students with Special Educational Needs.
- School Development Planning
- The Board of Management
- The Parent's Council
- The Student's Council
- The Trustees of the School
- The Physical Resources and Facilities to deliver Teaching and Learning
- The Human Resources available to deliver Teaching and Learning
- The Socio-economic Dynamic of the Student Body
- Socio-Cultural Shifts in Society.

Student Support Services

The school provides a diversity of services that are intended to support the ever changing needs of students. Student support services include a variety of formal and informal practices that help to meet the needs of our students. These services are provided to help and guide each student to reach their full potential. While every effort is made to ensure this, there is a responsibility on each student to engage with these services so they can benefit from them.

The following is a list of the student support services available at SHSC.

Pastoral Care.

The pastoral care system is central in the whole school approach to the development and progress of each student.

The role of the Subject Teacher is central to our Pastoral Care System. This role is enacted in each and every class.

Each student in a year group has a Year Head - takes overall care of student in the year in terms of needs, discipline issues, studies, contact with parents etc. Liaises with tutors, SPHE teachers, guidance counsellor and subject teachers.

Each Junior Cycle class group has a class tutor - they are the main contact person for the students.

The Deputy Principal and Principal support the pastoral care system while emphasising the on-going development of a positive, affirming atmosphere in the college, in line with the college ethos and vision.

In addition to the formal roles of subject teacher, class tutor, year head, deputy principal and principal within the pastoral care system the following are some key aspects of the pastoral care system.

Each student has access to a member of staff who cares for her.

Opportunities for the celebration of achievements are provided.

Assistance is offered to students who need help, or who have learning difficulties, in accordance to resources provided to the school.

Students have opportunity to discuss concerns.

A sense of community in Year groups is built up.

Students are given opportunities to show initiative, use abilities and be responsible.

Assemblies are generally positive in character and are used as a forum for recognition and affirmation.

We promote active and positive use of leisure time by encouraging students to become involved in the many Extra-Curricular activities offered by staff.

Guidance Counsellor.

Either formally or informally, all staff provide guidance to pupils, on a wide diversity of issues as they progress through secondary school. This guidance is varied and includes, advice on how best to approach an exam, how to perform a scene in our school musical, to the private word of encouragement offered at the end of a class and much more. Rosemarie

Sexton is the school's guidance counsellor who provides student support, student care and student welfare while offering career advice, third level information and career pathways, post-secondary school.

Chaplaincy service.

While the school does not have a full time chaplain, chaplaincy services are delivered by Fr. Brendan Hanley and Betty Keohane. They provide an important pastoral service for the whole school community, including:

Spiritual Direction

Pastoral counselling

Support in crises

Trauma Management

Bereavement Support

Liturgical Celebrations

Prayer Experiences

Critical Incident Management

Counselling:

Support troubled members of the school community in times of need.

Listen carefully and supportively.

Offer advice on many areas / issues.

Students attending the school's counsellor must have the Subject Teacher's permission to attend meeting with counsellor and must follow Appointment Procedure.

Any teacher who feels that a particular student needs or would benefit from a form of counselling should first consult with Class Tutor/ Year Head.

Mental Health.

Adrian Adams provides counselling to all members of the school community in a wide diversity of issues, particularly issues that are affecting the mental health of an individual. Adrian is involved directly, in teaching the mental health module in Transition Year and mentoring the student peer support group.

Peer Support Education Programme.

The student mentoring system is a support service managed and run by student for students. Senior cycle students are trained every year in “Peer Support” by HSE staff Peer Mentoring is a form of **mentoring** that takes place between an older more experienced student and a new student(s). Peer Mentors should not be confused with **prefects**. Peer mentoring is a good way of practicing **social skills** for the mentor and help on adapting and settling in for the mentored. Peer mentors may assist particular students with time management, study skills, organizational skills, curriculum planning, administrative issues, test preparation, goal setting, and grade monitoring. Additionally, such mentors may provide other forms of social support for the student, such as friendship, networking, and aiding the student's adjustment to school life. Fun activities such as twister, the weakest link, and talent competitions are also run to involve all students and to generate a community atmosphere.

Resource and Special Education

The Sacred Heart Secondary School has a clear policy of inclusiveness and welcome to all students of all levels of ability. Our Special Education and Resource department embraces this policy in a very special way.

The needs of each student’s academic, emotional, pastoral and physical, are taken into consideration when organising timetables and staffing. The staff who work with our students who have special educational needs are dedicated teachers who provide a warm and caring working environment and who work with their students to enable them to achieve their utmost academically, while ensuring their scholastic experience is an enjoyable one.

Learning Support

An entrance examination is undertaken early in the year of admission to assist the Special Needs Department in determining which students may have difficulties with Maths and/or English.

Learning Support is provided for students:-

- Who have been diagnosed with a specific learning difficulty.
- Who have been receiving extra help with English or Maths in primary school.
- Who find the transition from primary to secondary education especially difficult.

Students who have been granted exemption from Irish in primary school continue with this exemption in secondary school. Extra Maths/English is provided at this time.

Student Assistants.

The SA staff members provide invaluable supports to students with particular special education needs. Such supports ultimately allow them to integrate into their secondary school along with their peers and be part of an accepting fully integrated community of students.

Student's Council.

The student's council is a vehicle for channelling the voice of the students to school management on issues relevant to their education. The council is comprised of a Chairperson, Treasurer, Secretary, Sixth Year representative, Fifth Year representatives, Fourth Year representatives, Third Year representatives, Second Year representatives, and First Year representatives. The council existence within the school is an important statement as it declares that this is a listening school, an inclusive school and one that values and promotes partnership.

Extra and Co-Curricular Activities.

The voluntary contribution made by the teachers in the area of extra and co-curricular activities provides all students with many opportunities to belong to an extended family of teams. Such school activities provide many benefits to the life and culture of our school including the opportunity and platform for students to express themselves, as young developing adults, in ways that a restricted curriculum does not always provide. Extracurricular activities contribute to a balanced, dynamic and rounded educational experience that the classroom by itself, simply cannot provide.

Significant opportunities arise for developing positive student-teacher relationships. They provide opportunities for many students to attain success in other spheres of school life, apart from the academic opportunities. Such activities help to eliminate and reduce the frustration amongst all students, but particularly those who are most vulnerable, i.e. the academically weak and the behaviourally challenged student. Such students, often without their own understanding use these activities as a pressure release for their frustrations and inner difficulties as adolescents. The knowledge that their school week is broken up by an activity, which they particularly enjoy, contributes much to their acceptance of themselves and their school. These activities, allow teachers and schools a platform to encourage students to “buy in”, to all the demands that modern school life, places on all members of the school community. Such activities provide students with different challenges that do not exist in the formal curriculum. It teaches them how to manage the disappointments of defeat as well as providing students a platform to learn and manage the secrets of success.

The following is a list of activities provided by staff and school to all students

School Musical

Ladies Football

Camogie

Hockey

Basketball

School Orchestra

Traditional Music Group.

Green Schools

Public Speaking

Debating

Quiz

Inter-County Horse Trials

Chess

Bell Chanto Choir

The Curriculum.

All subjects are taught with care and compassion in mind. Special attention is always given to the overall welfare of the student and this is formally channelled in to the weekly year head/care team meetings. Opportunities arise in all classes to promote the self-esteem and worth of all students, to develop positive relationships and to generate a sense of inclusiveness and family in the school community. In particular the subjects of Physical Education, Religious Education, Guidance, CSPE and SPHE become key elements in the school's promotion of wellbeing while acting simultaneously as part of the school's strategy in preventing critical incidents from occurring. SPHE is a key element of the school's preventative work. SPHE support the physical, mental, emotional, social and spiritual development and wellbeing of all members of the school community. Modules within the SPHE programme including, Belonging and integrating, Self-management, Communication skills, Physical Health, Friendship, Relationships and sexuality, Emotional health, Influence and decisions, Substance use and Physical safety.

Formal School Policies and Procedures,

The school has in place a vibrant school development planning team. The primary focus of this team is to develop and review formal school policies that are designed so that all members of the school community are protected and supported. Partnership is central to the process as all policies are developed with the contributions of all partners. All policies are student focused and have at their heart the needs and development of the student community.

- Enrolment Policy
- Anti-bullying Policy
- Pastoral Care Policy
- Code of Behaviour
- Student Support Policy

- Attendance Policy
- Substance Misuse Policy
- First Year Induction Programme
- Critical Incident Policy

- **Parents Association.**

The school has an active parents association. An AGM is held in late September when a committee is selected, this includes at least two parents from each year group. The executive is then nominated from the committee.

The committee meets once a month and has as its focus to promote the interests of the students. It represents the parent body at formal functions; offers advice to the principal and the board and engage in activities which will promote the involvement of parents. They are actively involved in fund raising and arrange speakers on a range of topics that they are relevant to the parenting of teenagers.

Ciste don Todhchaí.

Every effort is made to ensure that no student is at a disadvantage due to economic circumstances. Financial support is provided for books and uniform, educational trips are paid for from 'Ciste don Todhchaí' This is a fund that was set up in the school by the 6th years students and in conjunction with Betty Keohane RE department and Mary Wycherley the then Deputy principal. Leaving Cert students fund raise as part of their sixth year retreat/walk this money is then presented to the school to meet the needs of students and to ensure that no student is deprived of the co-curricular or cross curricular trips due financial constraints.

St. Vincent de Paul.

In extreme circumstances St. Vincent de Paul will be notified. We have a very good relationship with the VDP and communicate with them on a regular basis. We inform of the students or families that may be in need of assistance. They give us gift vouchers every Christmas to distribute to the girls of families that they are supporting. They have assisted us in providing finance for additional teaching hours for MEC students who arrive to us late in the school term. We have also asked their assistance in the funding of educational assessments when we have exceeded our yearly quota and we have students for disadvantaged backgrounds in great need of assessment.

List of Sacred Heart Secondary School's Development Priorities

Each year SHSS draws up a new set of priorities at the beginning of the school year. As well as this Sacred Heart has a vision for the implementation of priorities in the medium and long term.

Planning for the completion of priorities.

List of Sacred Heart Secondary School's Development Priorities 15/16

Each year SHSS draws up a new set of priorities at the beginning of the school year. The following are the agreed priorities for the school year 2015/2016.

Development Priorities	2015-2016
1. Literacy Strategy (Implementation of strand 2 of the Literacy initiative, SSE process)	
2. Numeracy Strategy (Implementation of Strand 1 of the Numeracy initiative, SSE process)	
3. School Improvement Plan.	
4. SSE, Strand 3. A focus on Effective Feedback on student work as a means for student improvement.	
5. Health & Safety (implementation of	

recommendations)	
6. Mission Statement (Review of existing Policy)	
7. Assessment Policy, (Creation of a policy)	
8. Website (redevelopment of website)	

SHSS's Developmental Goals.

Sacred Heart Secondary School maps its course of action yearly through the formulation of specific developmental goals. These developmental goals guide the main business of planning for the academic year. The developmental goals arise through a process of review and consultation with all staff members. A number of specific action plans are designed as a means of fulfilling the goals of the school. All staff are invited to part of specific committees that take responsibility for the implementation of the action plans.

SHSS's Action Plans.

Review and evaluation of action plans are conducted on a periodic basis. Each action plan has specific guidelines that outline in detail, the personnel responsible for its completion, how it is to be completed, when it is to be completed for and its timetable for review. A specific template from which all action plans are designed is utilised to bring uniformity to the process. (see written action plans)

Staff surveys are conducted so as to provide feedback on priorities that require implementation as well as providing comment on the progress and success of current action plans.

