



SCHOOL VISION, PLAN AND STRATEGY

2021–2026

A stylized graphic featuring a teal sailboat with a white cross on its sail, positioned above a series of overlapping, wavy bands in various shades of teal and blue. The overall design is modern and nautical.

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The background of the page features an abstract graphic design. It consists of several layers of wavy, overlapping shapes in various shades of blue and teal. In the upper right quadrant, there is a stylized white sailboat with a teal sail. The lower portion of the page is filled with intricate, fine-lined patterns that resemble stylized waves or a complex network of lines, creating a sense of movement and depth.

INTRODUCTION



St. David's Holy Faith Secondary School, Greystones, Co. Wicklow is a Voluntary, Catholic co-educational secondary school, with a student population of 731 students and 67 staff members (59 of whom are members of the teaching staff and 8 ancillary staff, as of September 2022). At the commencement of this process, September 2021, the school had an enrolment of 671 students and 62 staff members. The school has a proud tradition of academic success and excellence, and with the roll-out of our new sports and arts programmes, from September 2022, the school is striving to deliver a more diverse and multifaceted provision, for all students. By the end of this plan, May 2026, the school will have a maximum student population of between 750 – 775 (this figure will be reached by September 2023 and is envisaged to maintain this figure, throughout this period, up to 2026).

St. David's Holy Faith Secondary School, Greystones, was founded by a community of Holy Faith Sisters in 1906. The founder of the Congregation of the Holy Faith was Margaret Aylward (1810-1899) who was born into a prominent family in the merchant town of Waterford in 1810. Her whole life was centered on the message of Jesus, to combat poverty and injustice and to educate the poor. Margaret Aylward's firm conviction of the dignity and potential of each child, her concern for the preservation and development of their faith, her respect for the primary role of the family, her commitment to children and families living in poverty and her collaborative role with the laity, are the values that we, in St. David's Holy Faith Secondary School, Greystones seeks to express through our ethos today. This was her dream and her desire, and our school crest embodies the fact that today, we stand on the shoulders of giants: the community of Holy Faith Sisters, all staff, students, our parents and guardians, friends who came to the school or those who supported us in any way and were associated with the school, since its foundation. This is what makes us who we are in St. David's Holy Faith Secondary School, Greystones.

Over the course of the past decade, the school has established a reputation within Greystones, as an academic school, with entry levels into third and further education institutions, 90 – 95% annually. In addition to this, a further 4 – 8% of students continue into vocational and apprenticeship training, after school once they complete their Leaving Certificate in St. David's Holy Faith Secondary School.

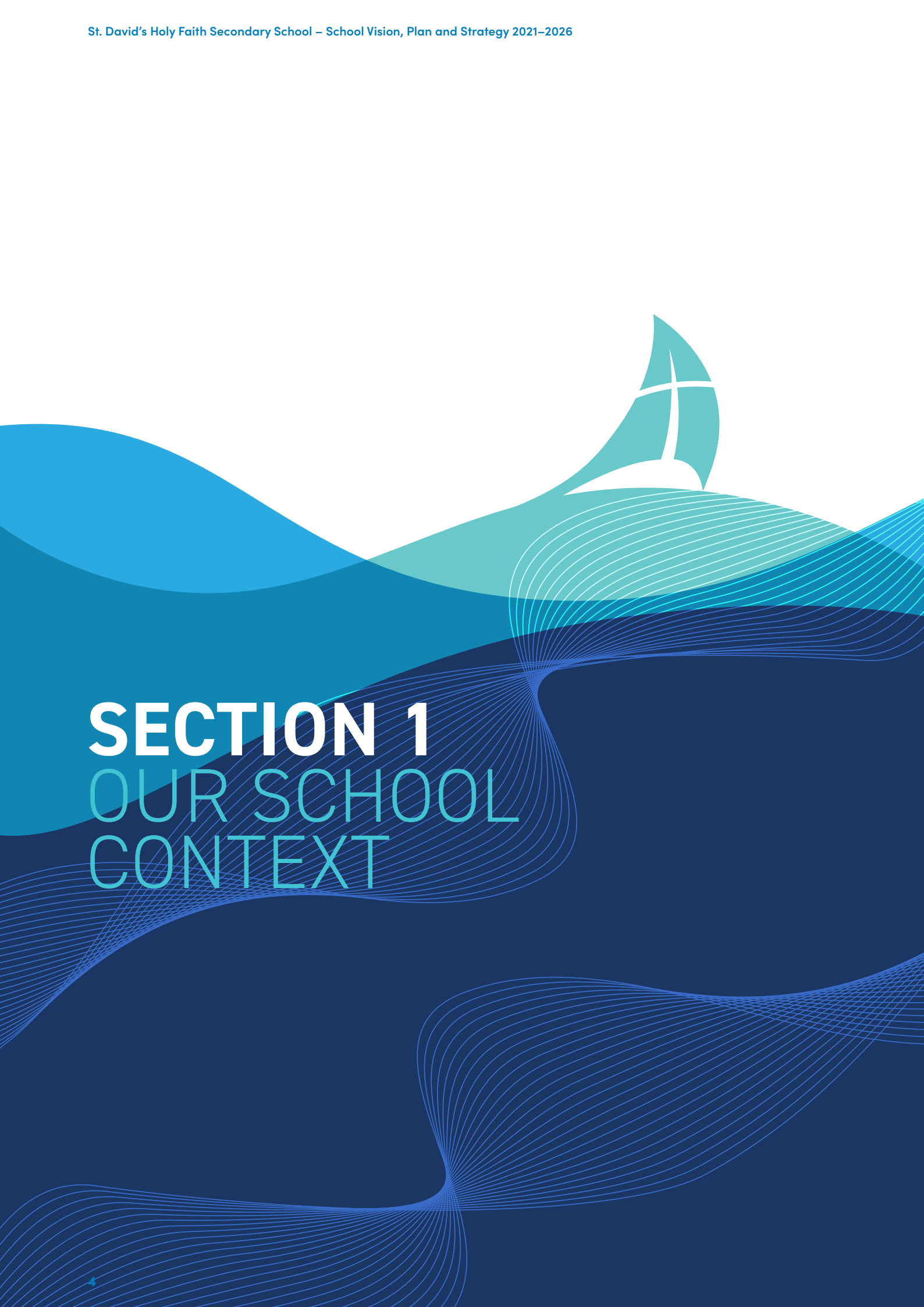
This document will set out, in four sections, to outline who we are and what it is we are doing in all areas, as a school community and importantly, chart our school's medium-term development, from 2021–2026.

SECTION ONE will outline the school's context today.

SECTION TWO is the action plan for this School Vision, Plan and Strategy, 2021–2026.

SECTION THREE will show appendices linked with school development.

SECTION FOUR consists of key whole-school achievements of five academic years, 2021 – 2026 inclusive and log of meetings for whole-school change.

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SECTION 1

OUR SCHOOL CONTEXT

This section will outline the school context under fifteen sub-sections (2021–2026)

- 1 Ethos**
- 2 Supporting students' wellbeing**
- 3 Student Leadership**
- 4 School sports**
- 5 School arts programme**
- 6 School Curriculum**
- 7 Transition Year**
- 8 Special Education, Additional Needs & Inclusion**
- 9 Staff Development**
- 10 School planning teams**
- 11 Whole – school planning & School Self – Evaluation (S.S.E)**
- 12 School technology and digital teaching & learning and the use of devices**
- 13 Parent and Teachers Association**
- 14 School Partnership**
- 15 School Building and Infrastructure**

1

School Ethos

St. David's Holy Faith Secondary School, Greystones, is a secondary school with a Catholic ethos in Greystones. Our student population is growing rapidly in numbers since the late 2010s (when student numbers averaged between 560 – 580 students). Our school was founded in 1906 by the Holy Faith Sisters, to cater for a small number of girls. In the mid-1970s the school admitted boys, becoming co-educational. It continued to grow in numbers peaking at 835 students in the mid-1990s. The school was the sole secondary school in Greystones until 2014. The school continues to promote the integral values of the Holy Faith Sisters and we strive each day to deliver for all students with focus in all areas of learning for our students.

Who we are?

St. David's Holy Faith Secondary School, Greystones, is a school which is firmly rooted in the Catholic tradition. This means that all we do are underpinned in the Gospel values of love, acceptance, inclusion and service. As a Catholic school, the academic year is punctuated by events which are significant in the Christian calendar, for example, Advent, Christmas, Lent, Easter, liturgies to mark the beginning and end of the school year, Margaret Aylward Day (11 October), Commemoration of those who have died in November, Catholic Schools Week (January), Le Chéile Day (1 February), prayer and reflection at the beginning of every staff meeting, prayer or mention of particular feasts in daily notices to staff and students and prayer services for different events, throughout the year, as appropriate. Our many clubs and societies, sports and arts programmes, provide many opportunities for students to be included and valued in accordance with their different skills and strengths. We have whole-school assemblies once a month which afford us all the opportunity to celebrate our achievements in a diverse range of areas including academic, sports, arts, service to others and volunteerism, locally, nationally, and internationally, as such occasions bind us as a school community and remind us of who we are.

Religious Education – school subject

Religious Education has a central part as a core subject of our curriculum in Junior and Senior Cycles, from First – Sixth Years, inclusive. At Junior Cycle, all students follow the N.C.C.A Religious Education specification which aims to develop knowledge, understanding, skills, attitudes and values to enable young people to come to an understanding of religion and its relevance to life, relationships, society and the wider world. Senior Cycle Religious Education does not follow an examination syllabus but offers a framework which addresses areas such as expressions of faith from different religious traditions/faiths and non-religious belief systems, moral issues, the search for meaning, Christianity and God-talk, faith and justice issues, meditation and contemplation.

The journey of change

The school embarked on big changes linked with our school ethos, during the academic year, 2021 – 2022 with a change in the school's crest, school colours and a new formal school uniform and the introduction of a P.E uniform, for the first time. This work was completed over a six months period led by the school Principal, with three teams consisting of students, parents/guardians and staff, with a total of thirty – seven meetings taking place (Section Four of this document). It was determined by many members of the school community, within this consultative process, that the school needed to link the new school crest with school's geographical location. The importance of the Irish Sea, colours, water, as well as our Catholic ethos, the founding congregation of the Holy Faith Sisters, needed to be incorporated into the new school crest and uniform. The school implemented its new school uniform in August 2022, and introduced a P.E

and sports uniform, for the first time. This new uniform, both formal and P.E, has been introduced in two stages (outlined at the end of this page).

The Holy Faith congregational emblem has the Cross at the centre, symbolising the centrality of our faith. The open-ended Cross is an invitation to spread the Word of God and to be open to receive. The Cross rests on the waters of life, open to the world and to infinity. With the building in our school, undergoing radical renovation and extension, transforming our 1970s buildings into modern and stunning architecture, it was important also to examine who we are, where we have come from and our future together, in the middle of this transformation. Hence, we were conscious of building on the history and heritage but expressing it in a new way for our times, remaining faithful to the legacy we have received but sustaining it into the future.

In the former crest, the Cross was above the crest itself; the initials, CHF, written in the centre, recognised the Congregation of Holy Faith Sisters, and St. David's, Greystones surrounded the acronym. The newly-configured crest, designed by a team of incredible parents and senior school management, and the colours selected by our students, representative of our geographical location, has the beautiful image of a boat with the Cross intersecting its sails. The Cross and the waves incorporate the symbolism of the congregational emblem of the Holy Faith Sisters.

Our new school crest

The new crest contains a strong image of a boat on a journey with its identity embodied in the symbol of the Cross and the name and location of the school clearly emblazoned as 'St. David's Holy Faith Greystones' clarifying our identity in line with our heritage. Boats and seafaring have a long biblical and monastic history and we are cognizant of this also. The crest is radically different to that with which most alumni would be familiar, but it is still connected to our historical and spiritual legacy. The boat is a vibrant image signifying dynamism and change. It is a boat that is not safely tethered in the harbour but a boat in full sail on the open sea with the swell of the sea and the wind propelling it forward in future challenges which we must face with courage and vision. This boat is also symbolic of our life journeys. Our alumni are scattered in all areas of the world, as are many of the Holy Faith Sisters and their foundations, in places they probably never envisaged. We must remember that our own individual boats can still find a safe haven and port in any storm in the harbour of welcome and deep connection for which St. David's Holy Faith Secondary School is renowned.

How we implemented our new school crest & school uniform?

Implementation of our new school uniform is taking place in two stages:

Stage 1 – academic year, 2022 – 2023, formal new school uniform introduced for First, Second, Transition and Fifth Years and new school jacket and new school P.E gear introduced for First, Second, Third, Transition and Fifth Years.

Stage 2 – academic year, 2023 – 2024, the new formal school uniform, school jacket and new P.E uniform will apply to all year groups.

2

Supporting Students' Wellbeing

The wellbeing and enjoyment of school life for our students is a key priority of all staff here in St. David's Holy Faith Secondary School, Greystones. St. David's Holy Faith Secondary School, Greystones, strives to ensure the needs, supports and interventions for all students, are in place. St. David's Holy Faith Secondary School, Greystones strives to promote the well-being of all students through the curriculum, our daily interactions with one another (staff and students) and various programmes.

Provision of Guidance Counselling

The school ensures this through a whole range of varied programmes (both curriculum and services linked with Guidance Counselling): the provision of guidance and counselling, allocation in 2021 – 2022 (one full time teacher – Guidance Counsellor), 2022 – 2023 (one and a half full – time Guidance Counsellors) and going forward for academic year, 2023 – 2024, aim to increase this new allocation to two full time Guidance Counsellors. The school has engaged in active policy making initiatives with a total of ten new whole – school policies ratified by the Board of Management during two academic years, 2021 – 2022 and 2022 – 2023; and teaching and learning curriculum provision for all year groups. The school seeks to ensure that all students are cared for, and we provide them with the very best. Supports, interventions, programmes are provided for all students and all year groups, both within the curriculum.

School Year Heads

As a school, we are very fortunate to have six Year Heads, for each year group, who are all A.P. 1 post-holders. Each of our Year Heads work very hard and are committed to providing all the supports needed for their respective year groups. Our school Year Heads provide students with support in all areas of school life – academic tracking, attendance, pastoral supports, meetings with parent(s)/guardian(s), behavioural and classroom supports. School senior management (Principal and Deputy Principal, academic years, 2021 – 2022 & 2022 – 2023, with one Principal and two Deputy Principals from academic year 2023 – 2024 onwards) work very closely with Year Heads.

Senior management and Year Heads meet monthly, to discuss progress and supports, as well as planning key events throughout the academic year, for all students. Informally, our Year Heads and senior management meet and brief one another daily and very frequently. Each base class has a Tutor who meet students each morning for five minutes. This is particularly useful for junior class groups fermenting student friendship, fostering school identity and promoting positive staff – student relationships.

**EDUCATION IS NOT THE
FILLING OF A PAIL, BUT THE
LIGHTING OF A FIRE.**
WILLIAM BUTLER YEATS

Among these supports included are

- Pastoral supports by all staff members
- Sixth Year Mentoring Programme
- Evening (paid study) and Night Study (free study organised by the Parent Association)
- Student Council
- Fifth Year Prefects & Senior Student Liaison Team (Sixth Years – Head Girl; Head Boy; Deputy Head Girls (x2); Deputy Head Boys (x2))
- Student Leadership Workshops for Fifth Year Prefects and Senior Student Liaison Team and Faith Leadership in Transition Year under the Alpha Programme (linked the Parish Centre)
- Student Counselling and Guidance Services
- St. Catherine's Party by Sixth Years and Staff annually
- Transition Year School Teams (Student Google Team; Green Schools Team; School Magazine and eNewsletter Team; SVP Team; Amber Flag Team; French Language Tutors in primary schools; Young Social Innovators)
- Study Skills (First, Third, Fifth and Sixth Years in September each year)
- Whole-school Wellbeing Weeks (September – Friendship Week; October – Mental Health Awareness Week; November – Diversity Week; Catholic Schools Week – January; Safety Week – March; Active Week – May)
- The Annual School Show/Musical
- Provision of a Whole School Sports and Arts Programme, for every student who wishes to engage
- Anti-bullying workshops for First Years
- Partnership with N.E.P.S, Tusla, N.C.S.E and all state agencies to support students
- Sexual Health workshops and talks
- School payments for assessments in cases prioritised by school principal
- System of Year Heads, for each year group
- Transition Year Programme
- Religious Retreats
- B.T Young Scientist
- Gaisce
- Various Clubs and Societies
- School Trips (2-4 nights) for Second (within Ireland), Third (within Ireland), Transition (continental Europe) and Fifth (continental Europe) Years
- S.P.H.E & Wellbeing Curriculum for junior cycle pupils and Relationship and Sexual Education (R.S.E) programme for senior cycle pupils.

3

Student Leadership

1. **Student Council**
2. **Student Liaison Team**
3. **Fifth Year Prefects**
4. **Transition Year Student Teams**

We in St. David's Holy Faith Secondary School, Greystones, are cognisant of our responsibilities enshrined in international law to the child's right to participation and enabling student voice, as laid out in Article 12 of the U.N Convention on the Rights of the Child. We believe our students should be afforded every opportunity to lead initiatives, engage in proactive change within our school, be consulted and action change. The school has provided formal training and C.P.D to two sets of student teams on student leadership (Student Liaison Team and Fifth Year Prefects), for the first time, in September and October 2022, with an outside consultant. This training on leadership empowers our students to have space where they can express their views and where opportunities are permitted for them to lead, action, reflect and embed change for the benefit of all.

The Student Council

The Student Council is a representative body of students formed from all year groups for the promotion of student voice. This council provides an avenue for the empowerment of the student body to develop leadership skills and work in conjunction with all relevant parties to enhance the student experience. At the beginning of each new academic year, all students are provided with the opportunity to become a member of the council by nominating themselves for the role. Elections are then held, through which three representatives from each year group, eighteen students in total, are elected to the council. These students, in conjunction with the Student Liaison team, work to implement positive changes in all aspects of their daily school life.

The Student Council operates based upon its constitution, setting its own agenda centred upon clearly identified aims and objectives, raised by the student body. The council meets at a minimum of nine times per academic year to discuss opportunities for the enhancement of student experiences, the development of its projects and a variety of matters which may be relayed to its representatives by their constituents. These meetings are facilitated by a Liaison Teacher who works with the student council, providing advice and a link between students and the management of the school. They are facilitated further by members of the Student Liaison Team, who work act in leadership roles as an additional link between management and the council, providing leadership and a voice to carry the aims of the council to the various meetings held with management throughout the academic year.

Through these close links, the students are encouraged to contribute towards the overall development of the school, by involvement in policy development and as a resource in a working partnership with the school's management. The student council has played a key role in the selection of our new school uniform, the creation of awareness campaigns within the school and has liaised with various other student led committees, offering support and the perspective of the student body at large. The council has solidified its key role as a representative of student voice and will continue to develop its position through ongoing evaluation of the council, its constitution and the various avenues through which it can achieve its goals.

Please see Appendix 7 (Section Three) on Student Council Constitution.

Student Liaison Team

This team consists of six students from Sixth Year consisting of Head Girl, Head Boy, two Deputy Head Boys and two Deputy Head Girls. These positions are advertised in April annually and an application form, along with interviews and voting takes place, in order to appoint.

The team have vital roles within the school:

- Rotational chairs of monthly Student Council meetings
- Welcoming visitors and special guests to the school
- Addressing school community in monthly whole-school assemblies
- Lead student consultative body on whole – school initiatives: new school uniform; school vision and strategic plan, 2021 – 2026; all future developments

Specific details are outlined in Appendix 9 Student Leadership policy (Section Three).

Fifth Year Prefects

Our Fifth Year Prefects provide a vital role for student engagement and involvement in the day-to-day operations of our school. The school has increased the role and provided clear duties for Fifth Year Prefect, which are outlined in our Student Leadership policy, as per Appendix 9. Fifth Year Prefects now conduct bi-monthly meetings amongst themselves which feeds into their frequent meetings with both their Year Head and the school Principal.

The role of Fifth Year Prefects is integral in the successful running of parental events in our school and there are the school's key student ambassadors, at key events:

- Open Night
- Parental/Guardian Information Meetings every September
- Parent – Teacher Meetings
- Transition Information Evening Meeting/Fifth Year Subject Choice Meeting/Incoming First Year Parents Meeting
- Transition Year Graduation and Exhibition Night
- Sixth Year Graduation

Transition Year Student Teams

Transition Year affords great opportunities for students to lead initiatives, facilitate activism, bring change and new ideas within our school community. We are particularly proud of our students and the tremendous work they do. The Transition Year teams work with all school personnel and link in with their Year Head, their Transition Year Coordinator, the school Deputy Principal and Principal, and link teachers in all areas outlined – Alpha Student Leadership, Amber Flag, Green Schools, Google Workspace Team, Website and Photography, Noticeboards, Barretstown, St. Catherine's Special School, and the school Magazine & Editorial Team.

One of the most important Transition Year school teams during the Covid – 19 period (academic years, 2020 – 2022) was our Covid – 19 team. This Covid – 19 team (over two academic years, 2020 – 2021 and 2021 – 2022) was a wonderful team which is no longer in existence.

4

School Sports

St. David's Holy Faith Secondary School, Greystones, has embarked on a wholesale overhaul of our provision for sports within the school. We, as a school community, understand and value the importance for participation, engagement and for some, winning, within sports and this acts as a motivator for many students. The school commenced on extensive planning, during the academic year, 2021 – 2022, and the following academic year, 2022 – 2023, have rolled out an extensive programme of sports. This seismic change in school provision and funding for our sports programme is essential given our students' interests, propensity for sports clubs membership within Greystones, well-being for all students, as well as the skills set and staff willingness to lead these activities. This has been buoyed by new infrastructural facilities with the opening of the new sports arena and gym complex in August 2022; the appointment of a post holders, at A.P. 2 of Director of Sports and an additional post – holder, Campus Director with Health and Safety (both in December 2021) to give greater prominence to sports within our school. The school has introduced a school extra – curricular charge for parents/guardians to assist in funding this, and over the course of this strategic plan, up to 2026 envisage a dramatic growth in funding of sports within the school.

Our Sports Programme is broken into 2 x 12-week blocks and marked on a calendar and will be uniform across all activities:

- Winter, Block A – 12 identified weeks from September to December
- Summer, Block B – 12 identified weeks from January to May

Each year, the sports timetable will be completed after the whole school timetable is finalised, mid-June annually and additionally, this will avoid certain weeks (such as whole – school exams). Once the timetable is finalised and distributed, students will sign up to their chosen activities. This will facilitate teachers/coaches to establish their panels and set up a google classroom for their activity.

Our programme will fully utilise the facilities here on campus with the Sports Arena and Astro Turf (once completed) and will also continue to engage with our local clubs and facilities who always give us great support.

Students pay an extra curricular fee (€100 per year) which will go towards the running of our sports programme (equipment, pitch rentals, competition entry, ref fees, coaching etc). This will provide the programme with a budget.

Our Programme

The Sports Programme timetable will have three categories:

- Competitive Sport (our teams training and playing in competitions)
- Recreation (internal activities)
- Others such as golf, tennis, sailing, athletics and cross-country (won't be weekly training but we will still enter school teams)

Competitive Sports

We are focusing on a multi-sport approach in St. David's to best fit the needs and talents of our students and acknowledge the area/facilities/clubs around us that we have established links with.

Boys: 3 sports already are in existence: Rugby, Soccer and Gaelic Football.

Girls: 3 sports will be on the timetable: GAA is already in existence, plus the introduction of Soccer and Basketball (chosen following a review process).

Each sport will have a coordinator and each team will have a coach (external if needed).

Sports will have set days where the facilities will be block booked and will avoid competing with each other.

Recreational Sports

These activities will be participation based and will be internal activities/clubs. They will utilise school and local club facilities. All activities will be timetabled, and a weekly slot will be provided.

They will have a large emphasis on fitness, fun and wellbeing.

We aim to provide a broad and diverse range of sport activities here to cater for as many areas as possible.

Suggestions: Table tennis, badminton, volleyball, circuits, yoga, core training, boxercise, tennis, walking, running, dance etc. (please provide suggestions that you may take on).

The school gym will also be important here with daily (Monday - Friday) opening times with a rota of interested staff supervisors (training will be provided).

Occasional Sports

We acknowledge that in our student body there are many talents and sports actively played in local clubs and our programme can't cater for everything. Any areas not on our timetable but where we have students that compete we will enter school competitions, where possible, to allow students the opportunity to represent our school in their area. This list will change from year to year.

Suggestions: hurling, camogie, sailing, athletics etc. (if not timetabled activities).

The school conducts a full review of our sports programme every May so as to deliver for our students as well as keeping fully abreast of changing students' interests. A full report is completed by the A.P. 2 post-holder and presented by the school principal to the Board of Management annually, in June.

5

School Arts Programme

Following a review of roles and responsibilities within the whole-school posts of responsibilities within St. David's Holy Faith Secondary School in September and October 2021, the Board of Management assigned the role of Arts coordinator to an Assistant Principal 2 post. The role commenced with the post holder working with senior management to design and outline a programme of arts and extra-curricular activities for the students. While many arts and extra-curricular clubs were already in existence for several years, the Arts Coordinator was tasked with enhancing this provision and building a team of coordinators in each club/group.

At the core of this arts programme is the school's whole-school arts policy. This document was drafted by the Arts Coordinator, from May – August 2022, in collaboration with the Principal and ratified by the Board of Management in September 2022. The policy outlines the arts vision and principles of St. David's Holy Faith Secondary School, Greystones and details the four key strands of the Arts Programme.

These are:

- Events/concerts for students to perform to the school community/parents/guardians and to showcase all their talents
- Clubs and extra-curricular activities aimed at developing creative skills and promoting wide engagement in arts and other non-sporting activities
- Ongoing support, recognition, and celebration of artistic endeavours within the curriculum and outside of school
- Engagement in national and local arts initiatives/workshops/programmes which may be once off, annual, or infrequent.

An arts budget has been agreed with the Principal and the Arts Coordinator is responsible for managing this budget for the school. This is comprised of an extra-curricular budget, following the introduction of the extra-curricular fee, and a separate budget for the Transition Year musical.

The academic year 2022 – 2023 will see the return of the school musical, which will be planned, produced and performed by the Transition Year year-group. A new spring talent concert will also be introduced in April 2023. Looking forward towards 2026, the Arts Coordinator and Senior Management will continue to work together to grow the Arts and Extra-curricular programme by reviewing the outcomes of the current programme and engaging with student groups to steer the arts offering into the future. The Arts department, in conjunction with the Music and Religious Education Departments, will see St. David's Holy Faith Secondary School, Greystones, collaborating with the other two secondary schools in Greystones, Templecarrig and Greystones Community College, with the Three Schools Christmas Concert, was held on Monday, 19th December 2022 in our school's Sports Arena. St. David's Holy Faith Secondary School, Greystones will host this annual event every three years, next date set for December 2025. This was originally planned for December 20th, 2021, but due to a Covid – 19 surge that year, the event was cancelled.

The school conducts a full review of our arts programme every May so as to deliver for our students as well as keeping fully abreast of changing students' interests. A full report is completed by the A.P. 2 post-holder and presented by the school principal to the Board of Management annually, in June.

As our school's building infrastructure increases and improves, with the additional of a new stand-alone Music room, along with a large foyer area adjoining, the school will see regular musical experiences at lunch time, for the whole – school to experience.

6

School Curriculum

St. David's Holy Faith Secondary School, Greystones, Co. Wicklow prides itself in being an academic school that promotes hard work for all students, opportunities for student leadership, a diverse arts and sports programme, facilitating a holistic education and providing all students three key stages of learning: The Junior Cycle curriculum, Transition Year and Leaving Certificate programmes.

Junior Cycle

Students study ten examinable subjects, along with the subjects of the wellbeing curriculum. The school provides a total of nine optional subjects at Junior Cycle level, and students study three of these, from First Year over a three years period. In conjunction with these optional subjects, seven compulsory mandatory exam subjects are studied. Parents/guardians and incoming First Year students sit their entrance assessment in February annually when they are in sixth class in primary school. An information evening meeting is held in March annually on First Year and Subject Choice, followed by an individual one-to-one meeting with each child, their parents/guardians and the school principal on subject choices and learning strengths and challenges, prior to the Easter holidays.

Students study English, Gaeilge and Mathematics at higher level automatically in First Year and all other subjects at common level. In Second and Third Year, Gaeilge and Mathematics are streamed into higher and ordinary level classes, with team teaching in place for students with additional needs. The school's S.E & A.N action plan outlines this in more detail (Section Two and Three).

All Junior Cycle students sit three whole – school exams in each of the three years: these exams take place over five days for all in late November/early December; five days (for First, Second & Fifth Years) and seven days for Junior Cycle Mocks (Third Year students) and nine days for Leaving Certificate Mocks (Sixth Year students) prior to February mid-term; five days prior to summer holidays (late May/early June) for First, Second & Fifth Years. State exams take place for Junior Cycle and Leaving Certificate students for the month of June.

Senior Cycle

At senior cycle, the programme is two years in duration, Fifth and Sixth Year. The school provides a total of eighteen optional subjects at senior cycle, along with mandatory English, Gaeilge, and Mathematics (See Appendix 1 in Section Three). Students are streamed into higher and ordinary level classes for English, Gaeilge and Mathematics from Fifth Year (this is based on J.C results and Transition Year assessments).

Students who are exempt in Irish fall into two categories: students exempt (based on Department of Education circular) on the basis of learning difficulties, with educational assessment reports or secondly, students who did not receive their primary education in Ireland. Students exempt from Irish based on learning difficulties are assigned learning support and students exempt on the basis of no primary education, are assigned an additional subject, during Irish. Two subjects are provided – Business or Geography.

Since 2016, the school has three new curricular subjects into the senior cycle curriculum with Politics and Society introduced 2016, Physical Education introduced in 2022 and Music introduced in 2023. The school plans on carrying out a full review of subject and curriculum review, from the academic year, 2023 – 2024, with the setting up of the Teaching & Learning/ Curriculum Team, led by one of our school Deputy Principals.

All Senior Cycle students sit three whole – school exams in each of the two years: these exams take place over five days for all in late November/early December; five days (Fifth Years) and nine days for Mock (Sixth Year students) prior to February mid-term; five days prior to summer holidays (late May/early June) for Fifth Years and for Sixth Years, the Leaving Certificate exams take place for the month of June.

St. David's Holy Faith Secondary School introduced one-hour classes in August 2021, with a review taking place in May 2022. The school is now in its second year of one hour classes and plans to continue with this format in delivering the school curriculum. Well-being is a key aspect of the national curriculum and St. David's Holy Faith Secondary School, Greystones introduced a revised junior cycle well-being curriculum during the academic year, 2019 – 2020 onwards to comply with J.C Well-being curriculum, of 400 hours over the three years. The provision of P.E, S.P.H.E, C.S.P.E and an additional rotational well-being curriculum in second year. At senior cycle, R.S.E and Guidance are provided in the curriculum, during time tabled R.E. The school reviews and amends these curricular programmes at the end of each academic year.

**THE FUNCTION OF
EDUCATION IS TO TEACH ONE
TO THINK INTENSIVELY AND
TO THINK CRITICALLY.
MARTIN LUTHER KING JR.**

7

Transition Year

Transition Year is an optional year in St. David's Holy Faith Secondary School, Greystones, Co. Wicklow with an average of 98% progression from Third Year directly into Transition Year. This year is widely promoted for all students of Third Year to apply for. The school introduced a Transition Year policy in February 2022, and this lays out the procedure for applying, cost and allocation of places. This is a very exciting and progressive programme for our students, with a huge number of workshops, activities, subject sampling in rotational loops, and many trips, both within Ireland and abroad. The Transition Year curriculum changes and is amended, annually. The number of students in Transition Year has increased hugely in the past decade with five base classes in place for academic years, 2021–2022 and 2022–2023, increasing to six base classes during the academic year, 2023–2024.

Transition Year affords very unique opportunities for students with several leadership teams – amber flag; green schools; google suite; school magazine/eNewsletter team; GAA leaders and from 2022 – 2023 Alpha leadership team (linking student leadership with school ethos and faith development) and Barretstown. Transition Year students experience three, one-week work experience opportunities in the school year and additionally, one week of voluntary/charitable work. The school musical, re-introduced after Covid – 19, in the academic year, 2022 – 2023, is now part of the Transition Year curriculum and compulsory for all.

Curriculum

The aim of the St David's T.Y curriculum is to prepare students for senior cycle as well as providing them with a diverse selection of subjects to sample. This gives students the opportunity to make a more informed choice when it comes to selecting subjects for Leaving Certificate.

The curriculum is split into two areas: core and the sample/rotational subjects. The core subjects in T.Y are English, Irish, Maths, foreign language (French or Spanish) – three of these subjects are streamed; Religion, P.E, Computer Studies are all taught at common level. All students have these subjects between 2/3 hours per week.

The school musical is a compulsory component of Transition Year. This is included on their curriculum also as a core subject.

The rotational subjects provide the opportunity for students to sample senior cycle subjects. The rotations are between 5/6 weeks and then students rotate to the next subject. A sample of subjects provided for in the rotations are:

- Biology/Chemistry/Physics/Applied Mathematics/Psychology/Sports Science
- Enterprise/Accounting/Business/Economics/Ethics
- Politics and Society/History/Geography/Art/Philosophy
- Public Speaking/Chinese/Coding/German and others
- Music (x2 classes)/Theatre/Advertising/Product Development – this will change in academic year, 2023 – 2024 due to review.

Assessment

Transition Year students are assessed in various ways throughout the year. They have two sets of formal school exams, which take place in January and May annually. The written exams are in English, Irish and Maths. These exams are two hours in duration.

In all other subjects there are various methods of assessment. These forms of assessment take different forms of assessment which are predominantly formative in approach and delivery.

ePortfolio and interviews for all Transition Year students take place twice annually with feedback for students and parent(s)/guardian(s) in these reports. Amongst these examples are:

- Oral Presentations
- Report of Work Experience
- Projects
- Portfolios
- Exhibition of Work

Workshops and Speakers

Workshops and speakers play a crucial role in the school year for T.Y students. These workshops and guest speakers, throughout the year, provide our students with a great variety of experiences and learning opportunities outside of the classroom. Each student has the opportunity to engage in some and/or all these workshops. The aim is to improve student skills such as communication, leadership, teamwork as well as becoming more aware of the world around them.

Some samples of workshops that have taken place are:

- Trash to Trendy (environment)
- Leadership Training
- Yoga (wellbeing)
- CreateSchool (podcast creating)

Teams/Committees

Transition Year teams and committees are established to give students the opportunity to get involved in at least one additional area of learning that they have an interest in. There are many opportunities for Transition Years, but this is restricted to one main committee per student to ensure they can keep up with their school work – particularly English, Irish and Maths which have formative assessment throughout the year, as well as two big summative assessments, in January and May. It gives students the opportunity to lead projects and continue to develop their own personal skills. Some of the committees that have been established are:

- Media (school website work; school magazine; photography; Google Suite)
- Green Schools
- Amber Flag
- Noticeboards
- Barretstown
- Alpha Leadership
- St. Catherine's Party

Trips and Tours

Transition Year trips are a fundamental element of Transition Year. This gives students the opportunity to leave the school and take part in opportunities not afforded to them within the school building. It gives students the opportunity to bond and form solid friendships. All tours have skill-based elements whether it is working as a team, learning a new instrument, communication, critical thinking, and creative skills.

Some tours the students participate in are:

- Causey Farm
- Russborough House
- Glendalough
- Ovoka Retreat

There is also an additional international tour. This is organised by two teachers. This is an additional cost to students and this takes place during the beginning of the Easter break. It provides students with the chance to experience a new place with their friends. It is also a key part of Transition Year and very enjoyable.

Some previous locations include:

- Paris
- Rhineland
- Verona/Venice/Milan
- Rome
- Barcelona

Exchanges to Spain (two weeks) and to France (two weeks)

A unique feature of Transition Year is the exchange programme, offered in both foreign languages, French and Spanish, which resumed during the academic year, 2022 – 2023, following two years absence during Covid – 19. The exchanges are both two weeks in duration for the Spanish exchange which is located in Orense, northern Spain and the French exchange, which is located in Lyon, south central France.

The school has a Transition Year policy which was approved by the school's Board of Management in February 2022.

The school no longer requires students to complete an application form for entry into Transition Year (applicable from academic year, 2023 – 2024 onwards).

Curricular reviews for Transition Year take place annually in April.

8

Special Education, Additional Needs & Inclusion (S.E & A.N)

St. David's Holy Faith Secondary School, Greystones works to provide all students with the very best in education provision for all. Our school has a very pro-active and expert S.E & A.N department with two A.P. 2 post-holders, in place since 2018, and three members of the teaching staff fully qualified in S.E. As per our school's S.E, A.N and Inclusion policy, since 2021, the school has started the process of ensuring that our allocation within S.E and A.N consists of several types of supports and interventions in providing curricular delivery for students through team-teaching, Learning Support, Resource teaching.

School senior management and the S.E & A.N department have devised a three-year strategy, 2021 – 2024, with emphasis placed on flexibility, so as to ensure we can identify the needs for students, with focus on the following:

1. Increase team-teaching for provision of students for English, Gaeilge, Mathematics, in all year groups and ensure all staff receive full C.P.D by outside expertise
2. Ensure all students with S.E & A.N needs diagnosis and supports are filed on VSware for all staff to view
3. Ensure all students who have an S.E & A.N report/plan have a support plan in place, with reviews in place and actioned annually
4. Learning Support provision for students (Some and Few categories) are targeted and appropriate to student needs.

The current provision of S.E.T (Special Education Team) in our school

S.E.T has been long established in the school and is guided by the work of two A.P. 2 post-holders with responsibility for the provision of resource support for students with educational difficulties, as well as consultation and collaboration with all stakeholders in the care of students under the remit of S.E and A.N, including but not limited to parents/guardians, teachers, school management & outside national agencies.

In November 2021, after an exceptional review, the school was granted one S.N.A. A second application for a second S.N.A support was submitted to the NCSE in October 2022. The exceptional review took place in January 2023 with approval granted for a second S.N.A in mid-February 2023. The second S.N.A commenced employment in our school in mid – April 2023.

A new S. E and A.N policy was ratified by the B.O.M in April 2022 reflecting the changing status of S. E & A.N teaching in St. David's Holy Faith Secondary School, Greystones.

How deliver S.E. & A.N in our school

S.E.T is provided through three main avenues within the school – team teaching of core subjects (commenced in September 2021), year-long resource classes and an 11-week rotation model (commenced in September 2021) alongside one-hour classes.

In St. David's Holy Faith Secondary School, Greystones, we use the D.E Continuum of Support Framework to engage in a three-step process in identifying and responding to our students' needs. This framework recognises that S.E & A.N occurs along a continuum, ranging from mild to severe, from transient to long term, and that students require different levels of support depending on their individual needs (see Whole – school S.E & A.N/ Inclusion policy)

The three-step process is as follows

1. Identification of students' needs
2. Meeting needs
3. Monitor and Record Outcomes

Identification of Students' Needs

We identify students' needs in a variety of ways, dependent on whether the student is transitioning from primary school or from another post-primary school. For students who are transitioning from primary school, an enrolment form is completed by the parents/guardians where they can inform us of the students S.E & A.N. Transition meetings often take place with the feeder primary school. CAT 4 testing is carried out in February prior students entering First Year and this is used to assist students with subject choice and identifying learning challenges faced by some. The school Principal meets with each incoming First Year student, along with their parents/guardians, prior to entry in First Year, for a twenty minutes meeting prior to Easter annually.

For students who are transitioning from another post-primary school, the students' assessment reports and school reports are requested from parents/guardians prior to transfer. Upon entry, various testing is completed such as N.G.R.T and P.D.S.T Maths Competency Test. Other testing such as W.R.A.T 4 and Diagnostic Reading and Spelling Assessments are completed where deemed appropriate. The school is reviewing all such assessments (November 2022 – January 2023) with a view to changes to online assessment. This first took place with incoming First Years CAT 4 testing online in mid-February 2023. The school will continue with this, going forward.

Meeting Needs

When students are identified through the process outlined above, a Student Support Plan (S.S.P) is created for each of those students' in response to their individual needs. Where possible, the Student Support File will be created through a collaborative process involving some/all of the following:

S.E & A.N coordinators, subject teachers, S.N.As, parents/guardians, the student and sometimes, external professionals.

The Student Support File will allow the S.E & A.N team and subject teachers to document progress over time and it will assist us in providing an appropriate level of support to students in line with their level of need.

The various levels of support that we offer to students are as follows:

Classroom supports, school supports, schools supports plus (as per N.C.S.E guidance).

Classroom support is the most common response to emerging needs – the subject teacher, the student and the parents will discuss the nature of the problem and consider strategies which may be effective. If a review of the classroom supports identifies that the student has not made any progress, then the school support plan will be initiated.

Following a review process which will focus on student progress and be informed by the inputs of parents,

the student, the teachers and the S.E & A.N team, the outcome may be that the student continues to have a School Support Plan, intervention reverts to Classroom Support or School Support Plus will be initiated. If a student's needs are severe and/or persistent the S.E & A.N coordinators liaise with the student, the parents/guardians, the subject teachers and personnel outside the school in the assessment and intervention process. A School Support Plus Plan will be drawn up based on the information gathered.

Monitor and Recording Outcomes

Students' progress in relation to achieving their targets will be regularly and carefully monitored through the Classroom Support, School Support and School Support Plus process outlined above. This will be done through formal and informal assessment and observation and reports from subject teachers, Year Heads, parents/guardians and students.

1. Team Teaching

Team teaching occurs in English, Gaelige & Mathematics with one team teaching teacher allocated per subject per year group. The purpose of this team-teaching model is to provide students with extra support in the core subjects, in particular the students with Special Educational or Additional Needs. The team teacher works closely with those students, either within the main classroom or separately as a small group, or a mixture of the two. The students' needs are identified and the team teacher works closely with the main classroom teacher to target the needs of the students. Our aim and vision for this going forward is to facilitate adequate CPD for teachers in the area of team teaching so that our teachers are better equipped to implement this model of teaching and learning as effectively and efficiently as possible for the benefit of our students. The school is very clear that we have a lot of work to do in order for team teaching to be highly effective, relevant and meeting the needs of the students identified as requiring assistance.

2. Full Year Resource Classes

Students with identified S.E & A.N, who need extra support are allocated classes, focusing on their specific needs/targets. These classes are run for the full year with teachers across a variety of disciplines/specialities. The school liaises with parent(s), guardian(s) and students to ensure we can deliver for all of our students.

3. Eleven-week Rotation

Three rotations run each year and while some students are only involved for one rotation, others remain in the loop for the full year. Students who do not achieve targets or demonstrate improvements in their identified area of need are considered for longer-term learning support interventions, and this is noted and actioned with their Student Support Plan (S.S.P).

9

Staff Development

The school places huge emphasis on staff development, progression and C.P.D. The school believes this to be a vital component of delivering for all students, within and outside of the classroom. Staff development and growth are vital components of attaining staff well-being. St. David's Holy Faith Secondary School, Greystones has over the past decade, promoted and incorporated staff development as a priority.

St. David's Holy Faith Secondary School, Greystones encourages its teaching staff to engage in all forms of continued and further education. The aim of An Cosán, to encourage the continuum of education, for all our staff, is a core value. The school is very proactive in promoting staff training and C.P.D but acknowledges much more needs to be done, for all staff, during this period, 2021 – 2026, as our school moves out of the post Covid – 19 world.

Middle and Senior Management Training

Since its inception in 2014, middle leadership and management workshops and certification by our school trust, Le Chéile Catholic Schools Trust, a total of fifteen staff members have completed this programme. The current school principal completed the newly appointed Deputy Principal programme, 2014 – 2016. The existing Deputy Principal completed the same Leadership programme from 2021 – 2022 and the existing Principal completed the newly appointed Principal leadership programme from 2021 – 2022. Both the school Principal and Deputy Principal have successfully completed Master of Educational Leadership. Both Principal and Deputy Principal have completed the Misneacht and Tanaiste Programmes, delivered by the P.D.S.T. The middle leadership and management programme, run by our school Trust, Le Chéile, limited this academic year, 2022 – 2023, to schools in the northern part of the island and will resume next year, encompassing Co. Wicklow. It is envisaged more staff members will partake in this excellent C.P.D and training programmes. Several staff members have completed, and others are in the process of completing additional qualifications up to Masters level. The school Principal and school Deputy Principal are committed to continuing to engage with the Centre for School Leadership (C.S.L) so as to ensure they can and will lead continued school development.

Junior Cycle C.P.D.

The school partook in Junior Cycle C.P.D since 2017, as well as all subject department C.P.D in subject areas where applicable. The school has had a total of four whole school J.C.T whole staff days, both in person and online from 2017 – 2022 inclusive (during the Covid – 19 period, 2020 – 2022), as well as cluster days, amounting to five days. Importantly, the school paid for and facilitated eleven staff members training in I.L. since 2013. Although the momentum of this C.P.D stalled during Covid – 19, it is envisaged that staff engagement will resume from 2023 onwards.

Croke Park Hours

The school allows for staff to engage in individual planning and development with ten hours from Croke Park hours. It is envisaged that this development will continue over the course of the next several years, to 2026, with focus on S.E and A.N, digital teaching and learning, wellbeing, sports development and coaching. Training of staff in team teaching, behavioural management support and subject department planning have been prioritised by school management for academic year, 2022 – 2023, with C.P.D and workshops planned for set dates, December 2nd, 2022, January 16th, 2023, and February 10th, 2023.

Droichead and N.Q.Ts in our school

The induction and mentoring of our newly qualified colleagues (NQTs) have continued to grow in success in St. David's Holy Faith Secondary School, Greystones with five staff members fully trained as mentors, within the Droichead national programme, including the school Principal. Over the course of the past five years, since 2018, when our school became a Droichead school, we have seen the successful probation and mentoring of a total of nineteen NQTs, most of whom the school has employed and are members of the teaching staff, here in our school.

In-House C.P.D for Teaching Staff

During the academic year, 2022 – 2023, the school Deputy Principal and another teacher engaged in three evening S.S.E C.P.D. workshops, in preparation for the third and final S.S.E 2022 –2026 programme. Additionally, a staff member is currently training in S.E. and A.N. increasing to three, staff members qualified. Two staff members have volunteered to work with the S.E & A.N department (September – 2022 – February 2023) due to a post holder being on leave. The school has ensured all staff members are in receipt of professional time since its inception in 2017. With the Department of Education's newly released L.A.O.S (2022), senior school management places continued focus on staff initiative.

The school has sixteen A.P. 1 and A.P. 2 post-holders, with all four key domains of L.A.O.S (2016 & 2022) encompassed within the posts structure. The school places huge focus on post-holders taking on leadership and management roles within the school (see Appendix 5, Section Three). This was furthered, following the six weeks whole – school posts of responsibility review, from September – October 2021. A new post of responsibility review (needs & priorities; roles & responsibilities) is planned for a six-week period, November – December 2023, as mandated by D.E circular 0003/2018 and updates.

Future focus for staff development

Subject Department Planning is a key facet of whole – school development in St. David's Holy Faith Secondary School. Senior school management have prioritised all areas of whole – school planning (subject planning; methodologies and pedagogies; inclusion; differentiation; S.E & A.N and team – teaching; Well-being; Teach – Meet; promotion of cross and co- curricular linkages and an increased emphasis on greater open dialogue) during the academic year, 2023 – 2024.

Staff Social Committee

The staff social committee is a very important part of staff interaction and collegiality. The social committee consists currently of eight staff members and they organise gifts for staff members who become engaged, get married, retire and have babies, etc. This vital committee also works with senior school management in organising the Christmas party, summer party (both paid by the school Board of Management) and various functions throughout the school year. This team bears testament to the fabulous volunteerism evident in our school, and crucially brings everyone together.

10

School Planning Teams

All schools require their stake-holders to work together and collaborate. St. David's Holy Faith Secondary School has a multitude of teams working across the school – school staff teams (outlined throughout this section of the document entitled whole-school planning; staff development; student well-being); student and staff teams (outlined in this section); parents/guardians' teams (outlined in final part of this section entitled Parent and Teacher Association).

School teams led by staff include:

1. Social Committee (on-going)
2. S.S.E Team (from 2017 onwards)
3. Ethos (established from April 2023)
4. Presentation/Awards Team (newly formed September 2022 for monthly assemblies)
5. Sports Day/Annual Presentation Day Team (on-going)
6. Strategic Vision and Planning Development Team (established September 2022 and B.O.M approval March 2023 with annual review and oversight report, each October)
7. Teacher Google Team (established May 2022 and on-going for duration of this strategic plan)
8. eTender and School Building Team (August 2021 – September 2023)
9. Student Autonomy and Accountability Team (September 2023 onwards)

Going forward, there will be additional teams will be formed during this time period, up to 2026:

1. School Teaching & Learning/Curriculum Team (September 2023)
2. P.P.U/Alumni Team (September 2023)
3. Astro – Turf Team (September 2023)
4. Teach – Meet Team (September 2023)

Student – led and focused teams (with staff engagement) include:

Creative Schools

This is an initiative of the Creative Ireland Programme to enable the creative potential of every child. Creative Schools is led by the Arts Council in partnership with the Department of Education and Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media. It supports schools to put arts and creativity at the heart of young peoples' lives. The initiative provides opportunities for young people to build their artistic and creative skills; to communicate, collaborate, stimulate their imagination, be inventive and to harness their curiosity. The school applied for the Creative Schools grant in May 2022. The school was successful in the acquisition of a grant and the provision of a Creative Associate to work with the St. David's Holy Faith Secondary School's Arts Coordinator, and the school Deputy Principal, with a team comprising of students, staff and parents, to provide creative and engaging experiences. The idea behind the Creative Schools initiative is that the skills and activities which are integral to the creative process would permeate all aspects of the curriculum and contribute to more engaging learning experiences for students.

Young St. Vincent de Paul (S.V.P) Conference

This began in September 2022, links in with our ethos which has an aspect of service to those in need. The Conference is comprised of ten students from First to Third Year and has the same structures adopted by the adult local conferences. The Young SVP has officers of President, Vice-President, Secretary, Treasurer and Campaign Managers all of which are exercised by the students. They set their own targets of what they hope to achieve in raising awareness, doing food and clothes collections, fund-raising, liaising with the Greystones and Kilquade SVP Conferences and local Nursing Homes and other organisations as appropriate.

Yellow/Amber Flag

This initiative is a practical programme which supports schools to become more inclusive, with focus on mental health and awareness, in addition to celebrating diversity and the challenge of discrimination. The group is comprised of and leads students across the school in their varied events. It holds several awareness raising activities, contributes to mental health weeks, diversity week, LGBTQI support groups, fun days, fund-raising activities, engages educational speakers and conduct workshops which promote diversity, positive well-being and mental health.

Green Schools

This is known internationally as Eco-Schools, is an environmental education programme run by An Taisce in partnership with local authorities. Our school is achieving its targets working towards its green flag, with teams of students speaking at assemblies, assessing practices in environmental sustainability, working within the school and with management to facilitate change, documenting changes, liaising with local groups such as the Lions Club, Tidy Towns, Clean Beaches; recycling the old school uniforms donating them to the Mukuru Foundation, Nairobi, Kenya, the Chifundo Foundation, Zomba, Malawi and to the teddy-bear and heart fabric recycling initiative; working so that Green issues are not just the prerogative of the Green Schools Group but having greater ownership across the school; appointment of student leaders in different classes to embed good practice; purchase of segregated bins, having own noticeboards to publicise important targets and achievements.

Google Suite Teams

This is an initiative for TY students to work with First Years with Digital Technology. They won the Wicklow Garda Youth Award May 2022 for their work with First Year students in online learning during Covid. They ran workshops and delivered them in a safe way for the benefit of all the students. The initiative was student led and took place during their own time and it has continued since within the school as a valuable contribution to student digital literacy with students leading the delivery of the workshops.

Barretstown Team

This was set up in September 2022 spearheads fund-raising initiatives, proceeds of which go to the provision of residential programmes for children with serious illness and their families. One of the first fund-raising events to be held was a First Year Halloween Movie Night, which raised over €1000 in funds as well as giving the First Year a wonderful experience of fun within the school and had seven teachers giving of their time to supervise the event. All students paid €10 and got a goodie bag of festive Halloween Treats to enhance the experience for them. Transition Year students will be taking part in a voluntary capacity to assist in a week in Barretstown in 2023 and they assisted in the organisation of this event. Other events will be held during the year.

Peer Tutoring between First Year History and TY Spanish Classes

Transition Year Spanish classes take students in First Year History to explore aspects of Dia de la Hispanidad. It is a peer tutoring module and works very well for both groups, culturally, socially and educationally. It is intended this two subjects' programme will extend and grow into other subject areas.

Gender Sexuality Alliance (G.S.A)

This group is a student-run organisation that unites L.G.B.T.Q.I+ and allied youth to build community and organise around issues impacting them in their schools and communities. In our school this community provides a safe space for L.G.B.T.Q.I+ students to engage in the issues which affect them and create a social group which in which they can be themselves and enjoy different activities.

French Language Teaching with Transition Years with local primary schools

This very exciting initiative runs for February – April 2023 and involves a rotating group of ten – fifteen Transition Year French students from our school who teach French to fifth class students in a local primary school. The school is working with fifth class students in one of our feeder primary schools St. Laurences N.S from February – April 2023 for seven weeks this year.

Student Leadership Teams

These include our Fifth Year Prefects and our Student Liaison Team (Head Girl, Head Boy, Deputy Head Boys and Girls)

Going forward, there will be additional teams set up, up to 2026, as the changing needs of students are identified.

The third and final team is Parent and Guardian led, with teacher representatives involved, from September 2022, and their key foci are outlined in section entitled: Parents and Teacher Association (see page 37 of this document, Section One).

**THE MOST IMPORTANT PART
OF EDUCATION IS TEACHING
CHILDREN TO QUESTION
EVERYTHING.**

GEORGE CARLIN

11

Whole – School Planning & School Self – Evaluation (S.S.E)

Our school has engaged in whole school planning and school self – evaluation (S.S.E) and currently has a total of twenty – two whole school policies (led chiefly by senior management) covering all areas of school life. These policies are reviewed and amended every two years, with annual reviews and amendments for some policies (Appendix 2). The school was nearing completion of its S.S.E (2016 – 2020) when covid – 19 struck in March 2020. Once school re-opened in September 2020 the teams continued their work, albeit not to the same volume of work, over the course of the next two years, to May 2022 (Appendix 3). The school made some very notable S.S.E achievements, which have now been embedded within our school.

Well-being Teams 2016 – 2022 (School Induction; Fitness & Nutrition for Second Year Girls; Stress Amongst Third Year Students)

1. School Induction for First Years and new students – enhanced and improved each year. Academic year, 2021 – 2022, induction was limited due to covid-19 restrictions. Academic year, 2022 – 2023, school rolled out full day induction for First Years with rotational loops of sports, games, and google classroom and school tour/assembly and classroom guidance. The school now has a new A.P. 2 post-holder who meets monthly with new students and exchange students.
2. Fitness and Nutrition for Second Year girls – the need to ensure sport engagement continues with this group of students. The roll-out of the school's new sports programme, both competitive and recreational attempts to address this concern. This programme, rolled out from 2018 – 2020, with sports provision of boxercise and yoga offered to girls. Covid – 19 from March 2020 – February 2022 impacted hugely on this provision. The school's sports programme, rolled out from September 2022 has addressed this, with end of year reviews, annually.

See Appendix 4 & 5 (new sport and arts programme, from September 2022 onwards)

3. Stress amongst Third Year students – this programme, of setting up a wellbeing club, once a week, for J.C students operated very successfully from September 2017 – March 2020. This club has not been re-established, post covid – 19.

Instructional Leadership 2016 – 2022

This fourth team operated from 2015, with the full training and C.P.D for several staff members. Instructional Leadership took the form of active based methodological workshops for First and Transitional Year groups annually. Teachers, in turn, received two (1.5 – 2 hours) workshops per year, from 2017 – 2020, on various components of I.L. to encourage its use within all classrooms. The school continued to fund teacher training on I.L. culminating in eleven teachers being trained by 2019. These workshops for students, and its use, was halted due to Covid – 19. This is an important area for school re-activation from 2023 onwards.

Numeracy 2016 – 2022

This fifth team implemented various temporary interventions such as Numeracy testing for First Years, 2016 – 2018, with limited success (testing provided by P.D.S.T was not standardised). The scoring from the data garnered was used by the Maths Department in planning the teaching of core material in first year Maths where deficiencies were detected by First Years. Ultimately, the team focused on the provision of resources for all teachers and subject areas for the inclusion of Numeracy in all subject areas.

Literacy 2016 – 2022

This sixth and final team focused on the use of the school library for First, Second and Transition Years, and the establishment of a book club. These initiatives were hugely successful and were jointly run by the Literacy team and the English department. Unfortunately, two major developments have stalled this: Covid – 19 and the construction work of our school, which will not see the opening of our school library, a new facility in March 2023.

The S.S.E process has re-commenced from October 2022 with the establishment of five key teams within the areas of teaching & learning, well-being and digital framework in teaching and learning.

**EDUCATION IS THE
PASSPORT TO THE FUTURE,
FOR TOMORROW BELONGS
TO THOSE WHO PREPARE
FOR IT TODAY.**

MALCOLM X

Going forward with S.S.E (2022 – 2026)

As per D.E. circular 0056/2022 and D.E S.S.E: Next Steps, Sept 2022 – June 2026, our school moves into the third pillar of S.S.E

As a school we are required to do over the course of the next four years S.S.E in two phases:

Phase One: Academic Year 2022 – 2023

This is known as the review year and we as a school are required to do the following:

1. S.S.E – to review the impact of Covid-19 on student experiences, outcomes, wellbeing, motivation and engagement of learning
2. Consider the requirements around the use of S.S.E for the Wellbeing promotion review (legal requirement of all schools by 2025)
3. Take stock of the effectiveness of S.S.E to date (2017 – 2022)

Phase Two: Academic Years, 2023 – 2026

We will choose our S.S.E areas to address:

1. Context specific priorities with re: T & L, inclusion, equity
2. National Wellbeing goals
3. National Curriculum goals
4. Other national strategic goals such as Digital Framework and Sustainability

St. David's Holy Faith Secondary School, Greystones, has timetabled five whole-staff meetings, for the academic year, 2022 – 2023, consisting of 1.5 hours duration, as part of Croke Park hours:

- Wednesday, 28th September 2022 – 1: 30p.m – 3: 00p.m
- Wednesday, 23rd November 2022 – 1: 30p.m – 3:00p.m
- Monday, 23rd January 2023 – 3: 50p.m – 5:20p.m
- Thursday, 30th March 2023 – 3: 50p.m – 5: 20p.m
- Wednesday, 3rd May 2023 – 1: 30p.m – 3:00p.m

These five workshops importantly are about the school, reflecting, talking, listening, and engaging with one another, on past processes, taking cognisance of Covid-19 impacts and outlining our approach, from 2023 – 2026. This will allow the school to clearly outline the needs of the students at our school, over the course the next three years, 2023 – 2026.

Attached with this document is the log of work for the academic year, 2022 – 2023 entitled S.S.E (Year of Reflection & Planning) and the S.S.E plan, 2023 – 2026.

This will be added in September 2023.

12

School Digital Technology and use of devices

School policy

The school's Acceptable Usage Policy (AUP) sets out guidelines for the safe, acceptable, and responsible use of all technology. It underlines the importance for Digital Technology to be used in a safe and effective manner. As per the school's A.U.P, both students and staff are made aware of acceptable behaviour in terms of using school technology. All devices contain virus protection software. This is installed and monitored by our technical support team at EVAD. Additionally, as per The School Broadband Programme, St. David's Holy Faith Secondary School, Greystones, has opted for level four content filtering which ensures the blocking of any age-appropriate content. Any misuse of the school's Digital Technology/ I.T infrastructure is sanctioned as per the school's Code of Behaviour.

Future development with our Digital Learning Framework & Strategy

In May 2022, St. David's Holy Faith Secondary School, Greystones, set its digital strategy in motion. A digital strategy team was formed comprising of the school Principal, Deputy Principal and four teachers from across four subject areas. The team devised a staff and student survey to investigate how and to what frequency Google Forms was being used for assessment in the school. The data showed that there was some usage of Google Forms within the school but that there was room for further development in this area and in particular the area of peer assessment. The team decided on the following target for the academic year 2022-2023: 'Students and teachers will use various features of Google Forms for whole-class and peer assessment'.

This target is underpinned by the following statement in the Digital Learning Framework (Domain 2) - Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation. To support teachers, the team carried out a 2.5-hour CPD session in August 2022 on using both existing features and add-ons for Google Forms. The CPD session equipped teachers with the skills to use Google Forms for whole-class and peer assessment (See Appendix 8, Section Three).

The team will meet throughout the year to review the progress of the chosen target and to implement further actions where necessary. The team will also meet at the end of this academic year to choose a new target for the academic year 2023-2024.

The number of devices we have in school (computer room; iPads; chrome-books; laptops; staff devices)

There is one computer room (consisting of 32 new PCs – bought and installed in May 2022) and one DCG room (consisting of 25 PCs – new room and new PCs for D.C.G. in new school building, June 2023). Additionally, the school is equipped with 30 touch screen Chrome laptops and 30 Chrome hybrid laptop-tablet devices. These are available for booking via VSware. There are also 15 Music iPads and 15 P.E iPads. All staff members have been provided with either a Windows laptop or iPad. As of August 2022, all staff members joining the staff will be equipped with a Chrome hybrid laptop-tablet device and stylus (55 in total). We also have three iMacs for administrative staff-school, Principal, Deputy Principal and school secretary. Each classroom is equipped with a desktop PC and data projector. The school is currently exploring the option of a plug and play style setup in each classroom whereby the teacher's portable device (Windows laptop, iPad, Chrome book) will connect wirelessly to the data projectors. The classroom PCs will be phased out over the coming years as we move to a more streamlined solution. Additionally,

Saint David's will be investing in a number of interactive touch screen displays. Currently, we have one 75" and two 86" interactive touch screens.

All classrooms have a projector and a further thirteen interactive projectors will be installed in the school in June 2023.

The school will invest in a further thirty chrome-books in September 2023.

How Digital Technology (D.T) is utilised in the school

D.T permeates all aspects of school life in Saint David's Holy Faith Secondary School, Greystones. It is utilised in teaching and learning, administrative use and communicating with the wider school community. D.T is used to support teaching and learning. Each subject teacher has their own Google Classroom, and this is used for sharing materials/resources, setting digital assignments, posting class work and general communication with students. Additionally, both teachers and students make use of Google Drive to store and organise resources, assignments and other class materials. Each subject department has their own shared Google Drive for the sharing of resources, planning templates and subject department meeting minutes. Both teachers and students have full access to all Google Workspace apps such as gmail, Slides, Sheets, Sites and Jamboard. Regular CPD is provided on the use of these apps. The school also uses apps such as Gmail and Google Forms for communicating with parents daily.

**THE BEST TEACHERS ARE
THOSE WHO SHOW YOU
WHERE TO LOOK BUT DON'T
TELL YOU WHAT TO SEE.**

ALEXANDRA K. TRENFOR

Digital Learning Framework and Strategy (Implementation Plan 2021 – 2026)

1. Further embedding of Google Workspace tools to support teaching and learning with emphasis on a purposeful use of these tools
2. Further C.P.D will be provided in a range of thematic workshops that will address the use of digital technology in group work/ assessment/the demonstration of learning outcomes/questioning and higher order thinking
3. Whole-staff and one to one CPD sessions provided by the teacher Google team
4. Full commitment to using Google with the eventual decommission of Microsoft (Office/Word/ PowerPoint/Excel) at classroom level
5. All teachers will be provided with a Chrome enabled device
6. Continued C.P.D on using Google Workspace to support teaching and learning
7. Reintroduction of TY student portfolios making use of Google Sites in all areas of Teaching and Learning
8. A move to a plug and play style classroom whereby teachers will wirelessly connect to the classroom data projector/digital display. In 2022-2023 a select number of classrooms will trial this plug and play style classroom
9. Further investment in Chromebooks for student use
10. Movement towards accreditation for the Digital Schools Award which is a European programme comprising of seventy-five schools from five different European countries – Ireland, Lithuania, Scotland, Serbia and Slovenia – focused on strengthening the professional profile of teachers by developing resources and learning experiences which are relevant and focused on enhancing digital education practices. Schools which participate in this project have their practices acknowledged and join a growing community of digital schools in Europe. As a school community of staff and students, we have already engaged in the SELFIE process of self-reflection to assess current skills and infrastructure in our school so we can actively improve our targets in conjunction with our school's digital plan
11. Movement toward accreditation towards designation of Google Reference School: Given our educational journey thus far, we are well positioned to be accredited with the status is awarded to schools that are using Google for education tools in creative, innovative or exemplary ways. Google reference school status provides recognition of our use of technology in the classroom to positively impact the education of our students and their learning.

The school Principal Simon Carey, A.P. 1 post – holder Bryan O' Dowd and parent, Barry Hurley are working together to enhance the work of this team.

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Parents' and Teachers' Association

The St. David's Holy Faith Secondary School, Greystones, Parents' & Teachers' Association has been operating with great success for many years now, running in parallel with the excellent work of the teachers and whole staff of the school. This organisation has organised many events from Christmas Craft Fairs and Car Boot sales to editing costumes and organising musical brochures, from pre-debutante events to graduation. The P & T. A has been there. The teachers and parents at St David's Holy Faith Secondary School, Greystones are now entering a new era of cooperation as we will now work closer together to better serve the interests of our students and the community.

The first part of this new collaborative approach was put to in place at the AGM in October 2022, where we ratified our new constitution, which turns the association from a parents' association to a parent/teacher association. The disruption caused over the past few years by Covid, and the extensive building project, had left our subcommittees and structures in some disarray. We aim to reinvigorate these each year with the addition of new parents volunteering by having the opportunity to speak at the different year group meetings held in September by the Principal. We commenced this process in September 2022 and when we held our first meeting of the new St David's Holy Faith Secondary School, Greystones, PTA committee on 19 October 2022 and we had an enthusiastic bunch of new parents putting themselves forward to assist. The sub committees that we are in the progress of forming or ensuring continuity are:

1. Study Group
2. Fundraising Group (Both for School & Local Charities)
3. PTA Newsletter
4. Media Coordinator/School Show/Musical Group
5. School Vision Group
6. Alumni Group/Speakers/Social Events
7. Debs Team

As the work of this new committee evolves, more groups may be required, and some may finish up their work. Fundraising going forward will be more focused on a particular area that the school needs funding for. We also aim to be more involved with local charities. Simon is an enthusiastic and inspiring leader for our school, and we expect him to work closely with us as we set new goals and manage greater achievements, all in the interests of helping our children as they grow and progress through the school education system at St. David's Holy Faith Secondary School, Greystones. Going forward, the school is hopeful that the Parents and Teacher Association will work with our Guidance Department to provide Sixth Years with a Careers Evening in the next academic year, 2023 – 2024. A new P.P.U and alumni could also be involved in this.

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School Partnerships

St. David's Holy Faith Secondary School, Greystones, is proud of the extensive engagement with a host of agencies and companies, promoting the health and well-being of our students. As with many schools, St. David's Holy Faith Secondary School, Greystones is cognisant of its responsibilities to work with all agencies of the State, the school is equally determined to expand partnerships at a local and county level.

Amongst these included are:

Sports Clubs

Éire Óg: G.A.A (hurling, camogie, gaelic football)

Greystones Rugby Club: Rugby

Greystones Tennis Club

Greystones United: Soccer

Charities

SVP

Holocaust Education Ireland

Pieta House

Alpha Schools Programme

Lions Club

Bray Women's Refuge

Parish Centre and Community

The school is very happy to work with parish priests Fr. John and Fr. Gerard, and the entire community of Holy Rosary.

Working with local primary schools.

Teachers working with and forming professional partnerships within other schools and organisation.

Members of the religious community next door, in the convent and parish priests are regularly invited to attend whole school events.

School Exchange Agencies

The school has for many years worked with schools outside of the State to afford our students the opportunity to go on exchange. Students in Transition Year go to Marista College in Orense, northern Spain and Lyon in France.

Sponsorship

Local businesses sponsor all school sports teams in gaelic football, basketball, rugby and soccer.

The school is very proactive in working with local business with school productions such as the Transition Year School musical Brochure.

Work Experience

Our Transition Year students engage in four, one week, work experience slots throughout the school year. Three of these four weeks are with local, regional and national businesses and companies. A final and fourth week students volunteer.

State Agencies

The school engages with N.E.P.S, Tusla, D.E, N.C.S.E, E.W.O, An Garda Síochána, Arts Council (Creative Schools).

Speakers

Sticks & Stones; Sexual Health workshops; Mindfulness; L.G.B.T.Q+ organisations such as BelongTo; Create School; Matrix, Study Skills; College Talks; YSI, R.S.E programme and five Wellbeing Weeks throughout the academic year.

**THE BEAUTIFUL THING
ABOUT LEARNING IS THAT
NO ONE CAN TAKE IT AWAY
FROM YOU.**

B.B. KING

School Building and Infrastructure

The school building prior to October 2020 consisted of a two-storey building, with the main school building dating back to complete works in 1973/1974. Further work was carried out in the early 1990s and substantial work was carried out in 2009/2010 with three new Science laboratories and two new Home Economics rooms in 2011/2012.

The school building consisted of the following:

1. Main school office complex which contained the main school secretary admin zone, along with two smaller offices (Principal office and overflow office), Bursar's office, as well as offices for Guidance Counsellor, Special and Additional Needs and one Year Head office
2. School Concert Hall (built in 1973/1974) in which the school show and P.E classes took place
3. School Library that had been fully stocked and re-configured in 2011
4. Small Staff Room and small dining room
5. Forty classrooms categorised into twenty – seven general classrooms and one Resource room, three Science labs (renovated fully in 2009/2010), two Home Economics rooms (renovated fully in 2011/2012, one Art room, one Construction Studies room, one Engineering room, one D.C.G lab, one Computer Studies room, one Technical Graphics room and a small school gym
6. There was one, outdoor basketball court, which was only used for P.E classes.

The school building was architecturally dated and in need of full refurbishment. Extensive work was carried out for over one decade by school management and the Board of Management leading to successful planning granted by An Bord Pleanála in July 2017 and construction work commencing from October 2020.

Since October 2020, the school building has been transformed, with the Department of Education funded school building re-development, refurbishment and extensions, at a cost of approx. €18.5 million. This work is scheduled to finish in May 2023, a total of thirty – one months. There will be a net increase in the school building of 1, 496 m², with the new four storey extension (minus the demolished concert hall) and the new sports arena and gym complex (1, 030 m²). The school building will increase in size with a total of 7, 484 m² occupying a site size of 1. 006 hectares.

Once completed, the new school will have a total forty – six classrooms (an increase of six, pre-construction), a state-of-the-art, new sports arena and gym and outdoor sports facilities, with a planned astro turf facility. The school building, once completed, affords greater opportunities for students and staff. The school building will increase by square metres by 32% from pre-construction (October 2020) to post-construction (May 2023).

The school building, once completed, will consist of the following:

1. A new office complex for the school secretary and other admin staff; new Bursar office; two new Deputy Principal offices; one new Principal office; new office for Transition Year team (Coordinator and Year Head); two additional Year Head offices (to be professional spaces for five Year Heads); S.E & A.N office; large Guidance office; four new office complexes.

In October 2021, following the approval for the appointment of a new S.N.A, a new S.N.A and sensory office was built and opened in November 2021. In April 2023 the school employed, followed a successful appeal for exceptional review of S.N.A provision, a second S.N.A.

2. A new state-of-the-art sports arena and gym (area size: four times larger than the former concert hall) built on a brown-field site, former basketball court, which opened to the school in August 2022 (the sports arena consists of two classrooms). In addition to this, a state-of-the-art gym has been opened up.


This new facility has afforded the school the opportunity to provide a thorough sports and arts programmes from September 2021.

3. A singular school building which will be up to four storeys in height consisting of all offices (as per point 1) and a total of forty- six classrooms consisting of twenty – six general classrooms (six of which are new rooms), two learning support classrooms (both new) two Home Economics rooms, one Computer Studies room (new), two Construction Studies room (one new), four Science labs (one new), one Engineering room, one D.C.G room (new), one Music room (new), one Graphics room (new), two Art/ Visual Art rooms (two new rooms), new prayer room (new).

Several of the new classrooms noted here have had their use changed and fully refurbished.

4. New school library with the employment of a part-time school librarian.
5. New state-of-the-art staff room (250% increase in size).
6. New First Aid room.
7. Seating pods (21 in total) for 170 students outside main school building and two outdoor classrooms (to front and back of sports arena) – all installed in June 2022.
8. Planning for a new Astro turf will commence in new academic year, 2023 – 2024 (where six prefabricated classrooms are situated, 2021 – 2023).
9. Two outdoor classrooms, to the front and back of the sports arena in August 2022.
10. Approval sanctioned in September 2022 by Department of Education for new roof (on existing Blocks A & B) at an additional cost of €1.25 million. Work on this commence in January 2023 and was completed in June 2023.
11. The school has sought additional funding, on ceilings of four existing classrooms, in Block A, as well as new Home Economics extractors.

The school building, once complete will be able to accommodate a student population of 760 – 775 students.



SECTION 2

VISION & STRATEGIC PLAN 2021–2026

This section outlines the key actions that school is currently engaged in and will carry out during this time period, 2021 – 2026

This section shows under five key pillars future whole-school planning:

- 1. Ethos**
- 2. Learning and Teaching**
- 3. Staff and student development**
- 4. Governance and sustainability**
- 5. Working with stakeholders**

**THE MORE THAT YOU READ,
THE MORE THINGS YOU WILL
KNOW. THE MORE THAT YOU
LEARN, THE MORE PLACES
YOU'LL GO.**

DR. SEUSS

Goal 1:

To reflect on our characteristic spirit, ensuring the values and beliefs of The Holy Faith Sisters and our school Trust, Le Chéile, are promoted and acted up

ETHOS

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To engage in a process of school evaluation through ongoing reflection on how our school community is interpreting, expressing and living out the distinctive Holy Faith/Le Chéile ethos of our school	<ol style="list-style-type: none"> 1. Establish a School Ethos Team consisting of sub-groups: staff, students and parents/guardians 2. Religious Education Department to organise key events annually: opening whole school mass (Sept), Margaret Aylward Day (Oct), November We Remember (Nov), Advent and Christmas (Dec), C.S.W (Jan), Ash Wednesday and Easter (March/April), Sixth Year Grad Mass (May) 	<ol style="list-style-type: none"> 1. Led by Deputy Principal, Louise O'Sullivan & A.P.2 post-holder Conor Short 2. Religious Education Department, subject coordinator 	<p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standards 1, 2 & 3 (page 40)</p> <p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standard 4 (Page 41)</p>	<ol style="list-style-type: none"> 1. Establish January 2023 2. On-going
To ensure an ethos of diversity, belonging, inclusion, acceptance and social responsibility permeates all aspects of school life	<ol style="list-style-type: none"> 1. Ethos Team to work on key initiatives such as J.P. 11 Awards, Alpha Leadership, SVP, Social Innovators 2. Ethos Team to create a School Mission Statement and a School Song 	<ol style="list-style-type: none"> 1. Transition Year committees linked with Alpha Leadership and Transition Coordinator 2. SVP led by Deputy Principal Louise O' Sullivan 3. Ethos Team focus on J.P. 11 awards 4. School Deputy Principal Louise O'Sullivan, A.P.2 post-holder Conor Short, Ethos Team and Student Council 	<p>Domain 1 Leading Learning and Teaching (Leadership & Management) Standards 1 & 2 (page 35)</p>	<p>Establish April 2023 This work is envisioned to be fully completed, reviewed and embedded by May 2024</p> <p>Work to begin on this April 2023 – December 2023</p>

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To support student wellbeing by enabling students to develop their full potential; develop a sense of purpose and self-worth and realise their abilities in areas such as social, academic, spiritual, personal leading to a sense of belonging to a wider community (within and outside of school)	<ol style="list-style-type: none"> 1. Whole school assemblies monthly 2. Sports programme (provision of competitive team sports, recreational sports, other sports) 3. Arts programme 4. Well-being initiatives and workshops 5. R.S.E programme 6. Transition Year Musical 7. Student Council 	<ol style="list-style-type: none"> 1. School Principal Simon Carey, school Deputy Principals Louise O' Sullivan and Huw Davies and the Presentation/Award Team 2. Sports Director Eoghan Dunne and the school team of coaches & coordinators 3. Arts Coordinator Lorna Wilson and school team 4. Well-being Coordinator Carolyn Cavey and school team 5. Religious Education Department and Well-being Coordinator Carolyn Cavey 6. Music Department and Arts Coordinator, Lorna Wilson 7. Gerald Douglas and Student Leadership Team 	<p>Domain 2 Managing the Organising (Leadership & Management)</p> <p>Standard 1 (page 37)</p> <p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standards 1, 2 & 3 (pages 42,43)</p>	<ol style="list-style-type: none"> 1. Commenced September 2022 2. Commenced January 2022 planning and consultation with roll-out of programme September 2022 3. Commenced January 2022 planning and consultation with roll-out of programme September 2022 4. On – going and re-structured since January 2022 5. On – going with review in place October 2022 – April 2023 (new curriculum to follow) 6. New academic year, '22-'23 (March '23) 7. On-going
To introduce students to speakers from the governmental and non – governmental sectors, agencies, organisations, universities, to address global concerns in the curriculum	<ol style="list-style-type: none"> 1. Immersion Programme/ Trip 2. Ember Programme (linked with the J.P 11 programme) 3. Create more formal partnerships with some of the primary schools in town (new partnership T.Y French teaching with fifth and sixth class pupils) 	<ol style="list-style-type: none"> 1. School Principal Simon Carey and Fr. John 2. School Deputy Principal Louise O'Sullivan, A.P.2 post-holder Conor Short and the Ethos Team 3. French Department, Transition Year students, St. Laurences N.S. 		<ol style="list-style-type: none"> 1. Prep work commenced June 2022 with first trip planned for June 2024 2. Scheduled to commence from September 2023 onwards 3. Scheduled to commence from January 2023
To incorporate programmes and supports for new students and all students	<ol style="list-style-type: none"> 1. First Year Induction Programme 2. Summer Camp for incoming First Years (July/ August) 3. Senior students across all senior year groups to sign up to Buddy system for junior students 	School Deputy Principal Louise O' Sullivan, A.P. 2 post – holder, Louise Crossan and team assembled annually to assist	<p>Domain 1 Leading Learning and Teaching (Leadership & Management)</p> <p>Standard 2 (page 35)</p>	<ol style="list-style-type: none"> 1. Commenced annually, from August 2018. Revised and amended annually. 2. Consultation beginning March 2023 3. On-going

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
Building and developing relationships and networks with other schools in Greystones	<ol style="list-style-type: none"> 1. Monthly meetings between principals of St. David's Holy Faith Secondary School, Templecarrig School, Greystones Community College 2. Partnership with local primary schools (Transition Year Programme – language/senior citizens, etc.) 	<ol style="list-style-type: none"> 1. School Principal Simon Carey, along with two principals of other schools. First, three schools event took place on December 19th 2021, Christmas Concert. This is scheduled to be an annual event 2. School Principal Simon Carey and St. Laurence's Primary School Principal Ann Marie Martin 	<p>Domain 2 Learner Experiences (Learning & Teaching)</p> <p>Standard 3 (page 27)</p> <p>Domain 4 Teachers' Collective/ Collaborative Practice (Learning and Teaching)</p> <p>Standard 4 (page 34)</p>	<ol style="list-style-type: none"> 1. Commenced from August 2021 and termly meetings 2. Commenced from August 2021 and termly meetings
To change school crest and school colours, linking with school vision and build on school identity	<ol style="list-style-type: none"> 1. New School Crest 2. New School Colours 	School Principal Simon Carey, school Deputy Principal Louise O' Sullivan and three consultative teams: staff team (8 team members), parental team (8 team members) & two student teams (Student Council & Student Liaison Team)	<p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standard 3 (page 42)</p>	September 2021 – March 2022 (crest and uniform signed off by B.O.M and rolled out in September 2022 for First, Second, Transition and Fifth Years and from September 2023 for all students)
New School Uniform	New School Uniform	School Principal Simon Carey, school Deputy Principal Louise O' Sullivan and three consultative teams: staff team (8 team members), parental team (8 team members) & two student teams (Student Council & Student Liaison Team)	<p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standard 3 (page 42)</p>	September 2021 – March 2022 (crest and uniform signed off by B.O.M and rolled out in September 2022 for First, Second, Transition and Fifth Years and from September 2023 for all students) (More details on page 5, section 1 of this doc)

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To foster a recognition amongst students of their role in a global community through engagement in both local and international immersion programmes	<ol style="list-style-type: none"> 1. Amber Flag Team 2. Alpha Leadership (Faith based team) 3. Green Schools Team 4. Immersion Programme/ Trip 5. Tidy Towns 6. Three Schools Concert 7. Working with Parish Centre and Holy Rosary Church 	<ol style="list-style-type: none"> 1. Joanna Clifford and Transition Team 2. Transition Year Coordinator Laura Courtney, A.P.2 post-holder Conor Short and Alpha Transition Year Team 3. Transition Year, Year Head Morgan Ryan and whole school Student Team 4. School Principal Simon Carey and Fr. John, Holy Rosary Church 5. Transition Year Team 6. School Principal Simon Carey, Lorna Wilson, Coordinator of Arts, Music and Religious Education Department. 	<p>Domain 1 Leading Learning and Teaching (Leadership and Management)</p> <p>Standard 2 (page 35)</p> <p>Domain 4 Developing</p> <p>Leadership Capacity (Leadership & Management)</p> <p>Standard 3 (Page 42)</p>	<ol style="list-style-type: none"> 1. On-going and commenced September 2021 2. On-going and commenced Sept 2022 3. On-going and commenced September 2021 4. Prep work commenced June 2022 with first trip planned for June 2024 5. On-going since 2016 6. Scheduled to be an annual event – December 19th, 2022, first event 7. On-going

**EDUCATION IS NOT A
PREPARATION FOR LIFE;
EDUCATION IS LIFE ITSELF.**

JOHN DEWEY

Goal 2:

To provide a high-quality learning environment for our students in all areas of their development

TEACHING AND LEARNING

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
Teaching and Learning To create a Teaching and Learning Team	<ol style="list-style-type: none"> 1. Subject Provision (Junior Cycle, Transition Year, Senior Cycle) 2. Well-being Curriculum 3. S.E & A.N 4. Assessment practices (formative & summative) 5. Feedback 6. Subject Department planning templates 7. Transition Year Subject Templates (all non-core subjects) 8. Study Skills (in-house and outside expertise fused together) 	Deputy Principals Louise O' Sullivan and Huw Davies and staff team of Teaching & Learning	<p>Domain 3 Teachers' Individual Practice (Teaching and Learning)</p> <p>Standards 1, 2, 3 (pages 30 & 31)</p> <p>Domain 4 Teachers' Collective/ Collaborative Practice (Teaching and Learning)</p> <p>Standards 1, 2 & 4 (pages 33 & 34)</p> <p>Domain 4 Teachers' Collective/ Collaborative Practice (Teaching and Learning)</p> <p>Standards 1, 2 & 4 (pages 33 & 34)</p>	September 2023 – May 2026
To embed the new Junior Cycle Programme	<ol style="list-style-type: none"> 1. C.B.A timetables 2. J.C Skills 3. Subject Department Planning 4. Learning Outcomes 5. Use of D.L strategies 6. Use of teacher led instruction and use of active based methodologies 	Deputy Principal Huw Davies and school Principal Simon Carey	<p>Domain 1 Leading Learning and Teaching (Leadership and Management)</p> <p>Standards 1, 3, 4 (pages 35 & 36)</p>	September 2023 – May 2026

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To afford each student the opportunity to meet their academic potential by providing high quality teaching and support	<ol style="list-style-type: none"> 1. Time-table allocation appropriate for each subject 2. Study: Evening (paid) and Night (Parental – free) and increasing provision 3. Workshops for students, led by staff, on study (Empowering students to take responsibility for learning) linked with subject specific resources and instruction 4. Mentoring system for L.C students 5. Buddy system for First Years (organised by Transition Year team) 6. To increase the number of staff involved in the Team Teaching Programme (three year action in place currently, 2021 – 2024) 7. C.P.D for all teaching staff 8. Teaching and Learning Team (linked in with Curriculum Team) 9. Whole-school assessments (First, Second, Third, Fifth and Sixth Years) three times per year and Transition Year assessments (twice a year). 	<ol style="list-style-type: none"> 1. Simon Carey school Principal 2. Study Coordinator Conor Short 3. Year Heads (A.P.1 post holder will work together) and Guidance Counsellor to provide workshops Outside company study skills company 4. Sixth Year Year Head and team of teachers who volunteer annually 5. Deputy Principal Louise O'Sullivan, Transition Year Year Head Morgan Ryan and First Year Year Head 6. S.E & A.N Coordinators Tara Noone and Bryan Hallissey 7. J.C.T Coordinator, Simon Carey school Principal and Deputy Principals Huw Davies & Louise O'Sullivan 8. Deputy Principal Louise O'Sullivan and staff team of Teaching & Learning 9. School Examinations Secretary Craig Lawlor and school senior management team – Principal Simon Carey and Deputy Principal Louise O'Sullivan 	<p>Domain 1 Learner Outcomes (Teaching and Learning)</p> <p>Standards 1, 2, 3, 4 (pages 26 & 27)</p> <p>Domain 2 Learner Experiences (Teaching and Learning)</p> <p>Standards 1, 2 & 3 (pages 28 & 29)</p> <p>Domain 3 Teachers' Individual Practice (Teaching and Learning)</p> <p>Standard 4 (page 32)</p> <p>Domain 4 Teachers' Collective/ Collaborative Practice (Teaching and Learning)</p> <p>Standards 2, 3 & 4 (pages 33 & 34)</p> <p>Domain 2 Managing the Organisation (Leadership & Management)</p> <p>Standard 1 (page 37)</p>	<ol style="list-style-type: none"> 1. On – going 2. On – going since September 2021 3. Work commenced from November 2022 – onwards 4. On – going 5. Revised system and more structured from September 2023 6. Three-year action plan (2021 – 2024) With T. T in place since September 2021 7. On – going 8. Established September 2023 (and to continue to May 2026) 9. On – going

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To ensure that each student with additional special educational needs is afforded the opportunity to reach their potential in an inclusive environment	<ol style="list-style-type: none"> 1. Student Files and Support Plans for all students complete and accessible by all staff (utilising Most – Some – Few N.C.S.E Model) 2. Team Teaching (English, Gaelige, Mathematics) 3. Resource and Learning Support classes 4. S.E & A.N. supports for all staff (staff meetings) by post- holders 5. Subject specific interventions provided for students with specific needs as per circular on provision for S.E hours 6. Inclusion and participation in all school activities/ workshops/sports/arts 7. S.N.A support and collaboration with S.E and A.N Department for students requiring continuous support (Few) 8. Physical school environment (new lift – Sept 2023; new walkways between school buildings; corridors; sensory room) 	<ol style="list-style-type: none"> 1. S.E & A.N Coordinators Tara Noone and Bryan Hallissey 2. S.E & A.N Coordinators Tara Noone and Bryan Hallissey 3. S.E & A.N Coordinators Tara Noone and Bryan Hallissey 4. S.E & A.N Coordinators Tara Noone and Bryan Hallissey 5. All teaching staff, guided by S.E & A.N Coordinators Tara Noone and Bryan Hallissey 6. All staff of school community 7. S.N.A Rachel Flynn and Annmarie McGloin, S.E & A.N Team 8. Mike Hassett) A.P. 2 post- holder) Campus Director and Health & Safety Officer, Deputy Principal Huw Davies, Liam Murtagh – school caretaker S.N.A team of Rachel Flynn and Annmarie McGloin 	<p>Domain 3 Teachers' Individual Practice (Teaching and Learning)</p> <p>Standards 3 & 4 (pages 31 & 32)</p> <p>Domain 1 Leading Teaching and Learning (Leadership & Management)</p> <p>Standards 2 & 4 (pages 35 & 36)</p> <p>Domain 2 Managing the Organisation (Leadership & Management)</p> <p>Standard 2 (page 37)</p>	<ol style="list-style-type: none"> 1. Part of action plan for S.E & A.N (2021 – 2022) with files on VShare (January 2022 – September 2022) and support plans on – going (December 2022 – January 2024) 2. Three-year action plan (2021 – 2024) 3. On – going 4. On – going 5. On – going with additional engagement with team 2023 – 2025 6. On – going 7. Commenced from November 2021 8. On – going

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To utilise the S.S.E process to full advantage and embed work to date	<ol style="list-style-type: none"> Well-being initiatives ('16 – '22) continue to be adapted and implemented Review of Literacy, I. L on-going ('22 – '23) (Literacy initiatives to be re-launched from Academic Year 2023 – 2024 when new school library opens in September 2023 I.L. – to be reviewed 2023 – 2024 	<ol style="list-style-type: none"> Simon Carey Deputy Principal ('16 – '21) and Louise O' Sullivan Deputy Principal ('21 – '22) Louise O' Sullivan Deputy Principal with Literacy initiatives to be re-launched from September 2023 with new school librarian leading this initiative 	<p>Domain 2 Managing the Organisation (Leadership & Management)</p> <p>Standard 4 (page 39)</p> <p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standards 1, 2 & 4 (pages 40 & 41)</p> <p>Domain 4 Teachers' Collective/ Collaborative Practice (Teaching and Learning)</p> <p>Standards 1 & 4 (pages 33 & 34)</p> <p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standards 1, 2, 4 (pages 42 & 43)</p>	<ol style="list-style-type: none"> Completed 2016 – 2022 Commencing 2023 – 2024 With employment of new school Librarian
To formulate and devise a new S.S.E programme (2022 – 2026)	<ol style="list-style-type: none"> Covid – 19 review on-going and our current practice, (academic year, 2022 – 2023), as year one of four years S.S.E (2022 – 2026) S.S.E 2023 – 2026: Process being finalised 	<ol style="list-style-type: none"> Simon Carey Principal and Louise O' Sullivan Deputy Principal lead review of S.S.E and impact of Covid – 19 ('20 – '22) Louise O' Sullivan Deputy Principal and team leaders from each of the three teams: Bryan O' Dowd – A.P. 1 post-holder Digital Teaching & Learning 	<p>Domain 4 Teachers' Collective/ Collaborative Practice (Teaching and Learning)</p> <p>Standards 1 & 4 (pages 33 & 34)</p> <p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standards 1, 2, 4 (pages 42 & 43)</p>	<ol style="list-style-type: none"> 2022 – 2023 2023 – 2026

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To develop and implement our Digital Learning Strategy and to optimise the use of technology in learning support	<p>The school has embarked upon a four years Digital Learning Strategy, broken up into several main areas of focus per year:</p> <p>'22 – '23 Utilising google forms for peer-to-peer assessment and whole-class usage within and outside of school. Establishment of student Digital instructors to assist teachers and students in using digital technologies Compiling best practice samples of DLT within our school and apply for the E.U. Digital Schools Award (this may extend into '23 – '24).</p> <p>'23 – '24 - Establishing video guides for parents/guardians on use of google classroom. - C.P.D for all staff in use of digital rubrics and setting up success criteria in the use of google classroom. - Setting up Teach – Meets for local schools on digital teaching and learning. - Guidance for all subject departments on provision for D.L.T. within all subject plans.</p> <p>'24 – '25 De-commission of Microsoft Office and implementation of full Google usage across the school One to one appointment to be provided for staff members requiring additional supports Final hurdle to be completed to allow for application to become a google reference school.</p> <p>'25 – '26 Review of three-year programme and targets Embed best practice.</p>	Bryan O' Dowd (A.P. 1 post holder) Digital Teaching and Learning with teacher google team of Cathal Monahan, Ivan Brady, Garry Lynch, Conor Short, Emma Cronly, Craig Gardiner with Deputy Principal Huw Davies	<p>Domain 2 Learner Experiences (Teaching and Learning)</p> <p>Standard 4 (page 29)</p> <p>Domain 2 Managing the Organisation (Leadership & Management)</p> <p>Standard 4 (page 39)</p> <p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standards 1 & 2 (page 40)</p> <p>Domain 4 Developing Leadership Capacity (Leadership and Management)</p> <p>Standard 2 (page 42)</p>	August 2021 – May 2026

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
Senior Cycle	<ol style="list-style-type: none"> 1. Senior school management to engage with D.E. supports and training (awaiting) so as to prepare and assist staff in the delivery of new L.C 2. Encourage and promote staff C.P.D, delivery of new subjects (P.E 2022; Music 2023) 3. Transition Year Subject Department Planning templates (linked with N.C.C.A) 4. Study Skills 	Senior school management of Simon Carey – Principal and two Deputy Principals – Louise O'Sullivan and Huw Davies (September 2023)	<p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standard 4 (page 41)</p> <p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standard 4 (page 43)</p>	<ol style="list-style-type: none"> 1. On-going 2. On-going 3. Phase commenced September 2022 4. September 2023 onwards
Plan, devise and implement a whole-school approach in the delivery of a new sports and arts programme and policy	<ol style="list-style-type: none"> 1. Arts Programme Extra-curricular, arts, drama, music, societies and clubs, choir programmes with whole school Arts policy (September 2022) 2. Sports Programme Competitive sports, recreational sports, other sports (occasional and seasonal) with whole school Sports policy (April 2022) 	<ol style="list-style-type: none"> 1. Lorna Wilson – A.P. 2 post- holder, Coordinator of the Arts and the team of teachers (approx. 15 staff members) 2. Eoghan Dunne – A.P. 2 post – holder, Director of Sports and team of teachers (coaches) of approx. 18 staff members 	<p>Domain 1 Learner Outcomes (Teaching and Learning)</p> <p>Standards 1 & 2, (page 26)</p> <p>Domain 2 Learner Experiences (Teaching and Learning)</p> <p>Standard 1 (page 28)</p> <p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standards 1 & 4 (pages 40 & 41)</p> <p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standards 2 & 3 (pages 42 & 43)</p>	<ol style="list-style-type: none"> 1. Active from September 2022 onwards 2. Active from September 2022 onwards

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To enhance student wellbeing by providing opportunities for participation in co-curricular activities	<ol style="list-style-type: none"> 1. Student led school teams focused on Amber Flag, Green Schools, SVP, YSI, at a national level 2. Student led activism within Greystones – Comhairle na nÓg, Tidy Towns, Shoe Box Appeal, charitable work locally and nationally 3. Think Languages Day (September) 4. Seachtain na Gaeilge (week of St. Patrick's Week) 5. Student Leadership (Student Council, Fifth Year Prefects, Transition Year teams, Senior Student Liaison Team (Head Girl, Head Boy, Deputy Head Boys and Girls) 6. Partner with a charity (student suggestion – volunteering) 7. Wellbeing Weeks 8. Careers Night (Fifth and Sixth Years) – universities and apprenticeships/ trades 	<ol style="list-style-type: none"> 1. Staff team members: Joanna Clifford – Amber Flag Morgan Ryan – Green Schools Louise O' Sullivan – S.V.P Emily Foynes – Y.S.I 2. Various activism: Gerald Douglas – Student Council initiatives (C na nÓ), Laura Courtney (T.Y Coordinator) – Tidy Towns Shoe box and charity – various teachers 3. French and Spanish Departments 4. An Roinn Gaeilge 5. Various school personnel: Principal, Deputy Principals, Transition, Fifth- and Sixth-Year Year Heads, Student Council Coordinator – Gerald Douglas) 6. In planning stages 7. Carolyn Cavey, Wellbeing co-ordinator 8. In planning stages 	<p>Domain 1 Learner Outcomes (Teaching and Learning)</p> <p>Standard 1 (page 26)</p> <p>Domain 2 Learner Experiences (Teaching and Learning)</p> <p>Standard 1 (page 28)</p>	On – going for all
To inculcate a culture of highly effective practice and resources, within and across subject departments, for all teaching staff	<ol style="list-style-type: none"> 1. D.L.S work ('22 – '26) on google apps, student digital instructors, Teach – Meets (D.L.S) 2. Teach – Meet and peer observations by colleagues (part of Croke Park Hours from September 2023 onwards) School Senior Management plan on visiting one class per teaching staff member in the academic year, '23 – '24 3. Teaching and Learning Team's subject department planning template (from academic year, 2023 – 2024 onwards) 	<ol style="list-style-type: none"> 1. Bryan O' Dowd (A.P. 1 post holder) Digital Teaching and Learning and team of Cathal Monahan, Ivan Brady, Garry Lynch, Conor Short, Emma Cronly, Craig Gardiner and Deputy Principal Huw Davies 2. All staff Louise O' Sullivan – Deputy Principal School Senior Management – Principal Simon Carey and Deputy Principals Louise O' Sullivan and 3. Teaching and Learning Team and school Deputy Principal Louise O' Sullivan 	<p>Domain 3 Teachers' Individual Practice (Teaching and Learning)</p> <p>Standards 2, 3 & 4 (pages 30, 31 & 32)</p> <p>Domain 4 Teachers' Collective/ Collaborative Practice (Teaching and Learning)</p> <p>Standards 1, 2 & 4 (pages 33 & 34)</p> <p>As Above</p>	<ol style="list-style-type: none"> 1. Commenced August 2021 – May 2026 2. September 2023 – May 2026 3. September 2023 – May 2026

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
Subject Department Planning	<ol style="list-style-type: none"> Teaching and Learning Team's subject department planning template (from academic year, 2023 – 2024 onwards) applicable to all subjects Teacher development and leadership within subject departments (C.P.D. on developing curricula, managing meetings, etc) Teaching and Learning Repository: Resources, pedagogies, methodologies, assessment tools, best practice – it is envisaged that this could form a log that our school has which all staff members can access/use/develop, etc. Assessment (summative, formative, diagnostic) 	<p>School Deputy Principals Louise O' Sullivan and Huw Davies will lead this, along with the Teaching and Learning/ Curriculum Team</p> <p>This applies to all four sections.</p>	<p>Domain 4 Teachers' Collective/ Collaborative Practice (Teaching and Learning)</p> <p>Standards 1 & 2 (page 33)</p> <p>Domain 1 Leading Teaching and Learning (Leadership & Management)</p> <p>Standards 1 & 3 (pages 35 & 36)</p> <p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standard 1 (pages 40)</p>	All commencing from September 2023 onwards
School Exchange Programmes (French & Spanish)	<ol style="list-style-type: none"> Two weeks exchange programme for students of Spanish in Transition Year Two weeks exchange programme for students of French in Transition Year 	<ol style="list-style-type: none"> Jaime Fernandez and Spanish Department Emily Foynes, Bryan O' Dowd and Aoife de Blacám of French Department 	<p>Domain 2 Learner Experiences' (Teaching and Learning)</p> <p>Standards 1 & 3 (pages 28 & 29)</p>	<ol style="list-style-type: none"> On - going On - going

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
School Vision and Strategic Plan 2021 – 2026	<ol style="list-style-type: none"> 1. Whole school planning (senior management leading three teams of parents/guardians, students and staff) for future development of our school, 2021 – 2026 2. Outlining core strengths of our school and what is working well 3. Identifying core areas of development and targeting for school improvement 4. Forward planning, what could we consider, post 2026? 	<p>School Principal Simon Carey and school Deputy Principal Louise O’ Sullivan working with parents/guardians’ team of Derek Hurley, Muireann Howley, Shane Kelly, Georgina Kirwan; student teams – Student Council, Fifth Year Prefects and Student Liaison Team; staff team – Bryan O’ Dowd, Joanna Clifford, Garry Lynch, Huw Davies.</p> <p>This applies to all 4 sections of this.</p> <p>Oversight team, led by the school Deputy Principals Louise O’Sullivan and Huw Davies, annually September</p>	<p>Domain 1 Leading Teaching and Learning (Leadership & Management)</p> <p>Standards 1, 2, 3 & 4 (pages 35 & 36)</p> <p>Domain 2 Managing the Organisation (Leadership & Management)</p> <p>Standards 1, 2, 3 & 4 (pages 37, 38 & 39)</p> <p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standards 1, 2 & 3 (pages 40 & 41)</p> <p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standards 1, 2, 3 & 4 (pages 42 & 43)</p>	Commenced August 2021 – June 2026
Summer School (French, Irish and Spanish) within school	Two/three weeks within school over the summer holidays	Not assigned or approved		If established, work to commence January 2024 onwards

Goal 3: To develop the capacity of staff and students to grow within our school environment

STAFF AND STUDENT DEVELOPMENT

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To provide opportunities for staff to participate in professional development opportunities so as to enhance their effectiveness as teachers and leaders as well as supporting their professional growth	<ol style="list-style-type: none"> 1. Establish and develop a Strategic Leadership Plan with focus on ensuring staff leaders can continue to develop in their roles within the school community 2. On- going support for staff C.P.D in all areas of school life – subjects, whole school initiatives, Digital T & L, S.E & A.N, formal training, etc. 	<ol style="list-style-type: none"> 1. Simon Carey – Principal Louise O' Sullivan – Deputy Principal A-P 1 post holders (8 Members) A-P 2 post holders (8 members) 2. Board of Management and school Principal Simon Carey 	<p>Domain 4 Teachers' Collective/ Collaborative Practice (Teaching and Learning)</p> <p>Standard 1 (page 33)</p> <p>Domain 1 Leading Teaching and Learning (Leadership & Management)</p> <p>Standard 1 (page 35)</p>	<ol style="list-style-type: none"> 1. September 2023 – onwards 2. On-going since September

**CHILDREN MUST BE
TAUGHT HOW TO THINK,
NOT WHAT TO THINK.
MARGARET MEAD**

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To provide opportunities for staff to adopt additional areas of responsibility and become curriculum and organisational leaders	<ol style="list-style-type: none"> To update staff at each staff meeting on areas of school life for staff to take lead roles/initiatives: <ul style="list-style-type: none"> Encourage staff to take on informal (non – post-holders) roles within the school Instil a culture for our formal post holders (A.P.1 & A.P.2) To provide regular feedback in staff meetings, encourage and embed a culture of C.P.D for staff in all fields of teaching and learning Enhance role(s) of Subject Department Coordinators and to formalise roles with a profile description (job description) put in place and provide C.P.D for staff (budgeting, chairing meetings, note-taking, decision making) Droichead Programme (Probation and Induction) with the Professional Support Team (P.S.T) to mentor and coach N.Q.Ts as is. Going forward, to ensure all N.Q.Ts are part of annual review and feed into improved delivery of Droichead, the following year. 	<ol style="list-style-type: none"> School Principal Simon Carey Deputy Principal Louise O’ Sullivan Staff members A.P. 1 & A.P. 2 post-holders Subject Coordinators & Deputy Principal Huw Davies P.S.T members: Simon Carey Principal; Bryan O’ Dowd, Deidre Doughty, Laura Courtney, Joanna Clifford and N.Q.Ts 	<p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standard 1 (page 40)</p> <p>Domain 4 Leadership Capacity (Leadership & Management)</p> <p>Standards 1 & 2 (page 42)</p> <p>As Above</p> <p>As Above</p>	<ol style="list-style-type: none"> This process commenced from September 2021 Enhancing these various roles and continuing to promote the importance of staff leading initiatives September 2023 (linked in with Teaching & Learning and Curriculum Team) In place since 2018 September 2023 review process to enhance P.S.T. roles

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To enhance staff wellness by providing opportunities for participation in health-promoting activities	<ol style="list-style-type: none"> 1. Establishment of Staff Wellbeing Team 2. Social Committee to continue with great work (Christmas and summer parties, retirement events, special staff occasions) 3. Promote staff usage of school facilities such as the school gym/sports arena before and after school 4. Promotion of monthly 'get-togethers' after school with food/light refreshments provided by school Principal (last Friday of each month) so as to encourage staff meeting 'to touch base' with one another 5. New staff Induction <ul style="list-style-type: none"> - Staff Handbook - New staff 'buddy' / mentor - New Staff Induction Booklet 	<ol style="list-style-type: none"> 1. School Principal Simon Carey School's Board of Management School Deputy Principals Louise O' Sullivan and Huw Davies Staff members including school secretary Celina Purcell and Principal P.A. Aoife Smierciak 2. Triona Brosnan and the Social Committee 3. P.E Department 4. School Principal Simon Carey 5. A.P.2 post-holder Louise Crossan <ul style="list-style-type: none"> - A.P.2 post-holder Louise Crossan - A.P.2 post-holder Louise Crossan and a team of volunteer teachers working with new staff members - Deputy Principal 	<p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standard 2 (page 42)</p> <p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standards 3 & 4 (pages 42 & 43)</p>	<ol style="list-style-type: none"> 1. September 2023 2. On – going 3. On – going since September 2022 (new facility opened) 4. September 2023 onwards 5. Established in October 2021 (Staff Handbook) 2021 and now annual. Established Sept 2022 (New staff 'buddy' and mentor) and in place throughout the year. Work to commence Sept 2023 (New Staff Induction Booklet)
To enhance student school experience within the curriculum and outside	<ol style="list-style-type: none"> 1. Inculcate a system of regular student feedback on how the school delivers for all students: <ul style="list-style-type: none"> - Fifth Year Prefects - Student Council - Student Liaison Team (Head Boy & Girl, Deputy Head Girls & Boys) - Cluster groups of students 2. Delivery of extensive sports and arts programme for all students 3. Delivery of expanding and inclusive Well-being Programme 4. Enhance the importance of student engagement in Transition Year (Buddy System) 	<ol style="list-style-type: none"> 1. School Principal Simon Carey Deputy Principals Louise O' Sullivan and Huw Davies 2. Sports Director Eoghan Dunne and entire coaching staff Arts Coordinator Lorna Wilson and entire staff involved in the delivery of clubs, societies, art/music/choir/drama 3. Well-being Coordinator Carolyn Cavey and Conor Short (Student C.P.D) 4. Deputy Principals Louise O' Sullivan and Transition Year Head Morgan Ryan, Transition Year Coordinator Laura Courtney Teaching Staff 	<p>Domain 1 Learner Outcomes (Teaching & Learning)</p> <p>Standards 2 & 3 (page 26)</p> <p>Domain 2 Learner Experiences (Teaching & Learning)</p> <p>Standards 1 & 4 (pages 28 & 29)</p>	<ol style="list-style-type: none"> 1. September 2021 – on going, (school teams established on new school crest/uniform Sept '21 – March '22; school vision/strategic plan '21 – '26, Aug '22 – March '23; Teaching & Learning/ Curriculum Team, Sept '23 – May '26) 2. September '22 – onwards Annual review commencing May '23 and henceforth 3. September '22 – onwards Annual review commencing May '23 and henceforth 4. On – going

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
<p>To create a ‘space’ for student voice to grow and prosper, leading to authentic engagement in school development</p> <ul style="list-style-type: none"> - New school uniform - Student Council - Student Leadership opportunities and development - Student Liaison Team - Fifth Year Prefects - Alpha Leaders - Clubs and societies - Charitable work - Buddy system for First Years with Transition Year students 	<ol style="list-style-type: none"> 1. Student Council to address the B.O.M. once per year 2. Fifth Year Prefects & Senior Student Liaison Team (Head Girl, Head Boy, Deputy Head Boys & Deputy Head Girls) training on leadership programmes annually 3. Alpha Leadership Programme for Transition Years 4. Student Council Comment/ Feedback Box in main school foyer 5. Student Bustings (Public Forum) in foyer area monthly (in conjunction with debating club) to encourage public speaking 6. Review processes with whole – school change in place for several areas of school life (Academic Years, 2021 – 2026): <ul style="list-style-type: none"> - School uniform/P.E uniform/school jacket - Sports programme - Arts programme - Well-being Programme - School Vision and Strategic Plan 2021 – 2026 - Digital Learning Strategy 2022 – 2026 - Teaching and Learning/ Curriculum Team 7. Charity work Annual events led by various school teams such as Amber Flag Team, Transition Year students, and other student led teams 8. First Year Buddy system 	<ol style="list-style-type: none"> 1. Student Council Coordinator Gerald Douglas and S.C members 2. Outside Leadership Programme, Year Heads (Fifth and Sixth Years), school Principal Simon Carey 3. Fr. John Daly – Holy Rosary Church, Laura Courtney Transition Year Coordinator 4. Student Council Chairs (Head Boy and Head Girl) 5. Debating Coordinators Cathal Monahan & Gerald Douglas and students 6. School Principal Simon Carey, Deputy Principals Louise O’ Sullivan and Huw Davies, various teams – staff, students and parents/guardians <ul style="list-style-type: none"> - Sports Director, Eoghan Dunne - Arts Coordinator, Lorna Wilson - Well-being Coordinator, Carolyn Cavey - School Principal, Simon Carey - Digital Teaching & Learning Coordinator, Bryan O’ Dowd - School Deputy Principal, Louise O’ Sullivan 7. Various coordinators such as Conor Short 8. First and Transition Year, Year Heads with Transition Years students 	<p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standard 3 (pages 42 & 43)</p>	<ol style="list-style-type: none"> 1. First time to start in May 2023 2. September and October 2022 commenced for first time and will be annual C.P.D session for student leaders 3. Started October 2022 – January 2023 and will continue each year going forth 4. Commencing September 2023 5. Commencing September 2023 6. Various dates for each of these processes: cluster meetings, team meets, surveys: <ul style="list-style-type: none"> - September 2021 – March 2022 - January 2022 – May 2022 (prep: policy and programme design) Programme roll – out Sept 2022 - March 2022 – June 2022 (prep: policy and programme design) Programme roll – out Sept 2022 - January 2022 – May 2022 (prep: policy and programme design) Programme roll – out Sept 2022 - August 2022 – March 2023 (with annual review every Sept) - Sept 2022 – May 2026 - Sept 2023 – May 2026 7. On – going 8. Commencing Sept 2023

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
Student Well-being	<ol style="list-style-type: none"> 1. My Friends Youth Programme with First Years (2023 – 2024) in conjunction with N.E.P.S. (focusing on anxiety, resilience, and coping skills for First Years) 2. Student Work of the Month (in each subject area) during the whole-school assemblies: October – Sciences & Mathematics November – Artistic & Creative subjects December – Languages other than English January – Humanities February – English March – Social & Wellbeing April – Business 3. Creative Curriculum Space 4. Peer Tutoring 5. Student engagement within whole-school assemblies 6. School Care – team (inclusive of H.S.E Assist Suicide Programme) 	<ol style="list-style-type: none"> 1. Deputy Principal Louise O' Sullivan & S.E & A.N Coordinators, Tara Noone and Bryan Hallissey; School Counsellor Courtney Doucette; Well-being Coordinator Carolyn Cavey; one Year Head Michelle Bailey 2. School Principal Simon Carey, Deputy Principal Huw Davies and whole -school assemblies team of Emma Woods, Emily Foynes and Lorna Wilson with Transition Year Team 3. School Deputy Principal Louise O' Sullivan 4. Unassigned 5. School Principal Simon Carey 6. School Principal Simon Carey, Deputy Principals Louise O' Sullivan and Huw Davies, S.E & A.N Team, Guidance Counsellors and Year Heads 	<p>Domain 4 Teachers' Collective/ Collaborative Practice (Learning and Teaching) Standards 1, 2 & 4 (pages 33 & 34)</p> <p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standard 2 (page 42)</p>	<ol style="list-style-type: none"> 1. Training programme commenced February 2023 and roll – out of programme September 2023 onwards. 2. Commencing during academic year, 2023 – 2024 3. Incorporated within in T & L/Curriculum Team from Sept 2023 onwards 4. Date to be confirmed next academic year 5. On – going 6. Five staff training over two days,

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
School Building Project	<p>1. eTender & Procurement Team:</p> <p>All interiors of new school building (furniture and equipment for a total of 13 classrooms: new chairs, benches, stools, tables, whiteboards, notice boards); new sports arena (P.E and sports equipment), new school gym (equipment fit-out)</p>	<p>1. eTender & Procurement Team consisting of Simon Carey, Principal; Aoife Smierciak, P.A to school principal; Mike Hassett, A.P. 2 post – holder for Campus Development and Health & Safety; P.E Department</p>	<p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standard 2 (page 42)</p>	September 2021 – August 2023
	<p>2. eTender & Procurement Team:</p> <p>I.T.C provision (wifi, telephony, software, licences), digital teaching and learning infrastructure (60 new computers for classrooms & 18 new computers for offices, 13 new interactive projectors, 3 new photocopiers, and additional technology</p>	<p>2. eTender & Procurement Team consisting of Simon Carey, Principal; Aoife Smierciak, P.A to school Principal; Mike Hassett, A.P. 2 post – holder for Campus Development and Health & Safety</p>	As Above	December 2021 – October 2023
	<p>3. Outside playing area (new ballcourt) with plan for astro – turf</p>		As Above	September 2022 – June 2024
Library Development	<p>1. Recruitment of a school librarian</p> <p>2. Ensure the new school library is fully stocked with books and integrated digital literacy outlets</p> <p>3. Establishment of Book Club (for staff and students)</p> <p>4. Establishment of Film Club</p> <p>5. Integration of school communications system with library</p> <p>6. Leading the school new literacy policy</p>	<p>New school librarian working and with the school Principal, school Deputy Principals, whole – school staff, students and wider school partners</p>	<p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standard 2 (page 42)</p>	Appointment of new school librarian in May/June 2023 and work commences from henceforth

Goal 4:

To ensure our school is governed as per legislation, all stakeholders are empowered, and the school has clear and focused targets for future development, with actions implemented and reviewed

GOVERNANCE AND SUSTAINABILITY

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To continue to prudently manage the school's financial resources to maintain a quality infrastructure (current and capital expenditure)	<ol style="list-style-type: none"> 1. Monthly meeting with the B.O.M sub-finance committee (Principal, two members of the B.O.M and school Bursar) 2. Continue to pursue avenues of financial attainment by school e.g. school charges (Transition Year, annual charges, extra-curricular charge) and voluntary contribution 	<ol style="list-style-type: none"> 1. School Principal Simon Carey, B.O.M committee members Seamus Howley (Chair), Colm Morrissey and school Bursar Tom Randall, F.F.S.U, Le Chéile Schools Trust 2. School Principal Simon Carey and school Bursar Tom Randall, F.F.S.U, Le Chéile Schools Trust 	<p>Domain 2 Managing an Organisation (Leadership & Management)</p> <p>Standard 2 (pages 37 & 38)</p> <p>Domain 2 Managing an Organisation (Leadership & Management)</p> <p>Standard 2 (pages 37 & 38)</p>	<ol style="list-style-type: none"> 1. On – going (as required Education Act 1998) 2. On – going (as required Education Act 1998)
To successfully manage the capital expenditure provided for the school's refurbishment and re-development (2020 – 2023)	<ol style="list-style-type: none"> 1. This involves managing weekly meetings between school Principal and school Bursar – ensuring D.E issue payment and school pays all fees on capital project. 	<ol style="list-style-type: none"> 1. School Principal Simon Carey and school Bursar Tom Randall, F.F.S.U, Le Chéile Schools Trust <p>All matters reported to the school B.O.M by school Principal.</p>	<p>Domain 2 Managing an Organisation (Leadership & Management)</p> <p>Standard 2 (pages 37 & 38)</p> <p>Domain 2 Managing an Organisation (Leadership & Management)</p> <p>Standard 1 & 2 (pages 37 & 38)</p> <p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standard 4 (page 41)</p>	<ol style="list-style-type: none"> 1. On – going (will continue until duration of school building project: October '20 – May '23)

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To continuously assess the school's building needs against future requirements and to budget financial resources accordingly	On-going engagement between school Principal and Infrastructure Dept (Tullamore) for additional expenditure (new rooms, furniture, eTender projects)	School Principal Simon Carey and eTender Team (Simon Carey, Aoife Smierciak, Mike Hassett)		On – going (will continue until duration of school building project: October '20 – May '23)
To continuously assess the school's building needs against future requirements	On-going work and prep for future outdoor development (planned astro-turf)	School Principal Simon Carey and B.O.M.		Work to commence February 2023 (planning)

**A CHILD WITHOUT
EDUCATION IS LIKE A BIRD
WITHOUT WINGS.**
TIBETAN PROVERB

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To work to ensure all stakeholders – staff, students, visitors, parents/ guardians are communicated and made aware of all aspects of school life	<ol style="list-style-type: none"> Staff Handbook Parents Handbook Principal's weekly email to all stakeholders (staff, students, parents/ guardians) and social media connections (twitter and Instagram) Publications: <ul style="list-style-type: none"> eNewsletter (Christmas and Summer annually) Transition Year Prospectus Fifth Year Subject Choice Booklet & First Year Subject Choice Booklet Chalkdust (annual school yearbook) – sponsorship New School Prospectus 	<ol style="list-style-type: none"> A.P. 2 post – holder Louise Crossan and Deputy Principal Louise O' Sullivan Deputy Principal Huw Davies School Principal, Simon Carey <ul style="list-style-type: none"> Twitter – Morgan Ryan and T.Y Media Team Instagram for school sport – Eoghan Dunne The following: <ul style="list-style-type: none"> A.P. 1 post – holder Morgan Ryan and Transition Publication Team Deputy Principal Louise O' Sullivan and Transition Year Team: Morgan Ryan and Laura Courtney Guidance Counsellor Tracy Brady and Deputy Principal Louise O' Sullivan (for both Fifth- and First-Year Booklets) A.P. 1 post – holder Morgan Ryan and Transition Publication Team Deputy Principal Huw Davies 	<p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standards 3 & 4 (page 40 & 41)</p> <p>Domain 4 Teachers' Collective/ Collaborative Practice (Learning and Teaching) Standards 1, 2 & 4</p> <p>Domain 1 Learner Outcomes (Learning and Teaching)</p> <p>Standards 2 & 3 (page 26)</p> <p>Domain 2 Learner Experiences (Learning and Teaching)</p> <p>Standards 2 & 3 (pages 28 & 29)</p>	<ol style="list-style-type: none"> Annually (first produced in August 2021) Second Deputy Principal (to be produced for the first time August – September 2023) and annually, post this date Weekly Bi – annually (eNewsletter) and all others annually <ul style="list-style-type: none"> Commencing September 2023

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To oversee whole school planning, policies and the creation and implementation of same	<ol style="list-style-type: none"> 1. Ensure whole-school policies are in place related to well-being, H & S, Anti-Bullying, Dignity in the Workplace, Equal Status and employment laws enacted and compiled with 2. Critical Incident policy is in place and annually reviewed, or after a critical incident has taken place 3. Promotion of culture of 'open door' policy by school senior management 	<ol style="list-style-type: none"> 1. School Principal Simon Carey, derogated by the school B.O.M. 2. School Deputy Principal Louise O' Sullivan 3. Senior school management team – Principal Simon Carey and Deputy Principal Louise O' Sullivan 	<p>Domain 4 Teachers Collective/ Collaborative Practice (Learning and Teaching)</p> <p>Standards 1 & 4 (pages 33 & 34)</p> <p>Domain 1 Leading Learning and Teaching (Leadership and Management)</p> <p>Standards 1, 2, 3, 4 (pages 35 & 36)</p> <p>Domain 2 Managing the Organisation (Leadership and Management)</p> <p>Standards 1, 2, 3 (pages 37 & 38)</p>	<ol style="list-style-type: none"> 1. On – going since October 2021 – 2. November 2022 and annually 3. On-going since appointment of Principal and Deputy Principal August 2021 – onwards

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To initiate and guide the whole-school community through the School Self – Evaluation (S.S.E) process	<ol style="list-style-type: none"> 1. S.S.E 2016 – 2022 completed (see Appendix 3 – Section 3 of this document) 2. S.S.E 2022 – 2026 (this is divided into two sections: S.S.E 2022 – 2023 year of review and planning) and second section, is roll – out of new S.S.E 2023 – 2026 <ul style="list-style-type: none"> - Digital Learning Strategy 2022 – 2026 with annual targets - Additional areas to be added from September 2023 onwards. 	<ol style="list-style-type: none"> 1. School Deputy Principal Simon Carey (2016 – 2021) 2. School Deputy Principal Louise O' Sullivan (2021 – 2026) 	<p>Domain 1 Leading Learning and Teaching (Leadership & Management)</p> <p>Standard 1 (page 35)</p> <p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standards 1,2 & 4 (pages 40 & 41)</p> <p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standards 1, 2, 3 & 4 (pages 42 & 43)</p> <p>Domain 4 Teachers Collective/ Collaborative Practice (Learning and Teaching)</p> <p>Standards 1 & 2 (page 33)</p>	<ol style="list-style-type: none"> 1. See Appendix 3 (Section Three) of this document) 2. See Appendix 3 (Section Three) of this document)
Full compliance with Child Protection and Child Safeguarding Procedures	School review of child protection procedures and Safety Statement completed every August annually	School Principal Simon Carey and approved by the B.O.M	<p>Domain 2 Managing an Organisation (Leadership & Management)</p> <p>Standards 1, 2 & 3 (pages 37 & 38)</p> <p>Domain 2 Managing an Organisation (Leadership & Management)</p> <p>Standard 1 (page 37)</p>	Ratified annually by school's B.O.M every September

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
Full compliance with D.E regulations and guidance on school anti bullying procedures and policy	School review of child protection procedures and Safety Statement completed every August annually	School Principal Simon Carey and approved by the B.O.M		Ratified annually by school's B.O.M every September
The Board of Management of the school oversees and approves all human resource and employment of school personnel	<ol style="list-style-type: none"> Recruitment of qualified and high quality of staff, both teaching and non – teaching, fully garda vetted and compliant with C.P Contracts for all staff completed and approved by B.O.M Posts of Responsibility for all middle management post- holders, negotiated and contracts and duties agreed. Annual review of middle management personnel with school senior management Commitment to review and completion of biennial (every two years) needs & priorities and roles & responsibilities of middle management structures as per circular 0003/2018 	<ol style="list-style-type: none"> School Principal Simon Carey and approved by B.O.M. School Principal Simon Carey for B.O.M. School Principal Simon Carey for B.O.M. School Principal Simon Carey and School Deputy Principals Huw Davies & Louise O'Sullivan for B.O.M. School Principal Simon Carey and School Deputy Principals Huw Davies & Louise O'Sullivan 	<p>Domain 1 Learner Outcomes (Learning & Teaching)</p> <p>Standard 1 (page 26)</p> <p>Domain 2 Managing an Organisation (Leadership & Management)</p> <p>Standard 4 (page 39)</p> <p>Domain 2 Managing an Organisation (Leadership & Management)</p> <p>Standards 2 & 3 (pages 37 & 38)</p> <p>Domain 2 Managing an Organisation (Leadership & Management)</p> <p>Standards 1, 2 & 3 (pages, 36, 37 & 38)</p> <p>Domain 2 Managing an Organisation (Leadership & Management)</p> <p>Standards 1 & 4 (pages 36 & 39)</p> <p>Domain 2 Managing an Organisation (Leadership & Management)</p> <p>Standard 4 (page 39)</p>	<ol style="list-style-type: none"> On – going On – going November – December 2021; February 2022; October 2022 (to date) May 2022 Next review May 2023 September – October 2021. Next review, Nov – Dec 2023

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
Enhance and develop the role of the Parents Association within the school	1. Creation of a new Parents Association and change into Parents and Teacher Association (P.T.A) <ul style="list-style-type: none"> - New Constitution ratified (October '22) - Engagement with school senior management monthly - Several teams established and now active - Two staff members now part of this Association re-constituting the nature of this association 	New Parents Association established with Staff engagement and consultation P.T.A. School Principal Simon Carey	Domain 3 Leading School Development (Leadership & Management) Standard 3 (page 40)	Established September 2022 with a three-year term (- 2025)
Devise, consult and develop a whole school plan with strategic targets and vision	Said document inclusive of all initiatives, programmes, whole-school policies (see Appendices 1 – 10 inclusive of Section 3 of this document) inclusive of teams (Green Schools and Sustainability policy)	Led by school Principal, Simon Carey with all members of teaching staff involved and responsibility: Principal, Deputy Principals, all post holders, teaching staff and approved by the B.O.M.	Domain 1 Leading Learning and Teaching (Leadership & Management) Standards 1 & 2 (page 35) Domain 3 Leading School Development (Leadership & Management) Standards 1 & 3 (pages 39 & 40)	On – going
Sustainability Policy: set-up a school team and a devise a strategy to integrate sustainability models of best practice throughout all areas of school life	Sustainability Team set-up <ul style="list-style-type: none"> - Recycling school uniforms - Recycling schoolbooks - Recycling school furniture - Green Schools - Whole school Sustainability policy 	Sustainability Team Led by School Deputy Principal, Parent – Teacher Association, staff and student teams		Established in May 2022 (recycling of school uniform) Green Schools established in October 2021 and is on- going School intends to start work on Sustainability policy in the academic year, 2023 – 2024

Goal 5:

To continue to foster dynamic and worthwhile relationships within and outside of our school community for the benefit of students, staff and parents/guardians

STAKEHOLDERS

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To develop our relationship with the network of Holy Faith Sister schools and the Le Chéile Catholic Schools Trust	<p>Le Chéile Catholic Schools Trust:</p> <ul style="list-style-type: none"> - Principal and Deputy Principal professional networking and C.P.D with other Le Chéile Schools - Middle Leadership Programme for teaching staff - Student workshops, competitions, initiatives and national conference participation (two T.Y students) - On-going support by Le Chéile for the entire school community (property, finance, ethos development) - Relationship and linkage with Holy Faith Congregation (Glasnevin and Greystones) 	School Principal Simon Carey, Le Chéile Catholic School Trust, headed by Marie Therese Kilmartin and her team & Holy Faith Sisters	<p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standard 3 (page 40)</p> <p>Domain 4 Developing Leadership Capacity</p> <p>Standard 1 (page 42)</p>	All on - going

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
Board of Management	<ol style="list-style-type: none"> 1. The B.O.M is a very active Board which meets 6 – 8 times per school year and oversees all aspects of the running of the schools, derogating day-to-day responsibility to the school Principal 2. The B.O.M provides all necessary funding and supports to the school Principal to run the school effectively for the benefit of staff and students 3. The B.O.M provides staff with necessary funding to promote wellbeing with social functions paid for at Christmas and Summer annually. 4. The B.O.M engages in all modes of training and development – J.M.B, Le Chéile, F.F.S.U. 	<p>Board of Management consists of:</p> <p>Chairperson – Seamus Howley</p> <p>Trustee appointees – Colm Morrissey, Anne Ryan & Sighle Toibin</p> <p>Parent representatives – Lisa Orr & Steven Farrell</p> <p>Teaching Staff representatives – Laura Courtney & Brían Ó Donnchadha</p> <p>Secretary to the B.O.M – Simon Carey</p>	<p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standard 1 (page 42)</p>	All on-going
To further develop our relationship with and support for the local church (Holy Rosary Church) and the parish centre, Greystones	<ol style="list-style-type: none"> 1. Senior school management operates an 'open door' to the Holy Rosary Church and parish centre, with Fathers John and Gerard, particularly active and welcome within the school community. This is growing with particular initiatives with the direct involvement of the church and parish centre: <ul style="list-style-type: none"> - Alpha Programme (Transition Year Leadership development with faith and ethos formation) - Immersion Trip (June 2024) - Parish Centre Christmas decorations by Transition Year Team - J.P 2 Awards - Faith Friends 2. Link with the parish centre (developing outcomes from the Synodal Pathway process) 	<ol style="list-style-type: none"> 1. School Principal Simon Carey, school Deputy Principals Louise O' Sullivan and Huw Davies, Ethos Team (from March 2023), A.P. 2 post-holder Conor Short, R.E Team within the school, Fathers Daly and Gerard, parents and parish centre. 2. Fr. John Daly & Alpha Leadership Team; Simon Carey, Principal; Louise O' Sullivan & Huw Davies, Deputy Principals; Ethos Team and post – holder, Conor Short 	<p>Domain 2 Managing the Organisation (Leadership & Management)</p> <p>Standard 3 (page 38)</p> <p>Domain 2 Learner Experiences (Teaching & Learning)</p> <p>Standard 2 (page 28)</p>	<p>On – going with add – ons to follow:</p> <p>Immersion Trop (June 2024 onwards)</p> <p>J.P 2 Awards and Faith Friends (from September 2023 onwards)</p> <p>Commenced October 2022 and continuing</p>

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
To continue to encourage the involvement of parents and guardians in the school community	<ol style="list-style-type: none"> 1. Parent – Teacher Association 2. Volunteer Parents for Night Study 3. Volunteer Parents for school events annually e.g. Christmas Carol Service, Debbs, Sixth Year Graduation 4. Whole school planning (utilising parental expertise in diverse areas): <ul style="list-style-type: none"> - School Uniform and school Crest team - School Vision and Strategic Planning Team - Coaching parents (rugby and gaelic football) - Digital T & L - Fund-raising 	<p>Parent – Teacher Association (P. T. A) (with rotation of two staff members annually)</p> <p>Various sub-teams of Parental Teams within P. T. A</p>	<p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standard 3 (page 42)</p>	New association created October 2022 and on – going
To reconnect and develop our relationships with school alumni	School intends in establishing a school P.P.U/Alumni so as to ensure the school continues to connect with its past-pupils and our legacy is preserved.	School Principal, Simon School Principal's P.A, Aoife Smierciak	<p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standard 3 (page 41)</p>	Work scheduled to commence April 2023
Student Council	<ol style="list-style-type: none"> 1. The S.C operates in cooperation with all stakeholders to ensure school life success for all students is achieved, with the promotion of Student Voice 2. The S.C operates so as to maximise channels of student activism leading to policy and practice change for student benefit 3. The S.C encourages and leads to a culture of student responsibility 4. The S.C provides a forum through which students can act at a school, local and national level 	<ol style="list-style-type: none"> 1. Student Council Coordinator – Gerald Douglas and Student Council (18 members) members who face annual election every September. 	<p>Domain 4 Developing Leadership Capacity (Leadership & Management)</p> <p>Standard 3 (page 42)</p>	All on – going

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
Teaching Staff	<ol style="list-style-type: none"> 1. Our teaching staff are to the fore in commitment and diligence, in the delivery of a holistic education – academic, spiritual, sport, music and creative 2. Staff are involved in a huge array of collaborative work, both inside and outside of our school, benefitting the students of this school 3. School senior management work very well with all staff members, ensuring innovation, creativity, development and change is on-going, encouraged, consultative and proactive 	<p>All teaching staff, inclusive of senior school management</p> <p>S.N.A. Team of Rachel Flynn and Annmarie McGloin</p>	<p>Domain 4 Teachers' Collective/ Collaborative Practices' (Teaching and Learning)</p> <p>Standards 1, 2, 3 & 4 (pages 33 & 34)</p>	All on – going
Ancillary Staff	<ol style="list-style-type: none"> 1. School Principal meets all ancillary staff once a year to review work, concerns, future developments, career progression 2. All staff are part of the St. David's Holy Faith family – their work and commitment to our school is greatly valued and celebrated. All staff have school email, invited to all whole events and celebration. 	<ol style="list-style-type: none"> 1. Celina Purcell – school Secretary 2. Liam Murtagh – school Caretaker 3. Aoife Smierciak – school principal's P.A. 4. Tom Randalls – school Bursar 5. Kathy Sheehy & Alasdair Bell – school administrative staff 6. Anne Doyle, Yola Stochla and Iwona Pawlak – school cleaning staff 	<p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standard 3 (page 41)</p>	<p>November 2021 and annually</p> <p>January 2023</p>

Objectives	Actions	Lead	Indicators of Success (Looking at Our Schools 2022)	Timeframe
Outside Agencies	<p>Our school works with many agencies, local, national and international:</p> <ul style="list-style-type: none"> - Tusla - N.E.P.S - C.A.M.H.S - Department of Education - N.C.S.E - Pieta House - Charities - Exchange agencies - Lions Club - Beach Clean and Tidy Towns - SVP Greystones/Kilquade Conferences - Local businesses – sponsorship for sports and arts activities; liaising with them for work experience - Éire Óg and Rugby club, leadership workshops with Transition Year students - Travel agencies and tour groups for school trips - Green Schools and Sustainability (groups linked with student leadership) 	<p>School Principal Simon Carey; school Deputy Principal Louise O’ Sullivan; Year Heads – Michelle Bailey, Danny Boland, Brían Ó Donnchadha, Morgan Ryan, Huw Davies, Tom Reynolds; Guidance Counselling team – Dr. Clare Finegan and Courtney Doucette, all school coaches</p>	<p>Domain 3 Leading School Development (Leadership & Management)</p> <p>Standard 3 (page 40)</p>	All on – going

Oversight of School Vision and Strategic Plan, 2021–2026

There will be an Oversight Team established to review the work completed each year commencing September 2023.

This will be overseen by the school's two Deputy Principals who will meet with the school Principal in September to commence the process of review.

The school Deputy Principals will then convene with a stakeholders' team consisting of staff, students, parents/guardians, several meetings, to ascertain the work to date of each academic year.

The two Deputy Principals will then report back to the school Principal October 2023, annually. This will allow the school Principal to ascertain completion of targets, amend and progress forward.

The Oversight Team will then complete a report which will then go to the school's Board of Management for approval.

**CHILDREN ARE NOT THINGS
TO BE MOLDED, BUT ARE
PEOPLE TO BE UNFOLDED.**
JESS LAIR

The background features a stylized illustration of a sailboat with a teal sail and white hull, positioned on a series of overlapping blue waves. The waves are rendered with solid blue shapes and intricate line patterns that create a sense of movement and depth. The color palette transitions from light blue at the top to a deep navy blue at the bottom.

SECTION 3

APPENDICES

This section contains Appendices linked with Section One

1. Subjects for students for Junior, Transition and Senior Cycles
2. Whole – school policies (list)
3. School Self – Evaluation (S.S.E): 2016 – 2022 & 2022 – 2026
4. Sports Programme
5. Arts Programme and extra-curricular activities
6. A.P. 1 & A.P 2 post – holders and duties
7. Constitution of the Student Council of St. David's Holy Faith Secondary School
8. Digital Learning Framework (D.L.F) 2022 – 2025
9. Student Leadership policy
10. Well-being policy and programme and supports for students
11. Subject Department Templates
12. Ethos Plan
13. S.E & A.N three-year plan, 2021 – 2024
14. Staff Leadership Strategic Plan, 2021 – 2026

**EDUCATION IS NOT THE
ANSWER TO THE QUESTION.
EDUCATION IS THE MEANS
TO THE ANSWER TO ALL
QUESTIONS.**

WILLIAM ALLIN

Appendix 1

Subjects for students for junior, transition and senior cycles

SUBJECT	JUNIOR CYCLE (1st – 3rd YEARS)	TRANSITION YEAR	SENIOR CYCLE (5th – 6th YEARS)
English	Compulsory & examinable	Compulsory & examinable (January & May annually)	Compulsory & examinable
Gaeilge	Compulsory & examinable	Compulsory & examinable (January & May annually)	Compulsory & examinable
Mathematics	Compulsory & examinable	Compulsory & examinable (January & May annually)	Compulsory & examinable
History	Compulsory & examinable	Compulsory subject, part of rotational loop inclusive of Politics, Geography, Philosophy	Optional & examinable
Geography	Compulsory & examinable	Compulsory subject, part of rotational loop of Politics, History, Philosophy	Optional & examinable
Religious Education	Compulsory & examinable	Compulsory for all	Compulsory, non –examinable subject
Science	Compulsory & examinable	Compulsory subject, part of rotational loop inclusive of Psychology, Biology, Chemistry, Physics, Applied Mathematics	Biology Optional & examinable Chemistry Optional & examinable Physics Optional & examinable
Business	Optional & examinable	Compulsory subject, part of rotational loop (inclusive of Accounting, Enterprise, Economics)	Accounting Optional & examinable Business Optional & examinable Economics Optional & examinable
French	Optional & examinable	Within language block	Optional & examinable
Spanish	Optional & examinable	Within language block	Optional & examinable
Visual Art/Art	Optional & examinable	Compulsory subject, part of rotational loop	Optional & examinable
Technology Wood (J.C) Construction Studies (L.C)	Optional & examinable	Compulsory subject, part of rotational loop	Optional & examinable
Engineering	Optional & examinable	Not available	Optional & examinable
Home Economics	Optional & examinable	Compulsory subject, part of rotational loop	Optional & examinable
Graphics (J.C) Design Communications Graphics (D.C.G) (L.C.)	Optional & examinable	Compulsory subject, part of rotational loop	Optional & examinable

SUBJECT	JUNIOR CYCLE (1st – 3rd YEARS)	TRANSITION YEAR	SENIOR CYCLE (5th – 6th YEARS)
Music	Optional & examinable	Compulsory subject within school show block, along with Advertising, Product Development and Marketing	Optional & examinable (within school blocking system for Fifth Year, academic year, 2023 – 2024)
Physical Education	Compulsory, non-examinable subject	Compulsory subject	Compulsory, non-examinable subject for all From academic year, 2022 – 2023 one class is a new L.C subject (for L.C assessment)
Chinese	Not available	Compulsory subject, part of rotational loop	Not available
World of Work	Not available	Compulsory subject	Not available
Coding	Part of Well-being curriculum in Second Year (part of rotational loop inclusive of Research Skills, Development Education, Choir, Social Development)	Compulsory subject	Not available
Public Speaking	Not available	Compulsory subject	Not available
Creative Skills	Not available	Compulsory subject	Not available

Appendix 2

Whole – School policies

1. Admissions*
2. Code of Behaviour*
3. Anti – Bullying*
4. Health and Safety*
5. Child Protection and Child Safeguarding Statement*
6. Transition Year
7. Suspension & Expulsion
8. Trips & Tours
9. Sports
10. Arts
11. Wellbeing
12. Critical Incident
13. Data Protection
14. Acceptable Usage (A.U.P) and Digital Teaching and Learning
15. Dignity in the Workplace
16. Guidance
17. Special Education, Additional Needs and Inclusion
18. Garda Vetting
19. Substance Use
20. Student Leadership
22. Base Classes
23. Subject Choice
24. School Exchange
25. Whistleblower/ Disclosure
26. C.C.T.V

***These policies are reviewed, amended and B.O.M ratified annually**

Appendix 3

S.S.E Teams (2016 – 2022)

1. Literacy
2. Numeracy
3. Instructional Leadership
4. Well-being (was split into three sub-groups):
 - a. First Year Induction
 - b. Stress amongst exam students (Third Years)
 - c. Physical engagement and nutrition of Second Year female students

Each year, the school Deputy Principal, publishes a report on the work of the S.S.E teams.

S.S.E Teams (2022 – 2026)

St. David's Holy Faith Secondary School from October 2022 (2022 – 2026) has commenced the third and final S.S.E national programme with focus on three/four core areas (to be ratified in September 2023):

1. Digital Teaching and Learning
- 2.
- 3.

As per Croke Park and Haddington Road national agreements, staff have been assigned 7.5 hours, outside of school for S.S.E, with a total of five 1.5 hours workshops throughout the academic year, 2022 – 2023. Feedback on the work of and by these teams is delivered in four of the school's staff meeting (October 2022, December 2022, January 2023, March 2023, May 2023).

Appendix 4

Sports Programme

Competitive Sport – Boys

SPORT	COORDINATOR	DAY	VENUE	TIME	TEAM	COACH	COMPETING IN
Rugby	Huw Davies	Tue + Thurs	Greystones Rugby Club	4.00 – 5.30	1st Year	Ivan Brady	Challenge matches, South Dublin 7's
					Junior	Huw Davies	Leinster Development Shield
					Senior	Huw Davies	Leinster Development Shield
Gaelic Football	Conor Short	Wednesday	Eire Og, G.A.A. Club	2.00 – 3.00	1st Year	Eoin Geoghan	Wicklow and Leinster competitions
					Junior	Conor Short	Wicklow and Leinster competitions
					Senior	Mike Hassett	Wicklow and Leinster competitions
Soccer	Michael Doyle	Monday	Greystones Utd., Soccer Club	4.00 – 4.50 1st Yr.	1st Yr.	Ivan Brady	Wicklow/Wexford league + Cup
					Minor u15	Michael Doyle	Wicklow/Wexford league + Cup
				4.50 – 5.45 15s, 17s, 19s	Junior u17	Craig Greaves	Wicklow/Wexford league + Cup
					Senior u19	Dan Egan	Wicklow/Wexford league + Cup

Competitive Sport – Girls

SPORT	COORDINATOR	DAY	VENUE	TIME	TEAM	COACH	COMPETING IN
Gaelic Football	Eoin Geoghan	Wednesday	Eire Og, G.A.A. Club	2.00 – 3.00	1st Year	Ella Neary	Wicklow and Leinster Competitions
					Junior	Eoin Geoghan	Wicklow and Leinster Competitions
					Senior	Ellie O'Neill	Wicklow and Leinster Competitions
Basketball	Laura Courtney	Wednesday	Sports Arena	1.30 – 2.30	1st Year	Lillian Mathews	South East Girls League
					2nd Year	Rachel Flynn	South East Girls League
					Junior U16	Laura Courtney	South East Girls League
Soccer	Danny Boland	Monday	Greystones Utd., Soccer Club	4.00 – 4.50	1st Year	Eoin Geoghan	Wicklow/Wexford League + Cup
					Minor U15	Danny Boland	Wicklow/Wexford League + Cup

Recreational Sports

DAY	ACTIVITY	TEACHER	VENUE	TIME	FOR
Monday	Fighting Fit	Mr Timlin	Arena Hall	3.45 – 4.45	All
	School Gym	Mr Lawlor	Arena Gym	3.35 – 5.00	Seniors
Tuesday	Table Tennis	Ms Ui Annaidh	Arena Hall	3.40 – 4.30	All
	School Gym	Mr Egan/Ms Flynn	Arena Gym	3.35 – 5.00	Seniors
Wednesday	Tennis	Mr Fernandez	Tennis Club	1.30 – 2.30	All
	School Gym	Mr Dunne/Ms Knightly/ Mr Timlin	Arena Gym	1.05 – 2.30	Seniors
Thursday	Core Strength	Mr Dunne	Arena Gym	8.05 – 8.35	All
	Girls Fitness	Ms Clifford	Arena Hall	3.35 – 5.00	Senior Girls
	Volleyball	Bowes/Anderson	Arena Hall	3.35 – 5.00	All
	School Gym	Ms Noone/Mr Brady	Arena Gym	3.35 – 5.00	Seniors
Friday	Irish Dancing	Ms Slee	Arena Hall	3.35 – 4.35	All
	School Gym	Mr Short/Mr Davies	Arena Gym	3.35 – 5.00	Seniors

Appendix 5

Arts & Extra-curricular Programme/Timetable

DAY	CLUB/ACTIVITY	TIME	LOCATION	TEACHER(S)
Monday	B.T. Young Scientist	3:35 – 4:35	Room 43	Garry Lynch
	Club Gaeilge (Seniors)	3.35 – 4.20	Room 15	Emma Woods
	Amber Flag	A/S as needed		Joanna Clifford
Tuesday	GSA Club	3.35 – 4.35	Room 10	Cathal Monahan
	JC Maths/Science Learning Centre	3.35 – 4.35	Room 41	Carol Knightly
	Choir	3:45 – 4:45	Room 4 – Music Room	Joyce Murphy & Emily Aylmer
	Chess	1.05 – 1.35	Room 1	Brían Ó Donnchadha and Michael Doyle
	French Club (starting January 2023)	3.45 – 4.45	Room 9	Emily Foynes
Wednesday	Music Club	1.15 – 2.15	Room 4 – Music Room	Lorna Wilson , Garry Lynch, Emma Cronly
	Debating	1.15 – 2.15	Room 26	Gerald Douglas, Cathal Monahan
	Club Gaeilge (Juniors)	1.15 – 2.00	Room 12	Alicia Kestell
Thursday	Green Schools (as needed)	After school	Room 21	Morgan Ryan, Jennifer Ward
	Art Club	3:40 – 5:00	Room 37 – Art Room	Jessie Anne Sheridan
	Young St. Vincent De Paul	3.45 – 4.45	Room 7	Louise O’Sullivan
Friday	Christian Union	13:05-13:30	Room 10	Craig Gardiner
	Student Council (as needed)	1.05 – 1.35	Room 6	Gerald Douglas
	Board Games Club / Hobbies Club	3:45 – 4:45	Room 12	Alicia Kestell
	President’s Award (TY)	Day/time to be arranged with the students’ P.A.L.		Michelle Bailey, Emily Foynes, Garry Lynch, Joyce Murphy

Appendix 6

AP. 1 post-holders (Academic Years, 2021 – 2023)

- Year Heads (six A.P.1 positions) with Transition Year, Year Head responsible additionally for website and eNewsletter
- Head of Digital T & L and infrastructure (I.T.C)
- Programme Coordinator

AP. 2 post-holders (Academic Years, 2021 – 2023)

- Director of Sport
- Coordinator of Well-Being
- Examinations Secretary
- Coordinator of the Arts
- Coordinator of S.E & A.N (two post – holders)
- Induction (of staff, exchange students and new students)
- School Campus & Health and Safety Officer
- School Ethos and Student Leadership & Empowerment (C.P.D)

**TEACH THE CHILDREN SO IT
WILL NOT BE NECESSARY TO
TEACH THE ADULTS.**

ABRAHAM LINCOLN



Appendix 7

Constitution of the Student Council of St. David's Holy Faith Secondary School

Role of the Student Council

- To create, in cooperation with management, students, and staff, better school life for all, and an improved system in which the school is run.
- To allow the students to voice their opinions and develop a sense of responsibility within the school community.
- To encourage students to become more aware of how the school is run, so that their needs and wants can be identified and expressed.
- To contribute to the overall development of the school, through involvement in policy development and as a resource in a working partnership with the school's management.
- To act as a liaison between students and management.

Structure of the Student Council

The Student Council consists of:

- The Class Representatives – three elected members from each year group
- The Student Liaison Team (Head Boy, Head Girl and the Deputies)
- The Chairperson and Secretary (rotated among the Student Liaison Team)
- The Liaison Teacher
- The Treasury (see: Council Finance).

Role of the Class Representative

- To represent their class during meetings of the Council.
- To aid in the planning, action and review stages of all Council activities.
- To bring forward any issues within the school to the Council.
- To conduct finance management for their class.

Role of the Liaison Teacher

- To act as a link between the Council and management.
- To act as a source of information for the Council.
- To advise the best course of action for any Council activities.

Terms of Office

- The Council will run from September to September, with the exception of the outgoing and incoming Student Liaison Team.
- Elections will be held in the final week of September, allowing for initial meetings to take place in September/ Early October.

Election Procedure

Students with a desire to run for Class Representative must complete an application form, including:

- Nominations from two students
- Signature of the Deputy Principal
- The list of relevant candidates will be published to the respective year groups Along with student manifestos.

- Each year group will be given the opportunity to speak to their candidates on a specific date.
- The Elections will be a secret ballot, facilitated by the Fifth Year Prefects and the Liaison Teacher.
- Votes will be counted by the Fifth Year Prefects (excluding any candidates).
- Results will be announced during the notices at the end of that school day.

Meeting Requirements

Meetings will be held at least once every three weeks:

- All members are required to attend all Council meetings if possible – members must notify the Liaison Teacher if they are expecting to be unavailable at the time of the meeting.
- There must be at least 50% of members present for a meeting to be held.
- Members will be given one day's notice of the time at which a meeting will be held.
- Only Council members may attend meetings, unless invited by the Council.

Meeting Procedure

- The Attendance will be taken. The Minutes from the previous meeting will be read by the acting Chairperson/Secretary.
- The agenda for the meeting will be read out.

Discussing/Debating issues

- Members will speak only after they have raised their hand and been acknowledged by the Chairperson.
- Each member of the Council has one vote (excluding the Liaison Teacher).
- Decisions will be made based on the majority vote.
- At least 75% of the Council must be present to hold a vote.
- The Chairperson will have the privilege of the casting vote if the vote is tied.
- The Minutes will be taken by the Secretary.
- The agenda is to be set at the end of the meeting. Members may also submit issues at any time to the Liaison Teacher for inclusion in the agenda.
- Members will then report back to their class as they see fit. However, they must only discuss final decisions made by the Council – all other information is to be held in confidence.

Sub-Committees

- The Council reserves the right to form Sub-Committees. Sub-Committees will consist of three to five members, with at least one Junior and one Senior student.
- Members will volunteer and the Sub-Committee voted on during a Council meeting.
- Any planned actions by a Sub-Committee must be submitted to the Council for analysis and approval.
- Sub-Committees must report periodically to the Council on any progress made, until their task is completed.

Council Finance

- At least two members of the sub-committee must be present when money is being counted, handled etc.
- The Council will propose, plan and facilitate any school fundraising activities in cooperation with management.
- Council finances will be collectively managed by members.

Extraordinary Procedures

Removal of a Member

- Does not attend three Council meetings without any valid explanation to the Liaison Teacher within one week of the meeting (unless absent).
- If the member acts against the Code of Conduct.
- If the member leaves the school.

Removal Procedure

- The member will meet with management and be given an explanation for their removal.
- The member has the right to appeal the decision.

Dissolution of the Council

If any of the following occur within the term of a Council, the Board of Management has the right to dissolve the current Council and form its replacement:

- Gross Misconduct by the Council
- Irregularities in the Council's Finances
- Irregularities in the Election of the Council
- Wellbeing of the students and staff endangered by the actions of the Council.

Amendments to the Constitution

The Council reserves the right to make any amendments to the Constitution.

The Constitution will be reviewed and updated annually by a sub-committee, at the beginning of the term of the newly elected Council.

The Council will propose amendments to the sub-committee and vote on the updated Constitution once it is proposed to the Council. A consensus vote is required for the Constitution to be passed.

It then must be signed by the Student Liaison Team and the Liaison Teacher.

End-of-Year Procedure (May – following October)

During the meeting following Presentation Day, the new Student Liaison Team will be introduced to the Council, for a formal handover of the responsibilities.

The End-of-Year minutes are drawn up.

The list of completed tasks/actions are drawn up and submitted to management for review. This list is also presented to each year group.

This edition of the Student Council Constitution has been updated in May 2022 for the academic year, 2022 – 2023.



Appendix 8

Digital Learning Strategy

Saint David's Holy Faith Secondary School, Greystones, Co.Wicklow

Our Digital Learning Plan 2022–2023

1. Introduction

This document records the outcomes of our current digital learning plan 2022–2023, including targets and the actions that we will implement to meet the targets.

1.1 School Details

Saint David's Holy Faith Secondary School, Greystones , Co.Wicklow.

1.2 School Vision

The school community of St. David's Holy Faith Secondary School, Greystones will continue to embed digital learning apps and tools into their classes. All teachers will engage in regular CPD on digital teaching and learning to further extend their use of technology in the classroom in a meaningful way. All subject departments will have access to and contribute to a bank of digital teaching and learning resources. Subject departments will share and discuss best practice of items covered in CPD sessions. Subject departments will discontinue their use of the school shared server for sharing information and will instead migrate to shared Google Drives. All teachers will engage with apps and tools belonging to Google Workspace, including but not limited to Google Classroom, Docs, Slides, Forms, Sheets, Drive, Sites, YouTube, Keep and Jamboard. Teachers will continue to introduce Google Workspace apps to boost student interaction, encourage digital group work, build student research skills and afford students with the opportunity to manage content, reach learning outcomes, reflect on their learning and present their knowledge in creative and innovative ways.

Students will continue to engage with and actively make use of Google Classroom. Students will be comfortable with submitting digital assignments (where applicable), navigating the topics section of Classroom to find material that has been posted by the teacher and using Classroom to catch up on work missed in the case of absenteeism. Students will also be comfortable with storing, accessing and managing information via Google Classroom. All first years will engage in training on Google Workspace that will be delivered by a group of transition year students. Students will also become competent in using various digital apps and tools (Google and third party) to demonstrate learning, engage in group work, conduct research and develop critical thinking skills.

Technology will also be used to engage with members of the wider school community. Parents will be added to Google Classrooms and should actively view work posted. Parents will have access to instructional videos regarding accessing Google Classroom and Drive as well as subscribing to the electronic versions of textbooks. A dedicated section of the new school website will contain a bank of instructional videos pertaining to this. In addition to paper-based permission slips, St. David's will also continue to roll out the use of Google Forms for this purpose. Google Forms will also be used as a mechanism to engage with all stakeholders (e.g surveying/obtaining feedback). In addition to in person meetings, St. David's will continue to use the Zoom platform for meetings where deemed appropriate. It is

envisioned that the school will increase the use of and explore features of VSware including but not limited to attendance, subject choice, grading, academic tracking, and award systems. Finally, the school will review its available digital infrastructure on an annual basis, will decide on necessary purchases and take the appropriate steps in the context of the changing needs of the school.

1.3 Brief account of the use of digital technologies in the school to date:

- 15 PE iPads, 15 Music iPads
- 30 Chromebook laptops for whole-school use via booking system on VSware
- 30 Chromebook hybrid laptop-tablet devices for whole-school use via booking system on VSware
- 10 Windows laptops for whole-school use with the intention of aiding digital group work
- 10 Windows laptops for resource classes- These will be stored in the dedicated resource room
- 20 Windows laptops (as accounted for above)-These will be used during whole school exams for SEN students
- Teacher Windows laptop (teachers who joined the school pre-2022) – PC in every room [planned phasing out of classroom PCs and transition to plug & play rooms]
- Teacher Chromebook hybrid laptop-tablet with stylus (teachers who joined the staff from Sept 2022)- This phased in addition of teacher Chromebooks is part of our commitment to becoming a Google school
- Computer Science room containing 31 Windows PCs (PCs purchased in April 2022)
- Wifi throughout the school-Cloud Key controller installed in September 2022 to assist with remote troubleshooting (EVAD)
- Google Workspace – every student has a Google Classroom account. Parent/Guardian summaries are switched on and Parents/Guardians have access to individual Google Classrooms. Additionally, students have full access to all Google Apps-gMail, Slides, Sheets, Forms, Drive
- Teacher Google team in place
- Staff have access to a shared ICT drive containing all ICT info. This dedicated space also contains content covered in ICT CPD, 'how to' videos, the ICT maintenance list (Google doc) and student passwords (Google sheets). All material contained within this dedicated space makes full use of Google Workspace apps to further embed our full use of Google as a tool for sharing information, collaboration and presenting.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period of May 2022. The purpose of this evaluation was to investigate the use of Google Forms as an assessment tool. Both teachers and students answered surveys containing the following questions:

Teacher survey questions (Results in appendix 1)
What have you previously used Google Forms for?
Have you used images/videos/sound clips in your Google Forms?
Have you used any add on features with Google Forms (e.g timer)
Have you used other apps/websites for whole class or peer assessment?
If you have used other apps/websites for whole class or peer assessment, please list below

Student survey questions (Results in appendix 2)
For which of the following have you used Google Forms in the past (tick multiple)
Have you ever made your own Google Form?
What subject areas have you used Google forms for?

2.1 The dimensions and domains from the Digital Learning Framework being selected

Domain 2: 'Students use digital technologies for sourcing, exchanging of information to develop understanding and basic knowledge creation'.

2.2 The standards and statements from the Digital Learning Framework being selected

Standard	Statement(s)
Students engage purposefully in meaningful learning activities	Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.

2.3 These are a summary of our strengths with regards digital learning

- St. David's has been using Google Workspace since February 10 2013, with teachers and students receiving ongoing training and support.
- Since the period of remote schooling in 2020, St. David's continued to grow its use of Google Workspace, extending to Zoom and other digital learning apps.
- St. David's has four class sets of devices to promote and support classroom based digital learning.
- The TY Google team provides CPD to students of first year on using Google Workspace.
- The TY Digital Maintenance team provides assistance with hardware maintenance throughout the school.
- The Student Induction Coordinator (A.P 2 post-holder Louise Crossan) provides CPD to all incoming first year students on using PCs and Google Workspace.
- Tutors are provided with a dedicated space (Google Slides) to report password issues to the Digital Learning Coordinator.
- All new members of staff are granted access to a shared Google Drive folder containing useful video instructional videos for using technology.
- All teachers are granted access to a shared Google Form maintenance list to report issues that may impact on digital teaching and learning.

2.4 This is what we are going to focus on in 2022-2023 in order to improve our digital learning practice further

- Students and teachers will use various features of Google Forms for whole-class and peer assessment.

3. Our Digital Learning plan

In the next section we have recorded:

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

As we implement our improvement plan we will record:

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

Digital Learning Action Plan

DOMAIN: (From Digital Learning Framework) Domain 2				
STANDARD(S): (From Digital Learning Framework) Students engage purposefully in meaningful learning activities				
STATEMENT(S): (From Digital Learning Framework) Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.				
TARGETS: (What do we want to achieve?) Students and teachers will use various features of Google Forms for whole-class and peer assessment				
ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
Provide CPD on Google forms, its add ons and potential	Staff meeting August 2022 2hrs block-theory and practice	Bryan O'Dowd- Languages, Humanities, Maths, music Cathal Monahan- Science/technical Ivan Brady-Business, PE, Home Ec, Economics, Accounting	Teachers will be able to integrate add-ons, video, images and audio into a Google form and share	x4 classrooms x4 projectors Set of chromebooks
Provide a shared digital folder containing instructional videos pertaining to the Google Forms workshop	August 30th	Bryan O'Dowd	Staff will be able to access the shared folder and review step by step instructions for using Google Forms and its add-ons	Screencastify for creation of videos Google Drive
Establishment of a teacher Google team to ensure the advancement and consistency of our 2022-2023 strategy goal	August 2022	Bryan O'Dowd, Cathal Monahan, Ivan Brady, Emma Cronly, Gary Lynch and Conor Short	The team will meet to discuss monthly strategies to ensure that the use of Google Forms becomes embedded into classroom practice	Shared Google doc to brainstorm monthly strategies Google Drive (storage of shared doc)
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
6/10/22: Bryan O'Dowd- will bring forward an idea to the teacher Google team on how to ensure the continuation of the use of Google forms throughout the year. Bryan will outline a list of strategies to the team and will also correlate ideas put forward from the team.				



Appendix 9

Student Leadership Policy

Approved by the Board of Management 16th June 2022

This policy consists of two areas:

- Fifth Year Prefects
- Senior Student Liaison Team (Head Girl/Boy and Deputy Head Boys/Girls in Sixth Year)

Fifth Year Prefects

The key objectives are:

- Afford all students the opportunity to aim for this goal through active student engagement and leadership
- Raise the profile of Fifth Year Prefects so that the role of a Prefect is one which is taken seriously, and the position is afforded the respect it deserves by all within our school community
- Define the tasks and responsibilities assigned to Prefects so that our students are empowered to make a difference in their areas of responsibility
- Have the expectation that Prefects are available for and committed to their roles and show good example in terms of timekeeping, reliability, commitment, diligence and behaviour
- Promote the Prefect structure in such a way that Prefects show excellent leadership skills and are seen as good role models by the rest of the student population.

Fifth Year Prefect Structure

Step 1

Students are invited to apply for the position of Prefect – this is done at the end of Transition Year (or Third Year if students are proceeding directly to Fifth Year).

Students fill out and submit an application form by a designated date if they wish to be considered for the role. Candidates will then be interviewed for the role.

A panel of two or three staff members will interview all candidates.

The success of the application is based on:

- Previous contributions made to the school. e.g., membership of clubs, committees, level of participation in Transition Year programme
- Recommendation by teachers
- Senior management consultation on the candidate
- Good record of attendance/behaviour and punctuality
- Performance at the prefect interview.

A points system is applied as a measure across all the above aspects.

Step 2:

If students are successful in their application, they become school Fifth Year Prefects and are expected to carry out all duties of the role at the start of Fifth Year with the First Year Induction Day.

If a Prefect applicant has not made themselves available to engage with school events, and/or has failed to carry out their assigned jobs, there is the potential for the position to be revoked.

Fifth Year Prefects who performed particularly well in the application process may be designated 'lead roles' in a particular area. These areas will be decided on an annual basis.

Upon appointment to the role of Fifth Year Prefect, students are invited to an induction session with their Year Head and school Senior Management, where they will:

- Participate in team building activities
- Reflect on the meaning of what it means and what values are needed to perform the role of a prefect
- Develop a 'prefect charter'.

No appeals will be afforded to unsuccessful candidates. The interview panel will provide formative feedback to unsuccessful candidates.

Fifth Year Prefect Roles

Prefects will be assigned particular roles, along with general duties, that they will carry out as part of a Prefect team.

General duties will consist of, but are not restricted to, the following:

- Perform a leadership role for all students in terms of behaviour and attitude on a daily basis
- Supervision of designated areas during school breaks. This will involve Fifth Year Prefects being on duty supervising throughout the year at break times on a rotational basis
- Be in attendance and of assistance at events such as Open Nights, Parent-Teacher meetings, exams, First Year Induction days, Incoming First Year Assessment and Entrance Exams
- Be of general assistance when required throughout the year.

Prefect Lead Roles (Fifth Years)

Each year, due to exceptional applications and interview performance, some successful candidates will be appointed as 'Lead Prefects' for specific areas identified by school management. These will be identified on an annual basis.

These positions of Fifth Year Prefect Leads should:

- Offer students a level of responsibility commensurate with their status
- Allow the Prefects to work with members of staff who have a particular role or responsibility in the school
- Reflect the current needs of the school
- Enable the prefects to grow within their roles, enhance their skills and further develop these roles where possible.

Within the first few weeks in their role, Lead Prefects, will be appointed to an area identified by the school. They will liaise with the Fifth Year, Year Head and other members of staff involved in the area in which they will be working.

They will, over the next number of weeks identify, refine and through liaison with the designated staff member and Year Head, establish exactly their roles and duties.

Lead Prefects will organise and lead teams in their area and proactively drive their designated area.

Each year, the areas will be identified by the school, through a collaborative process involving school senior management, year heads and a staff committee.

The following are a list of suggested Lead Fifth Year Prefect areas:

- Ethos
- Extra-curricular
- Wellbeing
- Teaching and Learning (including digital teaching and learning)
- Academic committee (numeracy and literacy)
- Arts committee
- Green committee
- New students committee
- School functions committee
- Sports committee
- Supporters committee
- Technology committee
- Music and drama committee
- Anti-bullying committee
- Junior school and senior school library
- PTA
- Lost and found
- Provide assistance to subject departments

The roles and responsibilities will evolve to adapt to the changing needs of the school.

Individual Fifth Year Prefect Teams should meet regularly (at least monthly) with the prefect lead to discuss their potential contributions to the school.

Failure to carry out roles and responsibilities may lead to a prefect losing their position as prefect.

Senior Student Liaison Team (Sixth Year)

At the end of Fifth Year students will be invited to apply for the Senior Student Liaison Team which will consist of the following six roles:

- Head Boy
- Head Girl
- Deputy Head Boy (two roles)
- Deputy Head Girl (two roles)

These duties will be carried out from the commencement of Sixth Year.

The selection procedure for the Senior Student Liaison Team is the same as the Fifth Year Prefect selection process but also involves a student vote as an added component.

The roles and responsibilities for the Senior Student Liaison Team will consist of, but are not restricted to, the following:

- Perform a leadership role for all students in terms of behaviour and conduct on a daily basis
- Actively partake in Whole School Mass and Sixth Year Graduation
- Rotational Chairs of the Student Council and monthly briefings with the School Principal
- Open Night assistance and speeches
- Welcome dignitaries to the school
- Whole School Assemblies and be available for leadership roles of the school, annually.

Signed:

I have read the above Policy and agree to perform all roles and responsibilities associated with my duty.

Senior Student Liaison:

Date:

School Principal:

Date:

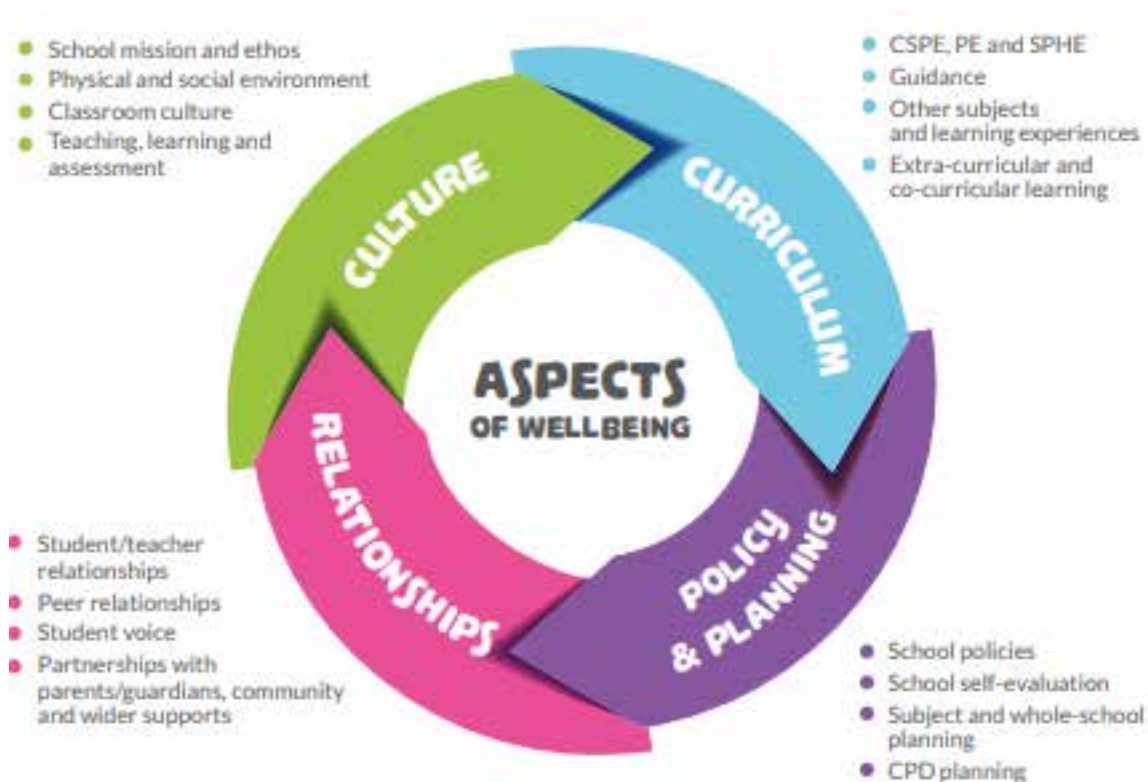
Appendix 10

Well-being Programme (linked in with school's whole-school Wellbeing policy)

Wellbeing Programme Academic Year 2022–2023

Wellbeing crosses the three years of Junior Cycle and builds on substantial work already taking place in schools in support of students' Wellbeing. The main subjects connected to enhancement of this core theme are SPHE (Social Personal Health Education) and CSPE (Civic, Social, Political Education) and PE (Physical Education).

This area of learning makes the school's culture and ethos and commitment to wellbeing visible to students. It provides learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It supports students in developing important life skills and in building a strong sense of connectedness to their school and to their community.



The concept of Wellbeing must be systemic throughout the school, in our learning, experiences and care for each other. Along with many activities from School Sport, Trips, Music, Fund raising, Clubs , we also will take different topics throughout the school year.

Wellbeing is cross-curricular, the themed weeks have involved different Departments in the school (Religious Education, C.S.P.E, S.P.H.E, Visual Arts, Music, Languages, Physical Education, Home Economics, Science) bringing ideas and activities to these themes, through collaboration. In addition to this, the Amber Flag team are significantly involved in Mental Health Week, Green Schools, L.G.B.T.Q.I+ club with Diversity Week – these clubs are Transition Year student led. Overall, the aim is to enable the students of St. David’s Holy Faith Secondary School, Greystones to develop the six Wellbeing indicators: Activeness, Responsibility, Connectedness, Resilience, Respectfulness, and Awareness.

September 19th – 23rd 2022: FRIENDSHIP WEEK

- Friendship hands made by First Years – SPHE Dept
- Hands of friendship hung on tree upon Alter for Whole School Mass
- Art Competition – Caps with Friendship Theme (Prizes) Art Dept – Jessie Anne Sheridan
- Poetry competition ‘Friendship’ – 2nd / 3rd years (Prizes) English Dept – Craig Gardiner
- SPHE classes on Bullying and Friendship – SPHE Dept
- Bullying workshops – Sticks and Stones – First Years (September 19th and 20th)
- Bullying Workshops for 2nd years (January 9th and 10th)
- Whole School Mass Wednesday September 21st
- Friendship Theme – RE Dept

October 10th – 14th 2022: MENTAL HEALTH WEEK

- Monday October 10th – World Mental Health Day (Green Ribbons donated by Seachange for Awareness of Mental Health Stigma – given to all classes throughout School by Amber Flag Committee and organising staff
- Meditation Tutorial on Monday October 10th and Thursday October 13th co-ordinated by Amber Flag
- First Year Quiz on Mental Health – Amber Flag
- Lunch time Music – Featuring young talented Musicians in School coordinated – Music Dept
- Wings Art Installation– Feathers with quotes from all year Groups coordinated by – Art Dept
- Gratitude Wall with Transition Year – RE Dept
- Friday – Staff Swim in Cove, early morning dip 7.30am with Sauna – Carolyn Cavey, Wellbeing Coordinator

November 14th –18th 2022: DIVERSITY WEEK

- Nov 14th – extended tutorial, L.G.B.T.Q.I+ Club handing out rainbow badges to all classes and teachers – Cathal Monahan
- Language Departments making posters in Spanish, French, Irish with vocabulary to include all types of Diversity
- SPHE classes covering topics related to Gender Stereotyping and Discrimination, Sexual identity and Orientation
- Belong2 resources available
- Posters of World Religions – RE Dept
- Lessons on Freedom from discrimination– disability, age, gender, race, traveller, religion, sexual orientation, family status, civil status for First Years – CSPE Dept

- Shout out speakers on sexual orientation to Third Years (December 12th and 13th)
- Speaker from IRFU on Sexual Discrimination in Sport
- Friday November 18th – RAINBOW DAY – fundraiser in aid of BELONG2 (support and counselling for L.G.B.T.Q.I+)

March 13th –16th 2023: SAFETY WEEK

- HUMOURFIT Drama Workshop
- Alcohol Talk – Second and Third Years – Carolyn Cavey
- Drugs – Transition Years – School Principal
- Visit from An Garda Síochána – School Principal
- Seniors do 'Know your limits' H.S.E module to be covered in Transition Year classes – Carolyn Cavey
- Lesson Plans in all SPHE classes on Substance Use – Drugs, Smoking, Vaping, Alcohol and its Effects
- Competition and Surveys

MAY 8th – 12th 2023: HEALTHY LIFESTYLE WEEK

- Healthy Eating Workshops
- Food Tasting – Home Economics Dept
- Class Tutorial Yoga
- SPHE classes on Healthy Eating, Sport and Sleep
- Celebrity Cooking Demo
- Sports DAY – Friday 12th May – PE Dept

Going forward, over the course of academic years, 2022 – 2026 (linked in section 2 of this document), the following areas will be looked at over the course of the next four years, in the provision of extensions to this support (Wellbeing policy and this plan):

1. Homework assignments on specific days
2. Drama workshops
3. First Year students automatically having an assigned Transition Year Buddy (mentor system)
4. Transition Years & Fifth Year Prefects working with First Years after school with Homework Club
5. Senior students to host quizzes/art clubs/recreational sports after school regularly, to link in with student supports
6. Question Box (Idea Box) either online or in actuality – team believes it should be in reality a box within the school
7. More talks/workshops linked with the community – sea safety; gardaí; drugs & alcohol awareness
8. Immersion Trip at the end of Fifth Year linked with the parish centre and school to Africa or Asia
9. John Paul II awards for volunteerism in the local community
10. Ember award for student faith leaders within the school community and contributing to the local parish community
11. Amended Faith Friends programme between senior students and students in St. Brigid's N.S.

Appendix 11

Subject Department Planning Template

Action Plan to start in September 2023

Appendix 12

Ethos Plan of Action

Action Plan to start from April 2023 onwards

The school is conscious of the need to ensure that Catholic ethos is to the fore of all areas of school life and the work of Margaret Aylward. During the academic year, 2022 – 2023, a new ethos and faith-based leadership programme has been incorporated into Transition – Alpha Leadership. This wonderful programme has ensured links with our parish centre and Holy Rosary Church have been strengthened. Important organisations such as SVP and YSI have been expanded and are integral within our school. The newly formed School Ethos Team, led by school Deputy Principal, Louise O’ Sullivan, established in April 2023, will set about focusing on the following from April 2023 – June 2024:

1. School Ethos Team
2. Mission Statement
3. School Moto/Prayer/Song
4. Visual presence (mosaic/painting/sculpture) in main foyer of new school building of Margaret Aylward
5. Greater links between school and key constituents – parish centre and Holy Rosary Church, feeder primary schools, Le Chéile Schools Catholic Trust
6. Immersion Trip for Fifth Years

Appendix 13

Special Education & Additional Needs (S.E & A.N) Action Plan, 2021 – 2024 (this is linked in with our existing S.E & A.N/ Inclusion policy)

The provision of S.E & A.N within St. David's Holy Faith Secondary School, Greystones is and has always been a high priority. This school is very consistent with its provision and care for students with S.E & A.N with approx. 120 students in receipt of S.E & A.N provision within the school (21% of total student population in 2018 – 2019 of 565 students and declining to 16.5% of total student population in 2022 – 2023 of 732 students). The school has deficiencies regarding several main areas:

- C.P.D for teaching staff on team – teaching to deliver for all students and ultimate roll – out of team teaching
- Ensure team – teaching is implemented across the board, in all year groups, in three core subjects of English, Gaeilge, Mathematics (September 2021 – May 2024 with full implementation effective September 2024)
- Administrative hours for A.P. 2 post-holders are not in line with requirements (10% of S.E & A.N allocation) to equate to 14 – 16 hours annually by September 2024
- Increase in provision of S.N.A from one to two during this three-year plan
- Completion of student details online (VSware for staff to access) – this plan took nine months to complete (December 2021 – September 2022)
- Completion of Student Support Files (S.S.F) for all students in receipt of S.E & A.N over eighteen months (October 2022 – January 2024) with a total of 124 S.S.F to be completed
- Training of a third member of the teaching staff to qualify as a teacher of S.E & A.N (staff member started this course in September 2022 – May 2023).

C.P.D for teaching staff and linkages to team – teaching to deliver for all students

- Two hours workshop with Dr. Finn Ó Murchú – Monday, 16th January 2022 3: 40 p.m – 5: 40 p.m
- Dr. Ó Murchú is the leading academic in team teaching in the State. He provided a workshop for all staff on team – teaching: what it is? How it works? The different types of team – teaching that exist?
- This is the first phase of staff C.P.D over the course of the next two years
- One full day C.P.D for staff – Friday, 8th September 2023 with Dr. Finn Ó Murchú 9 a.m. – 3: 35 p.m
- Dr. Ó Murchú will work with all teachers of English, Gaeilge and Mathematics for two hours (periods 1 & 2); observation of team – teaching classes in English, Gaeilge and Mathematics for two hours (periods 3 & 4); whole-staff workshop with Dr. Ó Murchú on progress within school
- Additional staff C.P.D for staff planned during academic year, 2023 – 2024 with two x two hours sessions planned for Friday, 24th November 2023 & Friday, 9th February 2024.

The school has three sets of whole-school assessments annually. Exams finish at 10: 50 a.m. on the last Friday with the November and February assessments and senior school management is committed to providing staff with additional opportunities to attain C.P.D on these two said dates. The school exercised this for the first time on Friday, December 2nd, 2022, with C.P.D on google classroom led by and facilitated by the Digital Learning Team in the school.

Team – Teaching & Three Years Plan, 2021 – 2024

School management and the S.E.N team have implemented a three year plan which consists of full roll out of team – teaching from the school's S.E & A.N allocation in core subjects of English, Gaeilge, Mathematics; full C.P.D for all teaching staff on team – teaching; completion of uploading of S.E & A.N reports/education assessment reports and additional documents on VSware for all staff; completion of S.S.P for all students. School management is cognisant of the need of full staff training in order for team – teaching to be truly effective.

- Team teaching focus on English, Irish, Maths during the academic year, 2021 – 2022 was 18 out of 53 periods, team teaching (34%)
- Team teaching focus on English, Gaeilge, Mathematics during the academic year, 2022 – 2023 increased to 33 out of 58 periods, team teaching (57%)
- Team teaching focus on English, Gaeilge, Mathematics proposed, academic year, 2023 – 2024 to increase to 60 out of 62 periods, team teaching (97%)

It is envisioned by 2024 – 2025 team teaching will be embedded within these three core subjects of English, Gaeilge, Mathematics. The school is committed to extending C.P.D and team teaching to several other subject areas from 2025 onwards.

Administrative hours for A.P. 2 post-holders are not in line with requirements (10% of S.E & A.N allocation) to equate to 16 hours annually by September 2024

As of September 2021, and 2022 the school provides approx. 11 hours administrative time allocation. The sheer volume of work required by the S.E. and A.N Department requires administrative hours within school timetables for post – holders. The school is committed to ensuring the 10% allocation will be in place by September 2024. School senior management is committed to increasing administrative hours to approx. 14 hours in September 2023 and to maximum of 16/17 hours in September 2024.

Increase in provision of S.N.A from one to two during this three-year plan

The school secured, for the first time in six years, a S.N.A in October 2021 and recruitment followed in November 2021. The school has eight students with primary care needs. The school contacted the N.C.S.E, with a view of securing an additional S.N.A, in April 2022. This process took a total of seven months and an exceptional review for S.N.A provision was dated for January 2023. The school received the news on the 10th February 2023 that a second S.N.A was sanctioned. The school is hopeful of appointing a second S.N.A by Easter 2023.

Completion of student details online (vsware for staff to access) – this plan took nine months to complete (December 2021 – September 2022) and completion of Student Support Files (S.S.F) for all students in receipt of S.E & A.N over eighteen months (October 2022 – January 2024) with a total of 124 S.S.F to be completed

This work is on-going and continues with the S.E & A.N Department and overseen by the post-holders.

From December 2021 – September 2022 the S.E and A.N Department completed the following:

- Student Files for each student with identified learning needs; students with educational assessment/O.T/educational psychological reports, completed and uploaded onto vsware for staff members to view

From October 2022 – January 2024 the S.E and A.N Department is now in the process of the following:

- Student Support Plans for each student with identified learning needs; students with educational assessment/O.T/educational psychological reports, to be completed for all students. All stakeholders are involved – students, teaching staff, S.E & A.N Coordinators, parents/guardians, senior management.

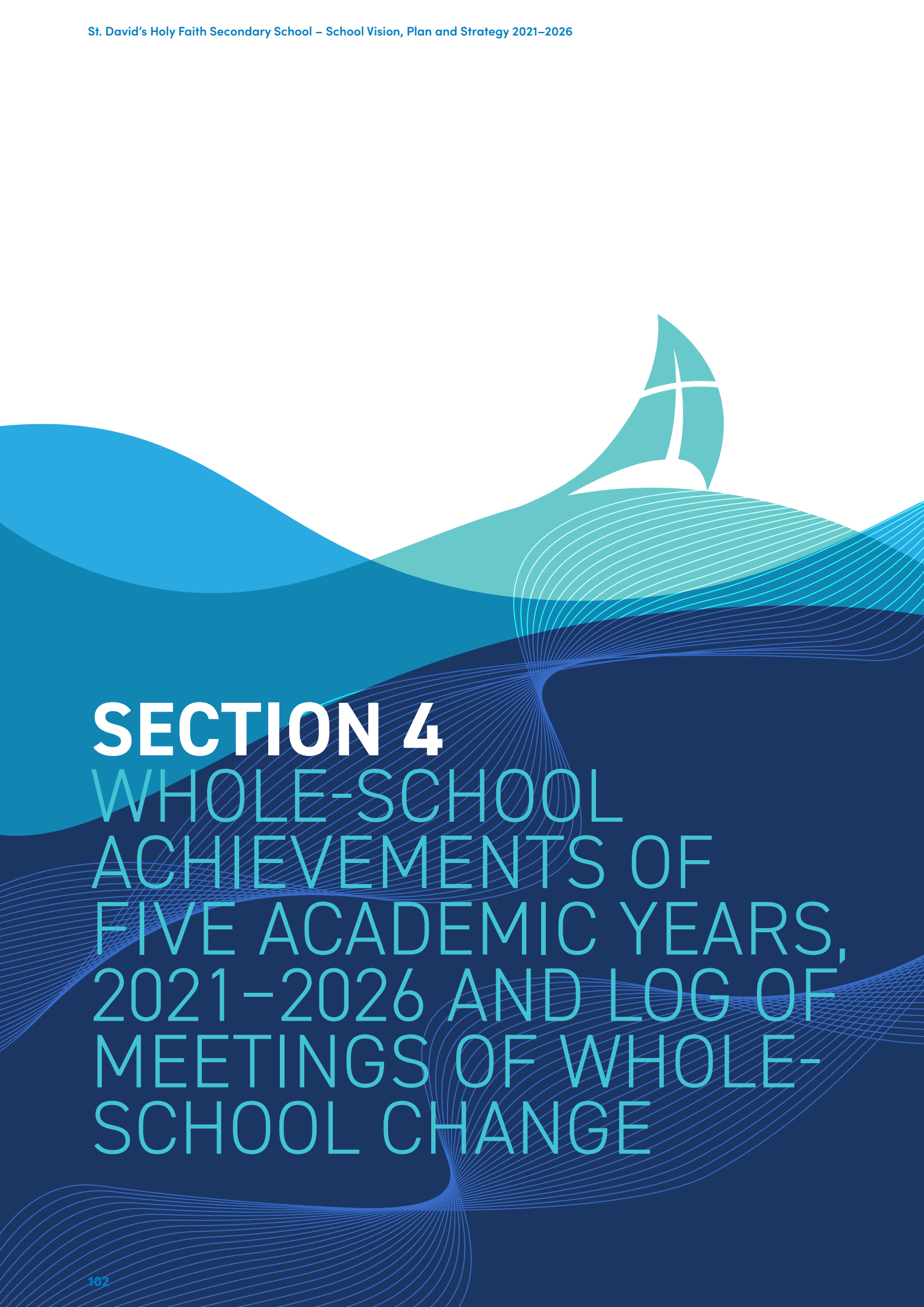
Training of a third member of the teaching staff to qualify as a teacher of S.E & A.N

More staff training on national S.E & A.N training courses required. Currently, we have two staff members fully qualified, with a third staff member, during the academic year, 2022 – 2023 pursuing this course. The school is committed to training at least one further staff member between now – 2025.

Staff training on S.E & A.N & how to cater for specific needs in the classroom to be prioritised and the training for S.E.T teachers on how to appropriately support learning needs in resource classes. There are on-going difficulties with recruiting staff, who are fully qualified teachers with S.E & A.N, is an on-going difficulty. The school has advertised on five occasions, (2021 – 2022; 2022 – 2023) for a full F.T contract over the past two years and received zero applications.

Allocation of S.E & A.N (2022 – 2023)

1. Team Teaching – 33 hours per week
2. Exempt Irish classes & exempt foreign language classes (with L.S) – 25 hours per week (E.I classes) & 9 hours (E. F. L classes) – 34 hours per week
3. Year Head admin time – 12 hours per week
4. Guidance Counsellor (additional hours beyond G.C allowance) – 10 hours per week
5. S.E & A.N administrative hours – 12 hours per week
6. Learning Support and Resource Hours – 38 hours per week
7. Additional Learning Support/Resource Hours (from three term rotational loop) – 6 hours per week



SECTION 4

WHOLE-SCHOOL ACHIEVEMENTS OF FIVE ACADEMIC YEARS, 2021–2026 AND LOG OF MEETINGS OF WHOLE- SCHOOL CHANGE

Appendix 14

Staff Leadership Strategic Plan, 2021–2026

(April – November 2023)

This action plan, focuses on staff leadership, in all areas.

There are two key areas that this process focuses on:

1. Formal Staff Leadership with the school's post-holders (A.P. 1 & A.P. 2 personnel)
2. Informal Staff Leadership, outside of the school's post-holders (staff members leading initiatives, volunteering, coaching and mentoring in all areas of school life)

Formal Staff Leadership

- Roles and Responsibilities
- Monthly Meetings
- Annual Review
- Professional identity

Informal Staff Leadership

This component of the action plan acknowledges the great work of staff in all areas of school life centred on the following areas

1. Whole-school review of posts of responsibilities (needs & priorities and roles & responsibilities)
2. Uniform
3. e-Tender and Procurement
4. School Vision and Strategic Plan '21 – '26
5. Teaching and Learning/Curriculum Team
6. Ethos Team
7. Subject Department with rotational Subject Coordinators
8. Sports and arts coaches
9. Study Coordinator and team of staff
10. Student Support Team/Care Team
11. Year Heads
12. Wellbeing

Additionally, this plan will also show a Log of C.P.D for staff in all areas (subjects, Wellbeing/S.P.H.E, First Aid, S.E & A.N, Subject Associations, Digital T & L/Google Classrooms, Droichead, J.C.T, Croke Park Hours)

The school Principal commenced work on this key area of staff development from April 2023.

Whole – School Achievements: Academic Year 2021–2022

1. Whole school policies

A total of 22 whole-school policies reviewed or written for the first time (8 of which were new) Student Leadership; Sport; Arts; Well-being; Trips & Tours; Transition Year; Suspension & Expulsion; Substance Use.

2. Whole-school review of posts of responsibilities, contract and duties, and appointment of new posts

The school, led by school senior management, engaged in the nine-step process, as per circular 0003/2018, of whole-school review. An additional three posts (two new A.P1s and one new A.P2s) were awarded to the school. Due to a resignation in August 2021 a further A.P1 was also available.

All post holders were issued either new contracts or contracts for the first time. Two post holders re-negotiated their duties, resulting in complete change of duties or extension of duties.

New positions included Sports; Well-being; Arts; Induction (staff and students) – See Appendix 6.

3. New school uniform, school jacket and P.E gear

The school principal led three teams consisting of parents/guardians with senior management; staff team and senior management; students (two teams – Student Council and Senior Student Liaison Team) and senior management over the course of six months which involved thirty seven meetings (September 2021 – February 2022), two staff meetings, countless phone calls and emails leading to the design of a new school crest, new school uniform and new P.E uniform which was designed from February – April 2022 and rolled out during the start of the academic year, 2022 – 2023 for First, Second, Transition and Fifth Years. Full uniform roll out will apply to all year groups from September 2023.

4. Sponsorship deals with six local businesses

As part of the development of a whole-school Sports policy, the school engaged in seeking and ultimately in working with local businesses and gaining sponsorship for school jerseys, to the value of €11,000 for all competitive sports teams in rugby, soccer, gaelic football and basketball.

5. School building work

A total of €18.5 million (increase from original €14 million) will be spent on the school building which will ultimately provide for a state-of-art school building and sports arena, and a new roof. The project, initially designed to take twenty months, will take a total of thirty months (planned completed date-line March 2023). The school building, prior to development, consisted of a two-storey building consisting of forty classrooms, a small staff room, tearoom, library and dining room. Sport was facilitated within a small concert hall. Once the school is completely refurbished and the two new buildings completed, the school will accommodate a total of 750 students and more than double in size.

From the academic year, 2023 – 2024, the school will commission work to complete outdoor sports and leisure facilities (Astroturf). This work will allow the school to increase its scope and provision of sports, first delivered from September 2022, as part of the whole school sports policy.

6. Establishing monthly meetings b/n A.P.1 and A.P.2 post-holders and senior management

Monthly senior management and middle management meetings were time-tabled for the first time, during the academic year, 2021 – 2022. Agenda for said meetings completed and emailed to all up to

three days prior to meeting, minutes taken and shared amongst all, and provided to staff on A.P.1 and A.P.2 meetings with senior management.

For the academic year, 2022 – 2023, these monthly meetings between senior management and A.P.1 post – holders were maintained but changed to once per two months, following agreement between senior management and A.P.2 post – holders.

7. New school website

Launched in May 2022 (with background work commencing from December 2021) a complete overhaul of the website was undertaken. The new school crest, new school colours, and extensive branding were applied and imprinted on the school website.

8. One-hour classes introduced

Introduced in August 2021 by school management following staff consultation from March – May 2021. Review took place in May 2022.

9. Employment of the school's first S.N.A. in six years and opening sensory room

Following an exceptional review of S.N.A services in the school, of which there was no S.N.A the school was sanctioned one S.N.A in October 2021. This was position was advertised and Rachel Flynn was employed from November 2021.

Academic Year 2022–2023

Whole – School Targets: Academic Year 2022 – 2023

1. Roll out of new arts and sports programme (see Appendix 4 & 5)
2. Devise and implement a whole school vision and development plan, ratified by the B.O.M
3. New annual school tours for Second, Third and Fifth Years (return of Transition Year European trip) established
4. Roll out of new S.S.E (2022 – 2026) programme
5. Set-up Ethos Team and commence work on Ethos Plan, 2023 – 2026
6. New whole school policies (Subject Choice and subject levels, Base Classes, Disclosures/ Whistleblower, Exchange) passed by the B.O.M (February 2023)
7. Introduced monthly whole – school assemblies
8. Establish five, one week Wellbeing Weeks (Friendship; Mental Health; Diversity; Active Schools; Safety Week)
9. New Board of Management (2022 – 2025) established in October 2022
10. Employment of a part-time librarian
11. Application, sanctioning and employment of a second S.N.A (following an exceptional review by the N.C.S.E)
12. Completion of school building work (October 2020–May 2023)
13. Implementation of three years action plan on S.E & A.N Plan 2021 – 2024
14. Recruitment and appointment of second Deputy Principal
15. Appointment of two new A.P.2 positions

Academic Year 2023–2024

Whole – School Achievements: Academic Year 2023 – 2024

1. Appointment of a second Deputy Principal
2. Establishment of new Curriculum Team with the Deputy Principal and school team to focus on Teaching and Learning: subject department planning (common whole school templates), Teach – Meet to be implemented in all subject areas and incorporated within subject department planning and form part of collaborative engagement of all subject areas, senior school management (principal and deputy principal) will view, one lesson, for all teachers in this academic year, 2023 – 2024. Its purpose is to ascertain methodologies/pedagogies and teaching styles by all teaching staff to feed into Curriculum Development.
3. Sixth-Year parent – teacher meetings to include student (trial this for parent – teacher meetings, October 2023)
4. Astro – Turf development
5. Opening of new school building
6. Establishment of alumni/P.P.U
7. Set-up Teaching and Learning/Curriculum Team
8. Restore the annual Open Night
9. Immersion Trip 2024 (June 2024 – Fifth Year students)
10. Full completion of three-year S.E & A.N action plan (to be completed by June 2024) – this programme has run from September 2021 – June 2024
11. Full implementation of student support file by post – holders, accessible via vsware, inclusive of details on diagnosis and report, of students, if applicable
12. Student Support Plan completed for all students (commenced December 2022 – completion set for January 2024)
13. C.P.D for all English, Gaeilge, Mathematics staff on Team Teaching
14. Full administrative support (10% of S.E & A.N allocated hours) implemented by September 2024 for teachers, inclusive of post – holders, involved in working with students with S.E and A.N supports
15. Training for Special Education qualification by a further staff member by September 2024 (one staff member training academic year, '22 – '23)

Logs of Meetings – New school uniform/P.E gear

Academic Year, 2021–2022

1. Principal and Deputy Principal meeting on new uniform/P.E uniform to strategise the six months plan (Monday, 6th September 2021)
2. Principal and Sr. Rosaleen of Holy Faith Congregation telephone meeting on plans to change school crest (Tuesday, 7th September 2021)
3. Principal and senior student liaison team of Head Girl, Paris; Head Boy Michael; Deputy Head Girl Hollie and Deputy Head Boy Maks meeting 1 (Thursday, 9th September 2021)
4. Principal, Deputy Principal meeting 1 with six parents' team (Tuesday, 21st September 2021)
5. Principal, Deputy Principal meeting 1 with six staff team on uniform (Thursday, 23rd September 2021)
6. Principal, Deputy Principal meeting 2 with six parents' team (Tuesday, 28th September 2021)
7. Principal, Deputy Principal meeting 3 with six parents' team (Thursday, 7th October 2021)
8. Principal, Deputy Principal meeting 2 with six staff team on uniform (Friday, 8th October 2021)
9. Cluster Team Meetings held with 20% of students from each of the six-year groups held over the course of Friday, 8th October 2021 to obtain qualitative data. Principal outlined to all attendees the purpose of the meeting and left with the six meetings held in the dining area and chaired by Head Boy Michael (x 2 meetings), Head Girl Paris (x 2 meetings), Deputy Head Boy Maks (x 1 meeting) and Deputy Head Girl Hollie (x 1 meeting). In total 123 students, representing all six-year groups, were involved in the cluster meetings and all data was logged and along with surveys, fed into the next set of meetings conducted in October and November 2021
10. Principal, Deputy Principal meeting 4 with six parents' team (Thursday, 14th October 2021)
11. Principal and senior student liaison team of Head Girl, Paris; Head Boy Michael; Deputy Head Girl Hollie and Deputy Head Boy Maks meeting 2 (Friday, 22nd October 2021)
12. Principal, Deputy Principal meeting 3 with six staff team on uniform (Tuesday, 2nd November 2021)
13. Staff Meeting on uniform and P.E gear to all staff (Wednesday, 3rd November 2021)
14. Principal and Paul Callaghan of Uniform Shop meeting 1 (Monday, 8th November 2021)
15. Principal, P.E Dept and parents team meeting (Wednesday, 10th November 2021)
16. Principal, Deputy Principal, parents' team and Paul Callaghan of Uniform Shop meeting 1 (Monday, 15th November 2022)
17. Principal and Paul Callaghan of Uniform Shop meeting 2 (Friday, 19th November 2021)
18. Principal, Deputy Principal, P.E Dept meeting (Friday, 19th November 2021)
19. Principal and Deputy meeting to analyse data from surveys and cluster meetings dated from October – staff, students, parents/guardians and Cluster meetings (Monday, 22nd November 2021)
20. Principal and senior student liaison team of Head Girl, Paris; Head Boy Michael; Deputy Head Girl Hollie and Deputy Head Boy Maks meeting 3 (Tuesday, 30th November 2021)
21. Principal, Deputy Principal, P.E Dept meeting (Tuesday, 30th November 2021)
22. Principal and Student Council meeting 2 (Wednesday, 1st December 2021)
23. Principal, Deputy Principal meeting 4 with staff team on uniform (Friday, 3rd December 2021)
24. Principal, Deputy Principal, P.E Dept meeting (Monday, 6th December 2021)
25. Principal, Deputy Principal and parents team meeting 5 (Thursday, 9th December 2021)
25. Principal, Deputy Principal, P.D Dept and Paul Callaghan from Uniform Shop meeting (Tuesday, 14th December 2021)
26. Principal and staff team meeting 5 (Monday, 20th December 2021)
27. Principal, Deputy Principal meeting with parents' team 6 (Monday, 10th January 2022)

28. Principal, Deputy Principal and Student Council Meeting 3 (Monday, 17th January 2022)
29. Principal, Deputy Principal and senior student liaison team of Head Girl, Paris; Head Boy Michael; Deputy Head Girl Hollie and Deputy Head Boy Maks meeting 4 (Thursday, 20th January 2022)
30. Principal and Fifth Year Prefects meeting (Tuesday, 25th January 2022)
31. Principal, Deputy Principal, and staff team meeting 6 (Wednesday, 26th January 2022)
32. Principal, Deputy Principal, and parental team meeting (Monday, 31st January 2022)
33. Principal and Paul Callaghan of Uniform Shop meeting (Friday, 11th February 2022)
34. Principal, Deputy Principal, and staff team meeting 7 (Wednesday, 16th February 2022)
35. Principal, Deputy Principal, and parental team meeting 7 (Thursday, 17th February 2022)
36. Principal, Deputy Principal, and senior student liaison team meeting (Friday, 18th February 2022)
37. Principal and Deputy Principal final meeting on uniform review process (Monday, 28th February 2022)

Student/Staff/Parents and Guardian Surveys

- On Tuesday, 5th October 2021 all students were emailed a google docs survey on new school uniform. Out of 671 students, 521 surveys were completed and received by the school by deadline, Friday, 8th October 2022.
- On Thursday, 7th October 2021 all parents/guardians were emailed a google docs survey on new school uniform. Out of 671 students (approx. 1,300), 315 surveys were completed and received by the school by deadline, Monday, 11th October 2022.
- On Thursday, 14th October 2021 all staff were emailed a google docs survey on new school uniform. Out of 65 staff, 58 surveys were completed and received by the school by deadline, Monday, 18th October 2022.

Student Cluster Meetings

Held on Friday, 8th October 2021 with a total of 123 students partaking in clusters, based on each year group.

Staff Meeting

Held on Wednesday, 3rd November 2021 for 1.5 hours in which staff had new proposed school crest and new uniform. Staff team members answered questions.

Board of Management Meetings

B.O.M approved review of school uniform and proposed changes to school crest – Wednesday, 8th September 2021

B.O.M updated on uniform review – Tuesday, 5th October 2021

B.O.M approved school crest change – Thursday, 21st October 2021

B.O.M updated on uniform proposed changes – colour, jacket, skirt, trousers, jumpers, tie and shirt – Monday, 22nd November 2021

B.O.M updated on P.E uniform updates – Monday, 20th December 2021

B.O.M on all aspects of school uniform – Monday, 24th January 2022

B.O.M approves new school uniform, new school P.E gear, new school jacket with new school crest – Monday, 7th March 2022.

Logs of Meetings – School Vision & Strategic and Developmental Plan, 2021–2026

Academic Year, 2022–2023

1. Principal, Deputy Principal opening team meeting on structure of this plan (7th September 2022)
2. Principal, Deputy Principal and Teaching Staff (four teachers) opening team meeting (15th September 2022)
3. Principal and Student Liaison Team (Head Girl, Head Boy, Deputy Head Boys and Girls (x 4) opening meeting (23rd September 2022)
4. Principal, Deputy Principal review team meeting on this plan (30th September 2022)
5. Principal briefing the newly formed Parents and Teachers Association (P.T.A.) meeting on what this action plan and strategic plan for the school is about and looking for parental volunteers (11th October 2022)
6. Principal, Deputy Principal and Teaching Staff (four teachers) second team meeting (13th October 2022)
7. Principal briefed the school's Board of Management (25th October 2022)
8. Principal and Student Council members (15 of the 18 members) opening meeting (26th October 2022)
9. Principal and Student Liaison Team (Head Girl, Head Boy, Deputy Head Boys and Girls (x 4) second meeting (27th October 2022)
10. Principal, Deputy Principal and Teaching Staff Team (four teachers) third team meeting (14th November 2022)
11. Principal, Deputy Principal and Parent/Guardian Team meeting (four parents) first team meeting (22nd November 2022)
12. Principal and Student Council members second meeting (25th November 2022)
13. Principal and Deputy Principal review team meeting (30th November 2022)
14. Principal, Deputy Principal and Teaching Staff Team (four teachers) fourth meeting (7th December 2022)
15. Principal, Deputy Principal and Year Heads (6 x A.P.1 post holders) (7th December 2022)
16. Principal and two team leaders (Matthew Lawless and Mike O' Neill) from Student Council Meeting (8th December 2022)
17. Staff Meeting briefing and workshop (Monday, 12th December 2022)
18. Principal, Deputy Principal A.P. 2 post holders (8 x A.P 2 post-holders) (14th December 2022)
19. Principal, Deputy Principal and Parent/Guardian Team meeting (four parents) second team meeting (15th December 2022)
20. Principal and Deputy Principal meeting (Monday, 16th January 2023)
21. Principal, Deputy Principal and Student Council Meeting (Tuesday, 24th January 2023)
22. Principal and Student Liaison Team (Head Girl, Head Boy, Deputy Head Boys and Girls (x 4) third meeting (Thursday, 26th January 2023)
23. Principal, Deputy Principal and Teaching Staff Team (four teachers) fifth meeting (Friday, 27th January 2023)
24. Principal, Deputy Principal and Parent/Guardian Team meeting (four parents) third team meeting (Tuesday, 31st January 2023)
25. Principal and Deputy Principal review meeting of work to date (Tuesday, 7th February 2023)
26. Principal, Deputy Principal A.P. 2 post holders (8 x A.P 2 post-holders) (Wednesday, 22nd February 2023)
27. Principal and Deputy Principal review meeting (Tuesday, 28th February 2023)

28. Principal, Deputy Principal A.P. 1 post holders (6 x A.P 1 post-holders) (Wednesday, 1st March 2023)

29. Principal and Deputy Principal final meeting (Tuesday, 14th March 2023)

Board of Management meetings

B.O.M approval agreed on Thursday, 7th September 2022

B.O.M update provided by Principal on Tuesday, 25th October 2022

B.O.M update provided by Principal on Thursday, 15th December 2022

B.O.M update provided by Principal on Tuesday, 28th March 2023 and approval for School Vision and Strategic Plan 2021 – 2026 by B.O.M on Tuesday, 28th 2023.

Staff Meetings

Staff workshop on October 12th, 2022, to garner feedback on five pillars/strands to Vision Component (Section 2)

Staff workshop on December 12th, 2022, to seek feedback and amendments to Sections 1 & 2

Staff workshop on March 7th, 2023, to action plans/areas of actions needed

A total of twenty-one emails from staff on additional feedback received from December 2022 – February 2023 and thirty – seven in person feedback on school vision and strategy, '21 – '26.

Parent and Staff Association

Principal outlined Vision and Strategy Plan 2021 – 2026 to all members, 3rd October 2022

Principal outlined the end process to all members, 22nd March 2023.

Student/Staff/Parents and Guardian Surveys

Surveys issued to all staff on 13th March 2023 to all staff on impact of Covid 19 on staff; surveys issued on the 14th March 2023 to eight base classes (for students, out of twenty – seven base classes) representing 31.5% of student population on impact of Covid – 19 on their learning; surveys issued to all parents and guardians on 22nd March 2023 on impact of Covid-19 on their child's(rens') learning and motivation.



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