



Loreto Secondary School, Wexford

School Plan 2021/2022

incorporating

Policies and Self Evaluation

Introduction

This document falls into two parts.

The first part, sections 1 to 8, contains all the **policies** that govern the way the school operates and cares for all members of its community. These policies have all been ratified by the school's Board of Management (BOM) on an ongoing basis since 2002 following consideration by the different stakeholder groups – students, parents and staff. Many policies have also been prepared in accordance with the requirements of the Department of Education and Skills (DES) and the Loreto Trustees. A number of policies are formally reviewed every year at the request of the BOM.

The second part, section 9, has **school self-evaluation** as its primary focus. This section recognises that the school must systematically examine its practices, procedures and performance to ensure that the best possible provision can be made for all stakeholders within the context of the resources at the school's disposal. It involves considerable consultation with students, parents and staff to obtain feedback on how the school is perceived to be performing. This feedback in turn will shape the scope and nature of school policies as set out in section one of the school plan. A key component of self-evaluation will be the building up of quantifiable data to act as a bedrock for well-informed decision- making.

The development of the school plan is a shared responsibility of students, parents, staff and BOM. Within this school, the driving force for this task is the School Planning Group. This group meets on a weekly basis and is made up of student, parent, staff and management representatives. Its primary brief is to discuss and draft documents for consideration by the stakeholder groups. The feedback from stakeholder groups is then taken into account before a final document is submitted by the group to the BOM for decision.

The School Planning Group is assisted by the work of a Deputy Principal who has the following specific responsibilities relating to educational matters:

- To develop an in-depth understanding of national developments in relation to educational matters – teaching, learning, assessment, evaluation, curriculum, access and provision, DES circulars and DES inspection reports
- To actively liaise with all school partners – staff, students, parents and Board of Management - to ensure that they are made aware of national developments in education and to facilitate discussion thereof
- To engage in academic research to assist in the school's educational development and to provide all necessary quantitative tools for this purpose
- To work with the Principal and the School Planning Group to review, update and implement all school policies and procedures
- To work with the Principal in leading all school partners, particularly subject departments, through an ongoing, thorough and meaningful self-evaluation process so as to maximise the teaching and learning outcomes for all, with particular reference to the following:
 - Continuing Implementation of School Self-Evaluation 2016-2020 - DES Circular 0040/2016
 - School Self-Evaluation Guidelines 2016-2020 Post-Primary - DES Inspectorate
 - Looking at Our School 2016. A Quality Framework for Post-Primary Schools - DES Inspectorate
- To observe and report on best practice in other educational environments, both domestic and international
- To fulfil all responsibilities in accordance with the ethos and traditions of a Loreto school

Section		Last BOM review or update	Next BOM review
	Introductory notes	June 2021	
1	Mission, vision, aims		
1.1	Mission statement	May 2009	
1.2	Vision	September 2018	
1.3	Aims	September 2014	
1.4	The Health Promoting School	September 2017	
2	Context factors		
2.1	School	June 2021	
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2.3	Equal Status Acts, 2000 – 2004	September 2013	
3	Curriculum		
3.1	Curricular provision	June 2021	
3.2	Transition Year (TY)	September 2020	September 2021
3.3	Leaving Certificate Vocational Programme (LCVP)	September 2016	
3.4	Curricular planning and co-ordination	September 2016	
3.5	Information Technology (IT)	May 2018	
3.6	Communication / Teaching and Learning Platform	February 2021	
3.7	IT Acceptable Use	April 2018	
3.8	Extra-curricular activity	September 2020	
3.9	Religious Education	September 2017	
3.10	Wellbeing	September 2019	September 2021
3.11	Relationships and Sexuality Education (RSE)	January 2019	
4	Care and management of students		
4.1	School and class size	September 2020	
4.2	Admission Policy	November 2020	
4.3	Code of Behaviour	February 2022	
4.4	Anti-bullying	September 2017	October 2021
4.5	Class Teachers, Year Heads and Student Care Co-ordination Team	June 2021	
4.6	Meitheal and Cara systems	September 2017	
4.7	Guidance Counselling	August 2020	
4.8	Whole- School Policy for Assessment, Monitoring, Reporting, Homework and Attendance	March 2022	
4.9	Whole-School Inclusion and Special Education Teaching	June 2021	

	(SET)		
4.10	Chaplaincy	September 2021	
4.11	Bereavement	October 2020	
4.12	Uniform and dress code	September 2016	
4.13	Student empowerment, involvement and representation	May 2022	
4.14	Basic classrooms and lockers	September 2015	
4.15	Suicide prevention	March 2020	
4.16	Substance use	March 2020	
4.17	Child protection and vetting of school personnel	February 2021	
4.18	Medical conditions affecting students	September 2019	
4.19	Critical Incident Management Plan (CIMP)	December 2018	
4.20	School library	September 2019	
4.21	Arrangements for the wearing of the brown school uniform and the official P.E.uniform	September 2018	
4.22	Healthy Living for Students	April 2022	
4.23	Administration of Medication	October 2019	
4.24	Health and Safety Control of COVID-19 Policy for students	September 2020	August 2021
5	Staff organisation and development		
5.1	Staffing levels	June 2021	
5.2	Teachers and curricular areas		
5.3	Staff empowerment, involvement, communication, representation and development	September 2020	
5.4	Dignity in the workplace – anti-bullying/harassment	September 2014	
5.5	Dignity in the workplace – anti-sexual harassment	September 2014	
5.6	(a) Induction of teachers new to the school (b) Student Teachers (c) The Droichead Programme	November 2018	
6	Community links		
6.1	Links with the local community	September 2021	
7	School management and organisation		
7.1	Leadership and Management	May 2020	October 2021
7.2	Organisational climate	October 2013	
7.3	Communication structures between home and school	September 2018	
7.4	Parents' Association	September 2014	
7.5	Planning, monitoring and evaluation structures	September 2018	
7.6	Organisation of the school calendar	May 2020	
7.7	Administrative personnel and school hours	September 2020	

7.8	Maintenance of the school plant and resources	September 2018	
7.9	Creating an environmentally-friendly school	June 2019	
7.10	Health and Safety Statement / Emergency Procedures	October 2019	October 2021
7.11	Smoke-free workplace	March 2004	October 2021
7.12	Insurance	September 2020	
7.13	Role and responsibility of the Board of Management (BOM)	September 2020	
7.14	Financial management and accountability	September 2014	
8	Appendices		
1	Notification to parents by teachers of a school tour/trip	June 2021	
2	Consent form	June 2021	
3	Meeting Report Sheet	June 2021	
4	Policy Review Schedule	June 2021	
5	Students' Council Constitution	September 2019	
6	Parents' Council Constitution	November 2007	
9	School self-evaluation to June 2021		
9.1	Introduction to school self-evaluation and timescale	April 2012	
9.2	Teaching and Learning: School Evaluation Report (Parents)	May 2012	
9.3	Teaching and Learning: School Evaluation Report (Past-students)	October 2012	
9.4	Teaching and Learning: School Evaluation Report (Teachers)	December 2012	
9.5	School Improvement Plan, 2013 - 2016	June 2015	
9.6	Progress in the implementation of recommendations of previous DES subject evaluations	May 2013	
9.7	Whole-School Evaluation – Management, Leadership and Learning (WSE-MLL) Summary of Inspection Report	October 2013	
9.8	School Uniform: Survey Report	March 2014	
9.9	Lunchtime Activity: Survey Report	April 2014	
9.10	Healthy Eating/Vending Machines: Survey Report	May 2014	
9.11	School Tour: Survey Report	May 2014	
9.12	Whole-School Evaluation – Management, Leadership and Learning (WSE-MLL) Progress Report on the implementation of recommendations and suggestions	December 2016	
9.13	Literacy: School Self-Evaluation Report and School Improvement Plan	May 2015	
9.14	Numeracy: School Self-Evaluation Report and School Improvement Plan	May 2015	

9.15	Teaching and Learning: School Evaluation Report (5th and 6th year students and parents)	November 2015	
9.16	School Self-Evaluation Report and Improvement Plan for 2016 – 2020	January 2017	
9.17	School Self Evaluation Report: Progress on School Improvement Plan for Numeracy 2015-2017	May 2017	
9.18	School Self Evaluation Report: Progress on School Improvement Plan for Literacy	May 2017	
9.19	Annual Report on the School Self-Evaluation Report and Improvement Plan for 2016 – 2020	February 2018	
9.20	Zeeko Trend Report	April 2018	
9.21	School Self-Evaluation Report on Mobile Phones	May 2018	
9.22	School Self Evaluation report on Student Attendance	October 2018	
9.23	School Self-Evaluation Report and Action Plan: Survey of 5th Year Students	March 2019	
9.24	School Self-Evaluation Report and Action Plan: Survey of staff, parents and students	May 2019	
9.25	Report on Focus Group Meetings with Students	June 2019	
9.26	Looking at Our Schools (LAOS) 2016 – Review of School Practices	June 2019	
10	School self-evaluation from August 2021		
10.1	Introduction, DES circular 0033/2021	September 2021	
10.2	School Plan, 2021/2022	September 2021	

Introductory notes

1

Throughout these policy documents, the term “parent” includes a foster parent, a guardian appointed under the Guardianship of Children Acts, 1964 to 1997, or other person acting in *loco parentis* who has a child in his or her care subject to any statutory power or order of a court and, in the case of a child who has been adopted under the Adoption Acts, 1952 to 1998, or, where the child has been adopted outside the State, means the adopter or adopters or the surviving adopter. (Education Act, 1998)

2

The following abbreviations are used in the School Plan:

AMCSS	Association of Management of Catholic Secondary Schools
AOM	Articles of Management for Catholic Secondary Schools
ASTI	Association of Secondary Teachers, Ireland
BOM	Board of Management
CID	Contract of Indefinite Duration
CSPE	Civic, Social and Political Education
DES	Department of Education and Skills
FSSU	Financial Services Support Unit
GDPR	General Data Protection Regulations, 2018
HSE	Health Service Executive
IBVM	Institute of the Blessed Virgin Mary
ICT	Information and Communication Technology
IEP	Individual Education Plan
ISM	In-School Management
JMB	Joint Managerial Body for Secondary Schools
LCA	Leaving Certificate Applied
LCVP	Leaving Certificate Vocational Programme
MOS	Microsoft Office Specialist
NCSE	National Council for Special Education
PE	Physical Education
PWT	Permanent Whole-time Teacher
RPT	Regular Part-time Teacher
RSE	Relationships and Sexuality Education
SPG	School Planning Group
SEN	Special Educational Needs
SENO	Special Educational Needs Organiser
SENST	Special Educational Needs Support Team
SCCT	Student Care Co-ordination Team
SLT	Subject Liaison Teacher
SPHE	Social, Personal and Health Education
TWT	Temporary Whole-time Teacher
TY	Transition Year

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The School Plan may be viewed on the official school website – www.loretowexford.com.
A hard copy of any policy is also available on request from the Principal.

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All policies are updated annually i.e. personnel changes, dates, numbers, by the Principal. Additionally, certain policies, or parts thereof, are formally reviewed each year by the BOM following consultation with staff, parents and students. Such areas are listed in Appendix 4.

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1.1 Mission Statement – that to which we aspire

Truth, freedom, justice, sincerity and joy – as relevant today in Loreto, Wexford as for Mary Ward in 1609.

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1.2 Vision

The Institute of the Blessed Virgin Mary (IBVM) was founded by Mary Ward (1585 – 1645) and introduced into Ireland by Frances Teresa Ball when she established the first house in Rathfarnham in 1821. The school in Wexford opened on 17 September, 1866.

Mary Ward’s vision was of the apostolic influence of women in time to come in families, in public life, and in the Church. Accordingly, she chose as her particular apostolate the education of girls.

This vision has been continued and enriched over the past four centuries as members of the IBVM and all those with whom they collaborate have responded to the changing needs of the Church and of society.

Throughout 2009, Loreto, Wexford was pleased to join its sister schools for the celebration of the 400th anniversary of the founding of the first IBVM/Loreto school.

The school celebrated its 150th anniversary in September 2016 with a range of activities, as follows:

Sunday 11	Concert 8.00 p.m. National Opera House, Wexford Booking details: www.nationalopershouse.ie Tickets: €10 All proceeds in aid of Wexford Hospice Homecare
Monday 12	The telling to all students in school of “ The Mary Ward and Teresa Ball Stories ”
Tuesday 13	Launch of the 150th Anniversary Book and the unveiling of the Loreto Commemorative Cake 7.00 p.m. Talbot Hotel, Wexford
Thursday 15	Re-creating an 1866 school day
Friday 16	150th Anniversary Mass 1.30 p.m. Rowe Street Church, Wexford Homily: Bishop Denis Brennan
Saturday 17	An Afternoon of Nostalgia 2.00 p.m. to 5.00 p.m. Ceremony of Welcome at 2.30 p.m. Loreto Secondary School, Wexford An opportunity for past-students to return to view the school
Tuesday 20	School Walk to Wexford Racecourse - fancy dress, music and bbq 12.30 p.m. Fundraiser for Loreto Secondary School, Rumbek, South Sudan

Wednesday 21	Aerial photo of the school community in the formation of “150” 12.00 p.m.
Thursday 22	“150 years done – what now for the future?” - panel discussion with invited contributors and audience 7.00 p.m. Talbot Hotel, Wexford
Friday 23	Classroom Party and Table Quiz 10.15 a.m. to 12.15 p.m. Anniversary Closing Prayers 12.15 p.m. School closes 12.30 p.m. Past and Present Staff Lunch 1.30 p.m.

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1.3 Aims

The educational aims of Loreto Secondary School, Wexford are:

- To offer a Catholic education that strives to liberate, empower and motivate students to use their individual gifts with confidence, creativity and generosity in a spirit of loving and responsible service.
- To promote the moral, spiritual, academic, social and personal development of students in consultation with their parents.
- To cherish all students equally regardless of ability, gender, creed, class or ethnic background.
- To encourage a pursuit of excellence appropriate to each student so that she may develop to the full her particular gifts.
- To offer a broad holistic curriculum to enable students to reach their full potential and to develop a love of learning.
- To give every opportunity to students to develop powers of critical reflection thereby building independence of mind as a means towards responsible citizenship.
- To nurture the aesthetic sense through the creative arts and an appreciation of heritage and culture.

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1.4 The Health Promoting School

This school is one that seeks to promote healthy lifestyles for all in a safe, supportive and non-threatening environment. Through its policies, procedures, activities and structures the school aims to create an environment in which:

- People feel valued
- Self-esteem is fostered
- There is respect, tolerance and fairness
- People in difficulty are supported
- There is open and honest communication
- Effort is recognised
- Difference and diversity are valued
- Conflict is handled constructively
- Social, moral and civic values are promoted
- Initiative and creativity are stressed

These aims are implemented in the daily transactions between management, staff, students and the wider school community.

This process is further enhanced by weekly timetabled classes in Wellbeing for each class group incorporating Relationships and Sexuality Education (RSE).

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2.1 School

From 1867 to 2017, the school was located on Spawell Road in Wexford town. It is a Catholic, single sex, girls' school with a total enrolment of 870. (September 2021). The legal owners and Trustees of the school are the sisters of the Institute of the Blessed Virgin Mary (IBVM), better known as the Loreto Sisters.

At this point in time, it is envisaged that there will be no change to either the single sex nature of the school or trusteeship.

The school moved to a new building and grounds at Pembroke Hill, Wexford in August 2018. The new school, catering for 900 students, was built as part of the Public Private Partnership Model (Bundle 5).



Pictures of the building of the new school are available on www.loreto-wexford.com.

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2.2 External factors

In the policy development and planning process, Loreto, Wexford recognises its responsibilities to its Trustees, the Loreto Sisters, and to the national legislative framework. In this latter regard, particular attention must be paid to the following:

Safety, Health and Welfare at Work Acts, 1989 and 2005
Education Act, 1998
Education (Miscellaneous Provisions) Act, 2007
Employment Equality Acts, 1998 - 2004
Education (Welfare) Act, 2000
Teaching Council Act, 2001
Equal Status Acts, 2000 - 2008
Education for Persons with Special Educational Needs Act, 2004
Vetting Acts, 2012 and 2016

Additionally, the school seeks to uphold and implement all agreements made at national level between the partners in education i.e. DES, Joint Managerial Body (JMB), the Association of Secondary Teachers, Ireland (ASTI), representative bodies of parents and students.

The school is also mindful of recommended best practice as outlined in inspection reports issued by the DES. To date, inspections have been carried out in the following subject areas:

Irish√
English*
Maths√
Science and Physics*
German*
Physical Education*
Music*
SPHE *
Business subjects*
French*
Leaving Certificate Vocational Programme (LCVP)*
Home Economics*

A Whole-School Evaluation: Management, Leadership, Learning* was conducted in May 2013.

To date, the school has had three incidental inspections – 13 March 2013, 4 November 2014 and 16 April 2018.

An inspection to check compliance with Covid-19 preventive measures was conducted on 6 November 2020 with the school being found to be 100% compliant. A copy of this report may be viewed on the school website.

√ paper copy available on request from the Principal

* can be viewed on the Department of Education and Skills website

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2.3 Equal Status Acts, 2000 - 2008

The Equal Status Acts, 2000 - 2008 apply to educational establishments and prohibit discrimination – be it direct, indirect or by association - on nine specific grounds:

- Gender – being male or female.
- Marital status – being single, married, separated, divorced or widowed.
- Family status – being pregnant or having responsibility as a parent in relation to a person under 18 years or as a parent or carer to an adult with a disability.
- Sexual orientation – being heterosexual, homosexual or bisexual.
- Religion – having religious beliefs or having none.
- Age – applies to everybody over 18.
- Disability – covers all physical, sensory and intellectual disabilities.
- Race – includes race, colour, nationality or ethnic or national origins.
- Membership of the Traveller community – being a traveller.

Four specific areas in which a school must not discriminate on the above grounds are:

1. The admission of a student.
2. The access of a student to a course, facility or benefit provided by the school.
3. Any other term or condition of participation in the school.
4. The expulsion of a student or any other sanction.

The Acts also prohibit harassment on the nine discriminatory grounds and sexual harassment. Schools are liable for discrimination and harassment committed by an employee in the course of their work, whether or not it was done with the school's knowledge or approval. The school's defence against such liability is the existence of policies and procedures in relation to harassment and discrimination. These are treated in detail in sections 5.4 and 5.5.

As long as they do not give rise to anything more than a nominal cost, schools must provide special treatment, facilities or adjustments to meet the needs of a person with a disability. This is outlined in section 4.2.

Under the terms of these Acts, an exemption applies to the gender ground in that single-sex schools are allowed. A further exemption concerns schools where the objective is to provide education in an environment that promotes certain religious values. Such a school can admit a student of a particular religious denomination in preference to other students.

The BOM of Loreto Secondary School commits itself to the principle of inclusiveness with regards to the provision of mainstream education for all (except where such provision would have a seriously detrimental effect on the provision of services to other students), respect for diversity and encouraging students to develop their ideas and values.

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3.1 Curricular provision

The school provides the following programmes of education for its students:

1. The Junior Certificate Programme (3 years)
2. The Transition Year Programme –compulsory for all students in and from September 2011 (1 year)
3. The Leaving Certificate Programme (2 years)
4. The Leaving Certificate Vocational Programme – optional as part of the Leaving Certificate programme

The change from an optional to a compulsory Transition Year Programme was made by the BOM in September 2007 following a period of consultation with the educational partners within the school.

The move reflected the reality of the situation in the school where, over the previous few years, the number taking Transition Year had been increasing rapidly e.g. 104 of a possible 120 students took Transition Year in 2007/2008. For the 2010/2011 academic year, 110 of 116 students opted to take Transition Year. Additionally, educational partners have been greatly influenced by national research findings indicating that students taking Transition Year do much better in the Leaving Certificate Programme than those who choose not to.

This overall provision is organised as follows:

1. The Junior Certificate Programme (3 years)

2014/2015 marked the commencement of the gradual introduction of the new Junior Cycle Student Award (JCSA), a process that will not be completed until 2022.

The new JCSA will see changes in every syllabus to incorporate certain key skills and statements of learning. Methods of assessment and certification will also change gradually.

Comprehensive information about these changes can be obtained on www.ncca.ie and www.juniorcycle.ie.

New syllabi will be introduced into 1st year as follows:

Phase	Subjects	Other areas	Introduced to 1 st year students in September:	First recorded on Junior Cycle Profile of Achievement in:
1	English		2014	2017
2	Science and Business Studies		2016	2019
3	Irish, French, German and Art/Craft/Design	Wellbeing*	2017	2020
4	Maths, Home Economics, History, Music and Geography		2018	2021
5	Technology Subjects and Religion		2019	2022

* incorporating PE, SPHE, CSPE and elements of Guidance

1st year from September 2020

The following core subjects are taken by all students:

1. Irish*
2. English
3. Maths
4. History
5. Geography
6. Religion
7. French or German
8. Business Studies
9. Science

In addition, students also select any 4 of the following optional subjects:

- French or German or Spanish
- Home Economics
- Music
- Art/Craft/Design
- Applied Technology or Graphics

All 1st year students will also study Wellbeing - incorporating Choir, Physical Education, Civic, Social, Political Education (CSPE) and Social, Personal, Health Education (SPHE), including Relationships and Sexuality Education (RSE).

* except those with a DES exemption

2nd and 3rd years from September 2019

The following examination subjects are studied by all students:

1. Irish*
2. English
3. Maths
4. History
5. Geography
6. Religion

Additionally, students take any four of the following subjects to examination level:

French	German	Business Studies	Science
Music	Art	Home Economics	Graphics
Spanish	Applied Technology		

All students will also study Wellbeing - incorporating Choir, Physical Education, Civic, Social, Political Education (CSPE) and Social, Personal, Health Education (SPHE), including Relationships and Sexuality Education (RSE).

* except those with a DES exemption

2. The Transition Year Programme (1 year)

This is a specially devised programme of study for students who have completed their Junior Cycle education.

This one-year educational programme offers the potential for the holistic development of young people as flexible learners, active citizens and future workers. It is an interdisciplinary programme with an emphasis on personal development, social awareness and increased social competence.

Students taking this option are given the chance to follow a school-developed course of study without the pressure of State examinations. The programme includes the following from September 2019:

Core subjects (36 periods per week)

<u>Subject</u>
Irish
English
Maths
French/German
Science
Home Economics
Library
PE
Religion
Business/Mini Company
I.T.
Guidance
Wellbeing
Music

Modular subjects (2 periods per week per group – total 6 periods per week)

Group 1 - students do 1 subject for the full year	Group 2 – students do all of the following	Group 3 – students do all of the following
<i>Art</i>	<i>Development Education</i>	<i>History</i>
<i>Photo/Video</i>	<i>Driver Theory Test – prep</i>	<i>Japanese</i>
<i>Musical Performance</i>	<i>Geography</i>	<i>Media Studies</i>
<i>Technology</i>	<i>Mindfulness</i>	<i>Public Speaking</i>
<i>DCG</i>	<i>Autocad</i>	<i>Manuela Programme</i>
<i>Politics and Society</i>	<i>Philosophy</i>	<i>Programming</i>
<i>Astrophysics</i>		

A particularly significant feature of the year is that all students follow the Microsoft Office Specialist (MOS) programme so as to equip them with a widely-recognised qualification in computer skills.

Work experience is a central part of the programme as are the many extra-curricular activities and outings in which the students participate.

Full details may be obtained by contacting the Programme Co-ordinator, Ms. U. Zimmermann, or by viewing the comprehensive programme on the school website – www.loretowexford.com

3. The Leaving Certificate Programme (2 years)

All students take the following subjects to examination level:

1. Irish*
2. English
3. Maths

They then select four of the following, also to examination level:

History	Geography	French	German	Religion
Business	Accounting	Economics	Home Economics	Music
Physics	Chemistry	Biology	Art	LCVP
Japanese	Technology	P.E.	Agricultural Science	Politics and Society

In 5th and 6th years, students also have timetabled classes in the following non-examination subjects:

Physical Education
Religion/Wellbeing (incorporating RSE in 5th and 6th years)
Guidance

* except those with a DES exemption

4. The Leaving Certificate Vocational Programme (2 years) – optional as part of the Leaving Certificate programme

An option available to students at this level is to undertake the Leaving Certificate Vocational Programme (LCVP) as a full school subject.

Spread over two years, the LCVP combines the academic strengths of the established Leaving Certificate with a new and dynamic focus on enterprise, the world of work, information technology and languages. It promotes the skills and qualities of self-reliance, innovation and enterprise in an integrated programme that will prove relevant to the lives of students on leaving school for further education, for employment and for self-employment.

Further details are available from the school's Programme Co-ordinator and in section 3.3.

General points

- It is school policy not to stream classes in 1st year. Classes are divided alphabetically.

- After 1st year, classes in Irish, English and Maths will be divided in accordance with the levels taken by students i.e. higher, ordinary or foundation. Classes in all other subjects will be of mixed ability.
- The greatest possible level of choice is given to students when selecting optional subjects for 2nd and 5th years in that subject groupings are not pre-determined by the school but emerge following an annual consultation process aimed at satisfying the greatest number of students.
- Students may avail of Supervised Study for 2.5 to 3.5 hours after school each day from Monday to Friday. The teachers-in-charge are Mr. Usher and Mr. Laffan.
- The Leaving Certificate Applied Programme (LCAP) is not currently available in the school. This position was reviewed by the school in the course of the 2018/2019 academic year. Following consultation with students and parents it was decided that there was insufficient interest to offer the programme at this stage. This matter will be reviewed further by the school in September/October 2021.
- School management and the teaching staff also keep under review the desirability and possibility of introducing new subjects to the school's curriculum, subject to the provision and funding by the DES of all necessary resources. To this end, three new subjects have been added to the school's curriculum from September 2018: Technology, Technical Graphics and Spanish. Additionally, P.E. was added as an optional examination subject from September 2020 with Agricultural Science and Politics and Society being introduced from September 2021.

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3.2 Transition Year (TY)

The school's TY programme may be viewed on www.loretowexford.com

It is a dynamic programme that adapts to annual evaluation, frequent monitoring and current conditions.

Further information may be obtained from the Programme Co-ordinator, Ms. U. Zimmermann.

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3.3 Leaving Certificate Vocational Programme (LCVP)

1. INTRODUCTION

1.1 RATIONALE

The Leaving Certificate Vocational Programme (LCVP) is an intervention designed to enhance the vocational dimension of the Leaving Certificate (established). The programme was introduced in 1994 in response to the challenge placed on Ireland's education system by a changing work and business environment.

1.2 AIMS

The primary goal of the LCVP is to prepare young people for adult life by ensuring that they are educated in the broadest sense. Throughout the programme students are encouraged to:

- Be innovative and enterprising and adapt to changing circumstances
- Take responsibility for their own learning
- Evaluate data and devise solutions to problems
- Communicate their thoughts and ideas effectively and work with others as part of a team
- Investigate and plan career options
- Use information and communications technologies

These skills and qualities are equally relevant to the needs of those preparing for further education, seeking employment or planning to start their own business.

2. PROGRAMME REQUIREMENTS

The Programme Requirements for students taking LCVP are:

- At least five Leaving Certificate subjects, one of which must be Irish. Since September 2004, students in Loreto, Wexford taking LCVP will do 7 Leaving Certificate subjects including LCVP.
- Two of the above subjects must be selected from one of the designated Vocational Subject Groupings
- Two Link Modules: Preparation for the World of Work and Enterprise Education
- A recognized course in a Modern European Language other than Irish or English

Link Modules is available to all students entering Leaving Certificate 1, provided that they meet the requirements as laid down by the DES.

Students studying the Link Modules are required to take six subjects, plus the Link Modules. These include Irish, English, Maths, two subjects from either the Specialist groupings or the Service groupings (Vocational Subject Groupings - VSG) and one other subject. If they are not taking a continental language as one of their subjects, they are required to take a module in a continental language.

Specialist Groupings

- Home Economics and Art
- Accounting, Business and Economics (any two)
- Home Economics and Biology
- Physics, Chemistry, Biology (any two)

Service Groupings

- Home Economics and a Business subject (Business, Accounting or Economics)
- Art and a Business subject (see above)
- Music and a Business Subject (see above)

3. THE LINK MODULES

3.1 LINK MODULE 1 – PREPARATION FOR THE WORLD OF WORK

Students will research and investigate local employment opportunities, develop job seeking skills such as letter writing, CV presentation, interview techniques; gain valuable practical experience of the world of work; interview and work shadow a person in a career area that interests them

3.2 LINK MODULE 2 – ENTERPRISE EDUCATION

Students will be involved in organising visits to local business and community enterprises; meet and interview enterprising people on - site and in the classroom; plan and undertake interesting activities that will build self - confidence, creativity, initiative and develop teamwork, communication and computer skills.

4. ASSESSMENT OF THE LINK MODULES

The Link Modules are assessed by Written Examination (40%) and by Portfolio of Coursework (60%).

The structure of the Written Examination is as follows:

Section A	Audio Visual Presentation
Section B	Case Study (received in advance by students)
Section C	General Questions (4 out of 6)

The Portfolio of Coursework accounts for 60% of total marks. Students assemble the portfolio over the two years of the programme and it is assessed at the end of the final year of the Leaving Certificate

Portfolio Contents

Core Items	Optional Items (any two)
* Curriculum Vitae	* Diary of Work Experience
* Career Investigation	* Enterprise Report
* Enterprise / Action Plan	* Recorded Interview / Presentation
* Summary Report	* Report on My Own Place

5. CERTIFICATION

LCVP students receive the same certificate as other Leaving Certificate students but their Certificate includes an additional statement of the results of the Link Modules. Grades for the Link Modules are as follows: Distinction 80%-100%; Merit 65%-79%; Pass 50% -64%.

The Link Modules are recognized in points terms by the Institutes of Technology and the Universities. The points are allocated as follows: Distinction 66 points; Merit 46 points; Pass 28 points.

6. CO-ORDINATION

Programme Co-ordinator: Ms. Ursula Zimmermann

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3.4 Curricular planning and co-ordination

Teachers of each subject area form themselves into departments. Each subject department appoints a Subject Liaison Teacher (SLT) each September who works in a voluntary capacity to fulfil the following responsibilities:

- To act as a contact person for that subject department
- To act as a spokesperson for that department
- To convene meetings of subject departments
- To keep records of subject department meetings

SLTs for 2021/2022 are as follows:

Subject	Liaison Teacher
Irish	Nigel Usher
English	Michelle Jordan
Maths	David Crowdle
History	Conor Goff
Geography	Joe Cummins
French	Ellen Lordan
German	Julie Nolan
Spanish	Sarah Smith
Japanese	Ursula Zimmermann
Art	Julie Busher
Science	Aoife Doyle
Physics	Brian Kilbride
Chemistry	Amy Cotter
Biology	Graham Grant
Agricultural Science	
Accounting	Alan Murphy
Business	Alan Murphy
Economics	Alan Murphy
Music	Angela Walton
Home Economics	Mary Griffin
Graphics	Finbar Laffan
Technology	Eoin Cummins
LCVP	*****
SPHE/Wellbeing	Emily de Roiste
Religion	Linda Jordan
Information Technology	Trish Curran
Physical Education	Elaine Mullen
Politics and Society	Laura Pheasey
Learning Support	Mark Mullen
Guidance	Catriona Foley

Departments meet formally three times per year in accordance with a schedule set out in the school calendar.

The purpose of these meetings is several-fold:

- To eliminate the possibility of professional isolation that may be felt by individual subject teachers
- To foster professional dialogue, debate and reflection
- To plan for the changing and increasing demands on schools
- To discuss resource requirements
- To discuss timetabling matters

- To decide on booklists
- To evaluate the quality of and approach to teaching and learning
- To advise on student allocations
- To empower subject teachers as educators and decision-makers
- To develop a sense of co-operation and collaboration
- To assist in the delivery of school policies at classroom level

As well as working on a department basis, the following areas of the curriculum each have a specific Co-ordinator who works closely with staff and management in the development of the particular area:

The Principal and Deputy Principals maintain close contact with all departments and co-ordinators and seeks to support teachers in every possible way in the discharge of their professional duties. This is done by holding meetings with all subject departments on a rolling basis throughout the school year.

All subject departments have a detailed written plan that is updated annually and kept under ongoing review and development.

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3.5 Information Technology (IT)

1. The school has appointed an Assistant Principal 1, Ms. Patricia Curran, with the following responsibilities:

Information Technology (IT) Co-ordinator:

(A) Maintenance and Development of IT Hardware and Software

In co-operation with external IT service providers, school management and staff:

- Ensuring that all IT equipment is in good working condition
- Maintaining an asset register of all IT equipment owned by the school
- Developing and maintaining a process for the systematic replacement of IT equipment in line with prescribed procurement procedures, school requirements and budgetary resources

(B) Teaching and Learning

- Organisation of continuous professional development for teachers in how best to implement the potential of IT in the classroom, especially in relation to E-portfolios
- Researching of best IT practice in other schools and the dissemination of same to the teaching and administrative staff
- Ensuring that all students are properly set up on Office 365 and are aware of its educational advantages and potential
- Managing of all Office 365 email accounts in co-operation with Assistant Principal 2.1 below
- Creating an awareness of and ensuring compliance with all copyright requirements
- Ensuring that all students and staff are aware of the school's IT Acceptable Use Policy and collecting and maintaining records of all signed documents in relation to same

2. All Transition Year students study the Microsoft Office Specialist (MOS) Programme as part of their curriculum.

3. Teachers make extensive use of IT in their teaching, having all been provided with surface pro tablet devices.

4. Weekly classes in IT have been introduced in 1st and 2nd years as part of the school's Wellbeing programme.

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3.6 Communication/Teaching and Learning Platform

DES Circular 0074/2020 requires ‘all schools to have in place a communication and learning platform that supports schools to respond in the event of a partial or full school closure in the future’. This document outlines, firstly, the digital capacity in the school and, secondly, the ways in which we can support remote teaching.

Overview

- The school has invested heavily in digital technology in recent years.
- The school has two computer rooms, 30 I-pads and 30 Surface Go devices for student use.
- Upon starting 1st Year, each student is provided with a Loreto login and an Office 365 account. This allows them to use the full suite of Microsoft Apps (Outlook, Word, PowerPoint, One Drive, One Note and MS Teams etc).
- Each student has their own school e-mail address.
- Each teacher is provided with a Surface Pro.
- Office 365 is used by teachers to upload, share and create subject content. It is also used to set and assess assignments, communicate with students and provide feedback on work submitted.
- Within MS Office, MS Stream is available to record lessons and share them with individual class groupings.
- Students use Office 365 to view notes, submit assignments, upload homework and communicate with their teachers.
- The school uses various methods to communicate with staff, students and parents/guardians – e-mail, text messaging and our school website, www.loretoxford.com.
- The school infrastructure is monitored by our I.T. Coordinator and SmartSchools.
-

School Closure – March 2020

The enforced school closure between March and June 2020 necessitated the greater use of Office 365 and the schools’ digital technology. The school used all of the above infrastructure to ensure the continuity of teaching and learning, as much as possible. As the closure was extended, greater engagement with online lessons, MS Teams and e-mail was evident. Student Assemblies and staff meetings were held on MS Teams while teachers became more comfortable with the apps available to them. During this time, staff and students were supported through online tutorials, delivered by our I.T. Coordinator. Where there were issues accessing Office 365, students were given a dedicated point of contact within the school in order to reset passwords and provide guidance. Year Heads, Deputy Principals and the Special Education Teaching Team liaised with students to ensure the highest level of engagement possible. The school also set up a number of Surface Go devices so that students could use them at home.

Remote Teaching and Learning – Survey

In May 2020, a detailed survey of students, staff and parents/guardians was conducted online. The purpose of this survey was to gauge the experience of all parties during the school closure, identify successes, areas of weakness and to aid planning for the 2020/21 school year. In summary, these surveys identified some common points, namely:

- Positive feedback in relation to the use of MS Teams
- The need for greater training for staff and students
- Issues with devices/poor broadband at home
- Difficulties in managing the increased workload arising from remote teaching and learning
- Students often found it difficult to motivate themselves/engage with the work

School Year 2020/21 and beyond

In planning for the school year 2020/21, the school has continued to place an emphasis on digital technology and our remote learning platforms. With Covid -19 restrictions in place, students and staff are continuing to use

Office 365 and all its applications on a daily basis. To help support remote teaching and learning, the following arrangements are in place:

- One timetabled I.T. class per week in 1st and 2nd Year
- A double period of I.T. in Transition Year
- Digital Leaders have been established throughout all year groups
- A school IT committee has been established to provide one to one training and CPD to colleagues where needed
- More regular e-mails are sent to the general student body
- Students have been asked to ensure that they can use Office 365 to the fullest extent possible
- Special arrangements have been put in place to support students with special educational needs – e.g. frequent checks to ensure they can access Office 365
- Where broadband access presents difficulties, the school will use telephone and mail to support those students
- 30 Surface Go devices can be made available to students who may need devices at home
- The school has invested in technology to help support remote teaching – e.g. visualisers for practical subjects
- The I.T Co-ordinator has a fortnightly meeting with the Principal to ensure that all matters in relation to our I.T. infrastructure and our teaching and learning platform are up-to-date.

Expectations

Remote teaching and learning presents various challenges and, as such, expectations around this area must take into consideration the different circumstances that each member of the school community may face. The following general points summarise our approach to remote teaching and learning:

Teachers

- Will take a blended approach to remote teaching – some may use live classes while others may not
- Will conduct classes in line with the normal school timetable to the greatest possible extent
- Will notify school management and/or students in advance if unavailable for remote teaching on a given day
- Some may distribute work as weekly bulk assignments through Office 365 while others may assign work as daily homework tasks
- Whilst it may suit some teachers to correct or comment on work outside of school hours, there is no expectations of this
- Will monitor student attendance at all remote classes and will report absences as requested by the Deputy Principals and Year Heads

Students

- When engaging with remote teaching, students are expected to follow the Code of Behaviour
- Students must be dressed appropriately for all online teaching
- Must attend classes in line with the normal school timetable and notify Year Head (1st, 2nd and 3rd year students) / Deputy Principal (4th, 5th and 6th year students) of any absences
- Students will only communicate with teachers through their Loreto, Wexford account
- Recording or sharing of content uploaded to Office 365 is not permitted
- Are asked to engage with their work to the very best of their abilities
- Should ensure that they check their Office 365 account regularly
- Should contact deputymcginnity@loretowexford.com or it@loretowexford.com if they have any issue with their account
- Will liaise with the Deputy Principal to borrow school IT equipment to facilitate engagement in remote teaching and learning if required

Parents

- Will do all in their influence to encourage students to participate as fully as possible in remote teaching and learning
- Will endeavour to provide all necessary devices for students
- Will, to the best of their ability, provide a suitable work environment in the home for remote learning
- Will engage with school staff to address any impediments to successful remote learning

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3.7 IT Acceptable Use

Loreto Secondary School, Wexford is committed to ensure that all users including students, staff and parents will benefit from learning opportunities offered by the school's Information Technology (IT) system in a safe, effective and appropriate manner. The policy is also mindful of the need to bring the key components of the school's mission statement – truth, freedom, justice, sincerity and joy – into the daily lives of all who work in the school.

The Aims of This Policy:

- To promote the professional, ethical, lawful and productive use of Loreto's IT systems
- To define and prohibit unacceptable use of Loreto's IT systems
- To educate users about their IT Security responsibilities
- To promote practices to ensure appropriate confidentiality and non-disclosure of the School's sensitive information
- To describe where, when and why monitoring may take place

If the school's IT ACCEPTABLE USE POLICY is not adhered to, access to the school's IT system may be withdrawn and appropriate disciplinary actions will be imposed in accordance with established procedures.

If you are in doubt and require clarification on any matter, please speak to the Principal, Billy O' Shea, or the IT Co-ordinator, Trish Curran.

This document is divided into 3 sections

Section 1: Applies to all - students, staff, volunteers, parents, carers and others who access IT.

Section 2: Applies to Staff only

Section 3: Applies to Students only

Section 1 - Applies to all

1. General Principles
2. Desktop Computers
3. Email
4. Your Password
5. Web access and content filtering⁴⁶
6. Social Media and Cyber-Bullying
7. Responsible use of resources
8. Monitoring

Section 2 - Applies to Staff only

9. Portable computers
10. Data Protection

11. Printing **Error! Bookmark not defined.**
12. Disciplinary actions
13. Acceptance

Section 3 - Applies to Students only

14. Portable computers
15. Printing
16. Disciplinary actions
17. Acceptance
18. Glossary and Definitions **Error! Bookmark not defined.**

Section 1 – Applies to all

1. General Principles

Things to know

- ① Information Security is everybody's responsibility.
- ① The School's IT systems are provided for educational use
- ① Use of any of the school's IT systems for personal reasons (including e-mail and the web) is only permitted in accordance with the guidance in this policy.
- ① The School reserves the right to monitor any aspect of its information systems in order to protect its lawful interests, prevent and/or detect crime, discriminatory and harassing behaviour. Information gathered from such monitoring may be used to instigate or support disciplinary proceedings and may be disclosed to the Gardaí or any other investigatory body.
- ① This policy refers in several places to things that "Others may find offensive". These include but are not limited to:-
 - Pornographic or sexually explicit material
 - Discriminatory and harassing behaviour
 - Tasteless material (such as depiction of injury or animal cruelty)
- ① The School will deal with incidents that take place outside the school that impact on the wellbeing of students or staff under this policy and associated policies. In such cases the School will, where known, inform parents/carers of incidents of inappropriate online behaviour that take place out of school and impose the appropriate sanctions.
- ① The School implements the following strategies on promoting safer use of the internet:
 - Education for students in internet safety as part of the Wellbeing curriculum.
 - The School participates in Safer Internet Day activities
 - Teachers will be provided with CPD opportunities in the area of internet safety.
 - Internet safety advice and support are provided to students through our 1st year Induction day, pastoral care and Meitheal.
- ① Should serious online safety incidents take place, the Designated Liaison Person (DLP) for child protection, Billy O' Shea, should be informed

Things to do

- Treat others with respect at all times.
- Respect the right to privacy of all members of the school community.
- Respect copyright and acknowledge creators when using online content and resources.
- Exercise care and common sense in your use of information technology.
- Refer to the glossary at the back if you need a definition of any term in this document.

Things not to do

- Anything illegal.
- Anything that contravenes this policy.
- Anything that will harm the reputation of the School.
- Anything that contravenes the School's Dignity in the Workplace, Code of Behaviour and Anti-bullying Policies.

2. Desktop Computers

Things to know

- ① Desktop computers are the property of the School and have been prepared by the IT department for use on the School network.
- ① Authorised software is installed on your computer and you are not allowed to install anything on your own.
- ① Data saved to local (usually C: and D:) drives will not be backed up, and will be lost if the computer breaks, gets stolen or is replaced. Therefore it is highly recommended and it is your responsibility to store all your data on your personal One Drive account.
- ① The School may at any time and without prior notice:-
 - Audit the computers to ensure compliance with policy.

Things to do

- ✓ Log off from any workstation (CTRL+ALT+DEL) once you are finished using it.
- ✓ Save data to your personal One Drive (Office 365 account).
- ✓ Ensure that files received from anywhere outside the School are virus checked before you open them. This includes files on CD or USB drive. If in doubt, ask the IT Co-ordinator to scan it for you.
- ✓ **If you suspect a computer you are using may have a virus, leave the computer on, unplug the network cable and call the IT Co-ordinator.**
- ✓ Turn any PC and monitor off at night to save energy unless there is a specific reason to leave it on.

Things not to do

- ✗ Do not allow anyone else to use a computer while you are logged in.
- ✗ **Never install software on your computer.** This should only be done by the IT Co-ordinator or IT Team. Things that you should never attempt to install include but are not limited to:-
 - Screen savers and games, music download software
 - Utilities that claim to remove spyware or viruses
 - News readers or ticker-tape services
 - Applications that download torrents such a showbox, popcorn, moviebox etc
- ✗ Do not disable or uninstall any of the software that is installed on your computer

3. Email - Office 365

Things to know

- ❗ The School's e-mail systems are provided for school use. Reasonable personal use is permitted provided it is lawful, ethical and takes place during authorised breaks.
- ❗ The School reserves the right to monitor all e-mail to ensure compliance with policy
- ❗ E-mail is not a secure method of communication. Once a message is sent you have no further control over who reads it.
- ❗ E-mail is admissible evidence in any legal proceedings and carries the same weight as a letter on school headed paper.
- ❗ School email accounts may not be used to register for online services such as social networking services, games and purchasing.
- ❗ Students will use approved email accounts only under supervision by or permission from a teacher.

Things to do

- ✔ Use the same care when drafting an e-mail message as you would when writing a letter or memo on school headed paper.
- ✔ Make sure that your message is concise, relevant and sent only to the people that need to read it.
- ✔ Check your e-mails every day and clear out old and unwanted messages from your mailbox.
- ✔ Return any wrongly delivered message to the sender. If it contains confidential information it should not be disclosed or used in any way.
- ✔ Immediately report to the Principal the receipt of any communication that makes you feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and do not respond to any such communication.

Things not to do

- ✘ Never open an attachment that you were not expecting, even if you know the sender.
- ✘ Do not use personal emails accounts for any school communication or business.
- ✘ Do not use e-mail to send sensitive or confidential information.
- ✘ Do not send or forward anything that:-
 - Is illegal, obscene, others may find offensive, may be defamatory or harassing
 - Is covered by a copyright (pictures, movies, music, others)
- ✘ Do not circulate non school-related material. This includes but is not limited to:-
 - Chain letters, jokes, virus warnings, software
- ✘ Never use e-mail to rebuke, criticise or complain about somebody. You may say something that you regret, and the record will be permanent.
- ✘ Never supply banking or payment details in response to an e-mail message. This is a well-known method of fraud. Your bank will never request security details by e-mail.

4. Your Password

Things to know

- Your password is confidential and it is not transferable to anyone else.
- The password requirements for Office 365 must be at least 8 characters long and contain a capital, a lowercase and a number.
- You can change your password at any time (from the CTRL + ALT + DEL menu), not just when the system prompts you.
- The access rights associated with your office 365 account may be changed or revoked should your status as an employee or student change/terminate.

Things to do

- Set a password or phrase. Make it as secure as you can by using some or all of the following techniques:-
 - Use two unrelated words or a short phrase
 - Include at least one number
 - Include at least one upper case character
 - User name can't be part of your password
 - Password has to be at least 8 characters long
- Change your password if you suspect that someone else may know it.

Things not to do

- Do not use one of the 'top 6 predictable passwords':-
 - Your birth date or birth date of one of your relatives
 - The name of a family member
 - The name of a pet
 - Your football team
 - A rude word
 - An item or brand name that you can see from your desk
- In general do not use for your password anything that can be easily associated with you
- Do not disclose your password to anyone.
- Do not use anyone else's password.
- Do not write down your password. You need to remember it.

5. Web Access and content filtering

Things to know

- ① Web access is provided for school use. Reasonable personal use is permitted provided it is lawful, ethical and takes place during authorised breaks.
- ① The School has chosen to implement level 4 content filtering on the schools broadband network, which aligns to NCTE guidelines:
 - This level allows access to millions of websites including games and You Tube but blocks access to blogs and social networking sites like Facebook. This content filtering applies to school devices and personal devices.
- ① Any person taking steps to by-pass the content filter by any means may be subject to disciplinary action.
- ① All web access can be monitored by the school to ensure compliance with the policy. Users that choose to make personal use of the schools IT system do so in acceptance of the monitoring measures outlined in this policy.

Things to do

- ✓ Use the school's internet connection for educational and career development activities only.
- ✓ Report accidental accessing of inappropriate materials to the teacher or IT Co-ordinator.
- ✓ Sites that are blocked usually ask you to click on a particular section to fill in a request to have the site reviewed by the NCTE as appropriate for teaching purposes. Please use this method of getting sites unblocked as the IT Co-ordinator has no control over unblocking sites.
- ✓ **If you suspect a computer you are using may have a virus or spy-ware infection, leave the computer on, unplug the network cable and call the IT Co-ordinator.**

Things not to do

- ✗ Do not view or download anything that others may find offensive, illegal, obscene and defamatory. This includes, but is not limited to:-
 - Pornography, Racism, Terrorist sites
- ✗ Do not upload or download large files that results in heavy network traffic and affect performance for other users.
- ✗ Do not download anything that is likely to be covered by copyright. This includes, but is not limited to:-
 - Music, Pictures, Software and Movies
- ✗ Do not visit the "high-risk" site categories shown below. Although their content appears to be free, it is often funded by installing spyware on your computer.
 - Free screensavers and smileys
 - Free music downloads or ring tones
 - Free software and serial numbers (also known as cracks)
 - Adult material
 - Films from streaming sites (moviebox)
- ✗ Do not download any attachments using personal web based mailboxes (Yahoo, Hotmail etc.) as it is not monitored by the School security software.
- ✗ Do not listen to the radio stations through internet as the radio stream consumes too many resources in the network that will affect performance.

6. Social Media and Cyberbullying

Things to know

- ① The use of instant messaging services and apps including Snapchat, WhatsApp, GChat etc. is strictly prohibited on the School network.
- ① The use of Blogs such as Word Press, Tumblr etc. is allowed with express permission from teaching staff.
- ① The use of video sites such as YouTube and Vimeo etc is allowed with express permission from the teaching staff.
- ① The use of a Twitter account for the Students' Council is allowed with express permission from the Principal who, in turn, monitors same.
- ① Engaging in online activities with the intention to harm, harass, or embarrass another student or member of staff is an unacceptable and absolutely prohibited behaviour, with serious consequences and sanctions for those involved.
- ① Measures are taken within the School to ensure that staff and students are aware that bullying is defined as unwanted negative behaviour - verbal, psychological or physical - conducted by an individual or group against another person (or persons) and which is repeated over time. This definition includes cyberbullying even when it happens outside the school or at night.
- ① Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or private messaging, do not fall within the definition of bullying and will be dealt with, as appropriate, in accordance with the school's code of behaviour.

Things to do

- ✓ Use the twitter account and Blogs in a safe and respectful manner.
- ✓ Use blogs for educational purposes.
- ✓ Use Twitter as a means of communicating activities and achievements of Loreto students.
- ✓ Treat others with respect at all times.
- ✓ Report any incident of cyber bullying to the Deputy Principal.

Things not to do

- ✗ Do not use social media in any way to harass, insult, abuse or defame students, their family members, staff, other members of the school community.
- ✗ Do not discuss personal information about students, staff and other members of the school community on social media.
- ✗ Do not represent your personal views as those of being Loreto Secondary School's on any social medium.

7. Responsible use of Resources

Things to know

- ① Implementing the small changes described on this page can make a big difference to the School's costs, and also to the environment.
- ① Phone chargers and AC adapters consume a small amount of power even when nothing is connected to them.

Things to do

- ✓ Shut your computer down at the end of your working day rather than just logging off. The energy saved over a year is enough to boil 60 tonnes of water.
- ✓ Turn off your monitor before you leave rather than leaving it in standby (1.5 tonnes).
- ✓ If you have a workgroup printer or copier in your area, establish a routine with your colleagues so that it gets turned off at night and back on in the morning (15 tonnes per device).
- ✓ Unplug or switch off phone, PDA or portable device chargers when they are not in use.

Things not to do

- ✗ Do not turn off computer equipment on behalf of someone else. There may be a good reason why it has been left on.
- ✗ Do not turn off fax machines.

8. Monitoring

The School owns its IT systems. It reserves the right to monitor any school system at any time. Monitoring of any device/system can be done by or on request from the Principal, Deputy Principal, IT co-ordinator and IT support company associated with the school.

Monitoring of systems is carried out by the Principal and IT Co-ordinator in order to:-

- Detect and prevent unlawful use of systems
- Detect and prevent misuse of school systems
- Maintain the effective operation of systems
- Protect the School's employees
- Protect the reputation of the School
- Protect the School from legal liability

Monitoring of the company's information systems will be conducted in accordance with the provisions of legislation in force from time to time, in particular :-

- General Data Protection Regulation (GDPR) May 2018
- Data Protection Act 1998
- Data Protection (Amendment) Act 2003
- Child Trafficking and Pornography Act 1997
- Interception Act 1993
- Video Recordings Act 1989
- Human Rights Act 1998 and the European Convention on Human Rights (if applicable)

At the request of the Board of Management or as needed, management of the School may pass on requested data to any of the following:

- The Principal
- The Gardaí
- Other parties as required by law

9. Portable Computers

Insurance

- Surface Pros are school property and are therefore insured under the school insurance contents policy.
- Surface Pros are insured if damaged or stolen when on-site or off-site. This covers being out and about on school business, school tours or theft from a staff member's home.
- If a device is being transported in a car it must be kept in the boot, out of sight at all times and the car must be locked.
- There is a €300.00 excess on any device in respect of which a claim is made.

Things to know

- ① Surface pros and Ipads are the property of the School and have been prepared by the IT department for use on the School network.
- ① If your contract has ceased with the school, you have retired, are on Maternity Leave or Career break the Surface Pro must be returned to the IT Co-ordinator before you leave.
- ① Authorised software is installed on your computer and you are not allowed to install anything on your own. Please talk to the IT Co-ordinator if you would like to download anything else.
- ① Data saved to local (usually C: and D:) drives will not be backed up, and will be lost if the computer breaks, gets stolen or is replaced, therefore it is highly recommended and it is your responsibility to store all your data on your personal One Drive account.
- ① The School may at any time and without prior notice:-
 - Audit the computers to ensure compliance with policy
- ① You are taking full responsibility for everything done on your portable computer.
- ① You are responsible for the care and safe storage of any computer equipment that has been issued to you.
- ① The term 'portable computer' covers any school-owned mobile computing device including:-
 - Laptop or tablet PCs (Surface Pro and Ipads)

Things to do

- ✓ Return your device if you are no longer working at Loreto for a considerable amount of time.
- ✓ Save work to One Drive rather than the portable computer.
- ✓ Always consider the physical security of your portable computer:-

In an unlocked office	Kept in a locked drawer
In the car	Do not leave your portable device in the car. While in transit it must be stored in the boot of the car.
At home	Ideally within a locked work area. Otherwise within a locked drawer
In a hotel	Concealed from view. Ideally locked in a suitcase or safe.
Travelling	Keep the computer on your person and out of sight at all times.

Things not to do

- ☒ **Never install software on your computer.** This should only be done by the IT Co-ordinator or IT Team. Things that you should never attempt to install include but are not limited to:-
 - Screen savers and games, music download software
 - Utilities that claim to remove spyware or viruses
 - News readers or ticker-tape services
 - Applications that download torrents such a showbox, popcorn, moviebox etc.
- ☒ Do not allow family, friends or anybody else to use the computer.
- ☒ Do not leave portable computers on view within a car. Always keep them in the boot.
- ☒ Be conscious of the risks while you connect your portable device to a non office network (hotel, airport) always use a VPN to get access to the internet or school data.
- ☒ Do not allow visitors (guest speakers etc.) to connect their laptops to the School's network before getting the approval from IT

10. Data Protection Responsibilities

Things to know

- You are personally responsible for ensuring the confidentiality of a student's personal data.
- Student information is now accessible on Office 365 which is password protected.
- If student information is put onto a USB, the files on the USB must be encrypted.

Things to do

- Log off from any workstation (CTRL+ALT+DEL) once you are finished using it.
- When distributing information use codes/abbreviation rather than names.
- Ensure BitLocker is running on your Surface Pro and Desktop Computer.
- If Personal Data is saved to a USB drive ensure it is fully encrypted.
- If you process personal data (data that identifies a living individual) in the course of your work, you must do this in accordance with General Data Protection Regulation (GDPR) May 2018.

Things not to do

- Do not view sensitive information on the train, plane or in any public area. This provides an opportunity for onlookers.
- Do not allow family, friends or anybody else to use the computer which contain student information.
- When communicating information through email do not put names in the subject bar.
- Do not disclose or share any sensitive information to other people if not under the expressed authorisation of the Principal.
- Do not leave printed documents around the printer as they may contain confidential data.

11. Printing

Things to know

- ① Colour printers cost are at least 10 times more expensive per page than black and white ones, even if there is no colour on the page.
- ① Printers are provided for education use only.

Things to do

- ✓ Be selective about what you print. Print only when necessary and only the necessary pages of a document.
- ✓ Double sided printing as set as a default setting on all the printers to save paper.
- ✓ Use a photocopier when producing a large number of copies.
- ✓ Keep the area around printers tidy.

Things not to do

- ✗ Do not print to a colour printer unless colour conveys important information in your document that would be lost in black and white.
- ✗ Do not resend your print job if nothing happens. Instead, check the following:-
 - Is the print job still listed in the queue?
 - Is the printer switched on?
 - Is the printer in an error state because:-
 - There is paper jam
 - It is out of paper
 - It is out of toner or ink
 - If any of those occurs please contact Reception.
- ✗ Mindless printing is an offence to carbon footprint
- ✗ Do not leave printed documents around the printer as they may contain confidential data.

12. Disciplinary action for staff

Breach of this policy may lead to the implementation of disciplinary procedures as set out by the Teaching Council and DES

This process is described as follows:

1. Verbal warning.
2. Written warning.
3. Serious or persistent breaches may constitute gross misconduct and disciplinary procedures laid out by the teaching council and department of Education will be followed.

13. Staff Acceptance – please see form at end of this policy document

14. Portable Computers

Things to know

- ① Portable computers are the property of the School and have been prepared by the IT department for use on the School network.
- ① Authorised software is installed on the Portable computers and you are not allowed to install anything on your own.
- ① Data saved to local (usually C: and D:) drives will not be backed up, and will be lost if the tablet breaks, gets stolen or is replaced, therefore it is highly recommended and it is your responsibility to store all your data on your personal One Drive account.
- ① You are responsible for the care and safe storage of any computer equipment that has been issued to you and are taking full responsibility for everything done on that portable computer.
- ① The term 'portable computer' covers any school-owned mobile computing device including:-
 - Laptop or tablet PCs (Ipad)

Things to do

- ✓ Save work to One Drive rather than the portable computer.
- ✓ Ensure that files received from anywhere outside the school are virus checked before you open them. This includes files on CD or USB drive. If in doubt, ask the IT Co-ordinator to scan it for you.
- ✓ Always consider the physical security of your portable computer:-

In an unlocked office	Kept in a locked drawer
In the car	Do not leave your portable device in the car. While in transit it must be stored in the boot of the car.
At home	Ideally within a locked work area. Otherwise within a locked drawer
In a hotel	Concealed from view. Ideally locked in a suitcase or safe.
Travelling	Keep the computer on your person and out of sight at all times.

Things not to do

- ✗ Do not allow family, friends or anybody else to use the computer.
- ✗ Do not use devices for personal purposes
- ✗ Do not download any software or apps that are not preapproved by the IT Co-ordinator.
- ✗ Do not use apps that use torrents to download or stream music or movies.

15. Printing

Things to know

- ① Colour printers cost are at least 10 times more expensive per page than black and white ones, even if there is no colour on the page.
- ① Printers are provided for education use only.

Things to do

- ✓ Be selective about what you print. Print only when necessary and only the necessary pages of a document.
- ✓ Double sided printing as set as a default setting on all the printers to save paper.
- ✓ Use a photocopier when producing a large number of copies.

Things not to do

- ✗ Do not resend your print job if nothing happens. Instead, check the following:-
 - Is the print job still listed in the queue?
 - Is the printer switched on?
 - Is the printer in an error state because:-
 - There is paper jam
 - It is out of paper
 - It is out of toner or ink
 - If any of those occurs please contact reception.
- ✗ Mindless printing is an offence to carbon footprint

16. Disciplinary action for students

Breach of this policy may lead to the implementation of the school's Code of Behaviour.

This process is summarised as follows:

1. Verbal warning
2. Written warning
3. Withdrawal of access privileges
4. Detention
5. In extreme cases, suspension or expulsion

17. Student Acceptance – please see form at end of this policy document

18. Glossary and Definitions

Chain letters	These are e-mail messages or slideshows that encourage you to 'pass this on to all your friends' or 'pass this on to six people today'
CPD	Continuous Professional Development
CTRL + ALT + DEL	<p>Pronounced as Control Alt Delete, this abbreviation represents pressing all three of the CTRL ALT and DELETE keys simultaneously.</p> <p>Using CTRL + ALT + DEL when you are logged in will display a menu on the screen. Options include:-</p> <ul style="list-style-type: none"> • Lock Computer (to prevent unauthorised access) • Change Password
DES	Department of Education and Skills
DLP	Designated Liaison Person
Home drive	An area on the company's server that is set aside exclusively for your work. It appears on your computer as a drive letter (usually K :\)
School	Loreto Secondary School, Wexford
Software	<p>Any program that can be installed on your computer. Examples include:-</p> <ul style="list-style-type: none"> • Microsoft Word, Excel, PowerPoint etc. • An Antivirus program • A game • A screensaver
User	<p>Any user granted access to the School's information systems. Including:-</p> <ul style="list-style-type: none"> • Employees • Temporary staff • Voluntary staff • Parents/carers • Contractors and subcontractors • Guest speakers
You	You are defined as a user of the School's IT systems

Information Technology (IT) Acceptable Use Policy



The School has developed a comprehensive IT acceptable usage policy. The policy can be found on the homepage of the school's website, www.loretoxford.com. We ask that you look up this document online and carefully read through it before signing to confirm that you have understood this policy.

It is laid out in a very clear and concise manner to make to very easy for the reader to understand.

The aims of the policy are to:

1. Promote the professional, ethical, lawful and productive use of Loreto's IT systems by explaining the dos and don'ts in the following areas:
 - a. General use
 - b. Desktop Computers
 - c. Emails (@loretoxford.com)
 - d. Your Password
 - e. Web access and content filtering
 - f. Social media & Cyberbullying
 - g. Responsible use of resources
 - h. Monitoring
 - i. Portable computers
 - j. Printing
 - k. Data Protection
2. To define unacceptable use and to state clearly how this policy will be enforced if it is breached.
3. To educate users about their IT Security responsibilities in relation to keeping passwords safe and any personal information of another person.

/over.....

Staff Acceptance

You are now asked to sign this policy in order to provide a record that you have read, understood and agreed to it.

If you do not understand or are unhappy with any part of this policy, please raise the matter with the Principal.

Otherwise, please tick the boxes next to each statement and sign below.

- I confirm that I have read and understand this **IT Acceptable Use Policy**
- I agree to abide by the conditions set out in this policy.
- I agree that my photo or video may be chosen for inclusion on the website, school twitter account or School YouTube channel

Signed	
Print Name	
Department	
Date	

Thank You.

Student Acceptance

You are now asked to sign this policy in order to provide a record that you have read, understood and agreed to it.

If you do not understand or are unhappy with any part of this policy, please raise this with the Principal.

Otherwise, **please tick the boxes** next to each statement and sign below.

- I confirm that I have read and understand this **IT Acceptable Use Policy**
- I agree to abide by the conditions set out in this policy.
- I agree to the use of my photos or videos for assessment purposes.
- I accept that if the school considers it appropriate, my schoolwork, photo or video may be chosen for inclusion on the website, school twitter account or school YouTube channel.

Student's Signature:	
Print Name	
Date	

As the parent or legal guardian of the above student:

- I confirm that I have read the IT Acceptable Use Policy and grant permission for my daughter or the child in my care to access and use Loreto's IT systems. I understand that the internet access is intended for educational purposes. I also understand that every reasonable precaution has been taken by the school to provide for online safety but the school cannot be responsible if students access unsuitable websites.
- I agree to the use of my daughter's photos or videos for assessment purposes.
- I accept that, if the school considers it appropriate, my daughter's schoolwork, photo or video may be chosen for inclusion on the website, school twitter account or school YouTube channel.

Adult's Signature:	
Print Name	
Date	

Please review the School's IT ACCEPTABLE USE POLICY and return your signed policy to the School.

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3.8 Extra-curricular activity

The school is very committed to the development of the full range of each student's talents and aptitudes. To this end, a wide selection of activities outside the regular school timetable is offered, including:

Debating – Irish and English
hockey
basketball
badminton
tennis
yoga
rounders
athletics
football
camogie
self-defence
tag rugby
educational tour to a European city
school musical – a joint production with St. Peter's College every second year
paired reading
field trips
theatre trips
school choir
supervised internet access
equestrian events
Young Entrepreneurs competition
Log-on learning for senior citizens
Justice and Peace Group
Green School Committee –3 green flags already achieved

The school is greatly indebted to teachers who give so generously of their time and expertise in the promotion of these activities on a voluntary basis. The help and encouragement of members of the local community also facilitates the development of these activities and is, once again, deeply appreciated by the school.

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3.9 Religious Education

The Religious Education (RE) Policy in Loreto Secondary School, Wexford is based on the aims and vision contained in the School's policy document. Religious Education in the school is grounded on the principle of offering a Catholic Education to all students. In accordance with the school's aims, Religious Education strives to promote the moral, spiritual, academic, social and personal development of the students.

Towards this end, since September 2000 the RE Department has introduced the Department of Education and Skills Junior Certificate Religious Education syllabus. Complimenting the aims of the school's own policy document, the rationale for the Religious Education curriculum aims to facilitate the holistic development of the person whilst promoting the 'personal growth and spiritual development of the students.'

The school's chaplains are Fr. Jim Fegan, P.P. Ballindaggin and Ms. Linda Jordan.

The policy of Religious Education in this school includes the following:

- In accordance with the Catholic Bishops' guidelines, we are committed to providing a minimum of three class periods of Religious Education to all non-examination classes
- In accordance with the stated aims of the Department of Education and Skills Junior Certificate Religious Education syllabus, Religious Education in this school, whilst promoting a Catholic ethos, will be offered to students of all faiths and none.
- All senior level students will be expected to study Religious Education. Students will also be offered the Department of Education and Skills Senior Certificate Religious Education syllabus to be taught along with non-examination Religious Education.
- It is the policy of this school that the Religious Education Department will co-operate with the school chaplain in organising liturgical events for the school year. It is envisaged that these will be cross-curricular events. It is also the policy of this school that all students will be strongly encouraged to participate in school liturgical events.
- The Religious Education Department will encourage the students to develop an awareness of the work of charitable organisations.
- It is part of the vision of this school that the study of Religious Education would act as a link between parish, school and home. First years will be given a retreat each year and sixth years will be given the opportunity to become Eucharistic ministers. Other retreats will be organised in accordance with the wishes and needs of students.
- It is the policy of this school that all Religious Education teachers be suitably qualified to teach this subject at examination level to both Junior and senior students.
- It is the policy of this school that all Religious Education teachers be suitably qualified, insofar as is possible, to teach senior non-examination students.
- The Religious Education Department will be adequately resourced each year and Religious Education teachers will be facilitated to attend in-service courses.
- The Prayer Room is a sacred space reserved for religious activities, both individual and communal, within the school.
- Religious Education teachers will co-operate with the Diocesan Advisor.

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3.10 Wellbeing Policy and Programme

Introduction

Loreto Secondary School seeks to promote healthy lifestyles and the wellbeing of our school community, in a safe, supportive and non-threatening environment. Through its policies, procedures, activities and structures the school aims to create an environment in which:

- People feel valued
- Self-esteem is fostered
- There is respect, tolerance and fairness
- People in difficulty are supported
- There is open and honest communication
- Effort is recognised
- Difference and diversity are valued
- Conflict is handled constructively
- Social, moral and civic values are promoted
- Initiative and creativity are stressed.

These aims are implemented in the daily transactions between management, staff, students and the wider school community.

Mission Statement

Truth, freedom, justice, sincerity and joy – as relevant today in Loreto, Wexford as for Mary Ward in 1609.

Ethos and Aims

A number of key principles and values determine the ethos, characteristic spirit and practices in our school.

- We are Christian educators who aim to communicate to our students by word and by deed what it means to be a fully human person in the light of Christ.
- We aim to work in a spirit of close co-operation with each girl's home as we take a shared responsibility for her overall formation and development
- We place considerable emphasis on the importance of a happy working atmosphere in the school that is based on mutual respect amongst all who study and work here.
- We recognise that each girl in the school has strengths, weaknesses, needs and wants that are particular to her. Within the confines of a school system that deals with a student population of 810, we do all in our power to both recognise and cater for individuality and diversity. It is for this reason that we attach great importance to providing a broad curriculum, a wide range of extra- curricular activities and comprehensive support structures for all students.

Philosophy

Loreto schools aim to create a 'dynamic community where every student is valued equally and has a real sense of belonging' (*Loreto Education: Continuing the Journey, 2017, p. 9*). The school is a welcoming school and commits to using its resources to ensure and promote the care and wellbeing of our students. The *Continuing the Journey* document outlines how the ideal of Loreto education today will be enshrined in:

- Courteous relationships within the school
- The wide and well-chosen curriculum provided
- Promotion of understanding of global issues
- The extra-curricular activities organised

- The systems, structures and policies
- Communications
- Interest and concern for the students
- Loyalty and gratitude (p.15)

The eight points above are central to how our school operates. They are also central to ensuring the wellbeing of the whole school community.

Rationale

In line with *The Framework for Junior Cycle 2015*, *The Guidelines for Wellbeing in Junior Cycle 2017*, *The Wellbeing Policy Statement and Framework for Practice 2018 – 2023* and Circular Letter 0015/2017, the school has devised a programme, which will provide junior cycle students, entering in September 2019, with over 400 hours of wellbeing related learning.

In the context of Junior Cycle reform, there is an increased focus on the need to ensure that the wellbeing of our students is at the forefront of school life. Accordingly, the NCCA (National Council for Curriculum and Assessment) have developed *Wellbeing Guidelines*. These guidelines govern what we, as a school, now set out to achieve. Wellbeing is commonly seen ‘as a combination of sustained positive feelings and attitudes- happy, healthy and confident young people who feel safe, secure, cared for, included, involved, and engaged and so on’ (*The Guidelines for Wellbeing in Junior Cycle 2017*, p. 18). The World Health Organisation defines how wellbeing is present ‘when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life’ (*The Wellbeing Policy Statement and Framework for Practice 2018 – 2023*, p.10).

Context

This is a whole school policy which is informed by other school policies, including the following;

- Code of Behaviour
- SPHE Policy
- RSE Policy
- Homework Policy
- Internet Acceptable Use Policy
- Anti- Bullying Policy
- Child Protection Policy
- Critical Incident Policy
- Dignity in the Workplace Policy

Covid - 19

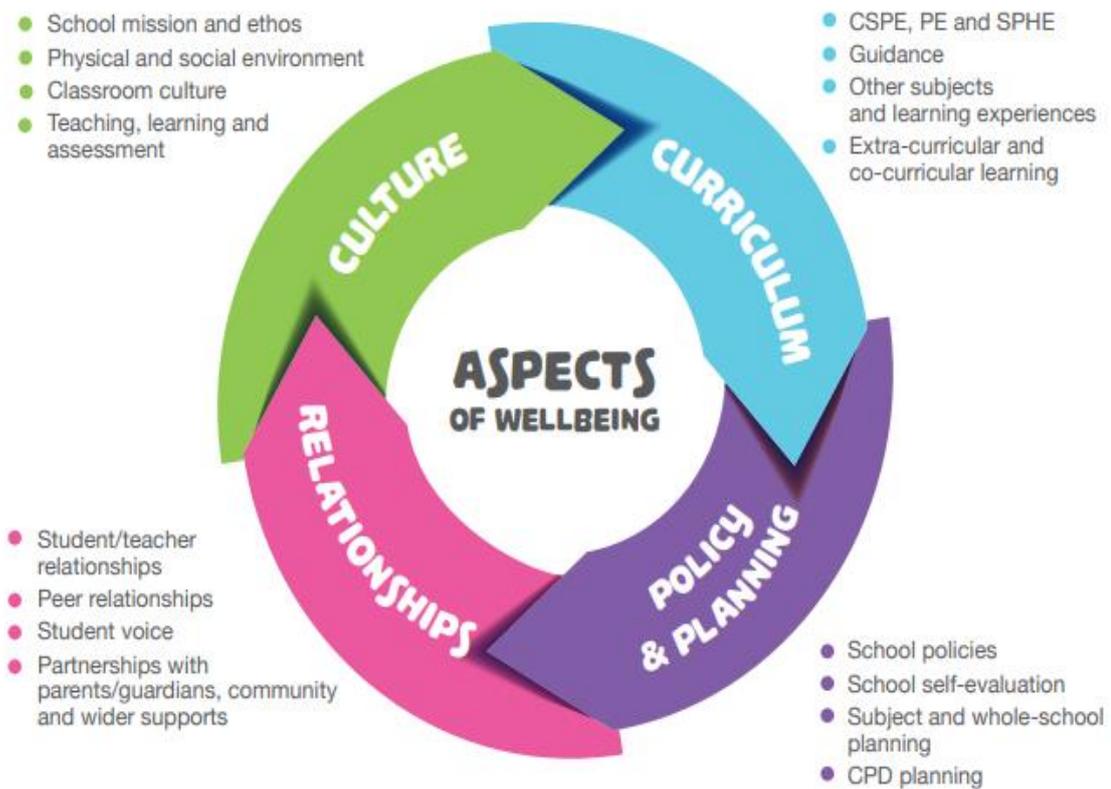
The school has published its Covid – 19 Response Plan for 2020/21, in line with guidance issued by the Department of Education and Skills. All members of the school community have a responsibility in relation to Covid – 19 prevention measures. Details of all the measures put in place can be found under the dedicated tab on our website, Covid-19 – School Re-opening.

Wellbeing in Schools

The school recognises the important role it plays in promoting and ensuring the wellbeing of our students and staff. The *Wellbeing Guidelines* identify four key aspects of wellbeing within the school setting: They are:

- **Curriculum:** This aspect refers to the subjects we provide and how we cater for wellbeing in the curriculum.
- **Policy and Planning:** This aspect refers to how we as a school endeavour to look after the wellbeing of the school community. Simply put, through policies, planning and school self-evaluation, we should make decisions with due regard to the wellbeing of our students and staff.
- **Relationships:** Strong relationships amongst all members of the school community form the backbone of a positive working environment. As a school, we endeavour to make sure that all interactions between students and staff are positive and affirming.
- **Culture:** Culture refers to our ethos, mission statement and the prevailing atmosphere in our school. We strive to make sure our school is a happy place to study and work.

The following image, taken from the *Guidelines for Wellbeing in Junior Cycle 2017*, summarise the points above.



Six indicators of wellbeing have also been identified. They are:

- **Active:** Being physically active is an important element in staying well.
- **Responsible:** Each person must take responsibility for their own choices and make decisions which promote their own wellbeing and the wellbeing of others.
- **Connected:** It is important, for our wellbeing, to be connected to other people and to interact with others in a positive way. We should also appreciate the implications of our actions for those around us and further afield.
- **Resilient:** Everyone goes through challenges in their life. By building resilience, we hope to give our students the skills to cope with difficult situations.
- **Respected:** Feeling respected, listened to and cared for are key aspects of feeling well. Positive, respectful relationships are also central to maintaining our wellbeing.
- **Aware:** To stay well, we need to be aware of our thoughts, our emotions and our limitations. We should also be aware of those around us, conscious of how our actions might impact on their wellbeing.



The school has always placed a strong emphasis on the wellbeing of the school community. The introduction of a formal wellbeing programme at junior cycle will now complement the support structures already in place to support wellbeing. Through its policies and procedures, the school seeks to provide a safe, caring environment for all.

The school recognises the importance of addressing all educational needs through the Continuum of Support:

- Support for All
- Support for Some
- Support for Few

In this school, the following procedures are in place to support the wellbeing of our students:

- **Subject Teacher:** The subject teacher is responsible for maintaining a safe environment in which to work. The subject specific teacher is also responsible for monitoring the progress of each student in his/her care, providing assistance where needed.
- **Class Teacher:** Each base class has a dedicated class teacher. This teacher is asked to take a particular interest in the welfare of the students' in his or her class. The Class Teacher will monitor attendance and sign the school journal of students in 1st, 2nd and 3rd year on a weekly basis.
- **Year Head:** The school has assigned three teachers to the role of Year Heads in 1st, 2nd and 3rd year. Year Heads monitor the students in their year group, ensuring that they are supported throughout their time in the school. Year Heads will also monitor attendance within the year group, contacting home where necessary. Year Heads will work closely with Class Teachers to ensure the wellbeing of the students in their care.
- **Guidance Counsellors:** Ms. Foley, Ms. Kelly and Mr. O' Sullivan deliver timetabled guidance classes to senior cycle students. In the first term of the year, they meet with every 1st year student. Furthermore, they are also available to meet students on an individual basis, should the need arise.
- **Student Care Co-ordination Team (SCCT):** The SCCT meet weekly to discuss individual cases of concern, as well as general, school-wide initiatives. This group is made up of the Principal, Deputy Principals, Guidance Counsellors and the Learning Support team. In the event of a critical incident, the SCCT will convene as soon as possible to consider the appropriate response, in line with established guidelines.
- **Student Support Team (SST):** Where there is a confirmed case of bullying behaviour and the issue has not been resolved, the SST will meet to investigate the matter further and consider its response. The SST will support those involved and seek to ensure a satisfactory resolution.
- **Child Protection:** New child protection procedures came into effect from December 2017. As a result, the school has prepared a comprehensive Student Safeguarding Statement. More detailed information on child protection can be found on our website, under the 'Child Protection' tab.
- **Special Education Teaching (SET) Team:** The SET team coordinate the SET timetable and liaise with parents of those children with additional needs. The SET team also work closely with feeder primary schools, to identify students who may need additional care upon entering Loreto, Wexford.
- **Meitheal/Cara:** Following an interview process, 15 senior cycle students are appointed as Meitheal leaders. They support, encourage and help first year students throughout their initial year in the school. The Cara system entails all Meitheal leaders carrying on a pastoral role in 6th year for 2nd year students.

In addition to the procedures outlined above, the school organises a number of events each year, aimed at the wellbeing of our school community. These events are organised by various subject departments and teachers over the course of the year. The following summarises some of these initiatives:

- School visit for incoming first year students, normally held in May
- 1st year Retreat to Ballyvaloo
- Study Skills seminars for students and parents
- Two general meetings of parents are held each year. This is an opportunity to update the parent body about school developments and discuss any issues of concern
- Internet Safety. The school will organise workshops for 1st year students around the area of internet safety
- Guest speakers. The school organises visits from various guest speakers. These vary from year to year and can be on a range of different topics. Guest speakers will be invited to the school in line with circular letter 0043/2018 'Best practice guidance for post primary schools in the use of programmes

and/or facilitators in promoting wellbeing consistent with the Department of Education and Skills' Wellbeing policy statement and framework for practice'

- Friendship week. This week is organised to promote the importance of friendship and inclusiveness.
- Wellness week. This week is organised by the Students' Council to promote the wellbeing of the student body.
- 6th year Wellbeing Day
- 6th year Glendalough Retreat
- Prize-giving Ceremony
- Multicultural Week.

In addition to the above, the school seeks to promote an environment, which is positive, affirming and true to our ethos. The school will endeavour to provide as many co and extra-curricular activities as possible, thereby giving our students the opportunity to enhance their wellbeing outside of the classroom. Students from all year groups are also encouraged to become involved in the numerous sporting teams representing the school.

In 2020/21, many of the events will be unable to proceed as a result of the Covid – 19 pandemic. The school will examine alternatives as the year progresses.

Staff Wellbeing

The wellbeing of school staff is also of extreme importance. As a school, we aim to support staff wellbeing through our policies, procedures and practices. For example,

- The promotion of a safe, comfortable teaching environment
- An open door policy whereby staff can discuss issues of concern with the Principal and/or Deputy Principals in a confidential manner
- Regular staff and departmental meetings
- An Assistant Principal (AP2) with a focus on staff wellbeing
- The use of school sports facilities
- CPD is provided, encouraged and supported by the Board of Management
- Subject departments are resourced as well as possible. Requests for extra resources are considered and authorised, as appropriate
- Staff have the opportunity to develop their leadership capacity through various initiatives, committees and groups.

Student Voice

The school has structures in place to facilitate the student voice. Listening and responding to feedback from students is central to the wellbeing of the student body. The school places an emphasis on hearing the student voice, through the following channels:

- Students' Council
- Prefects' Council
- Justice and Peace Group
- Class Teachers
- Year Heads
- Special Education Teaching (SET) Team
- Guidance Counsellors
- SCCT
- Close cooperation with home
- Amber Flag committee
- Green Schools committee
- School Planning Group

- Head Girls
- Regular classroom visits by the Principal
- Regular assemblies
- Focus group meetings
- School Self Evaluation – surveys

Wellbeing and School Self Evaluation (SSE)

The school keeps its policies, curriculum and procedures under ongoing review. The school will use the SSE process to reflect on how we promote wellbeing in the school. The SSE process will allow us examine our strengths and weaknesses in this area and consider areas for improvement. This will involve the views of all stakeholders. Our School Plan has more detailed information in this regard.

In line with guidelines set down by the Department of Education and Skills, the school will provide 400 hours of

Wellbeing in Junior Cycle

wellbeing related learning at junior cycle level. From September 2020, students will study the following:

Year Group	Wellbeing Classes	Total number of periods per week	Total time allocation
1 st Year	SPHE (1) PE (2) Choir (1) I.T/CSPE (1)	5	112 hours
2 nd Year	CSPE (1) SPHE (1) PE (2) My Friends Youth (1) Communications (1) I.T (1)	7	155 hours
3 rd Year	CSPE (1) SPHE (1) PE (2) Choir (1) Communications – new subject for this cohort (1)	6	133 hours
Total:			400 hours

Wellbeing in Senior Cycle

At senior cycle, the school continues to promote the wellbeing of its students through its taught curriculum. In addition to the points mentioned above, the school also provides:

- A comprehensive Transition Year programme which includes wellbeing classes, a mindfulness module, guest speakers, work experience, first aid training and a timetabled wellbeing class.
- Relationships and Sexuality Education (RSE)
- Information about subject choices and career paths
- Timetabled Guidance classes

Junior Cycle Wellbeing Modules: Aims and Objectives

Title of unit: Choir (1st and 3rd Year students)

Duration: 33 weeks x 40 mins: 22 hours in each year, 44 in total.

Aim of the unit: To encourage all students to sing and foster a love of music. To encourage students to perform in a group and on their own, where possible.

Links: As a school, choir has always formed part of the timetable in Loreto, Wexford. With regard to the ethos of the school, choir has particular importance as it helps foster relationships, promote friendships, promote inclusivity in 1st year and develop singing talent.

It has been proven that singing can improve wellbeing, as the following article confirms:

<https://www.irisht Examiner.com/lifestyle/features/joining-a-choir-the-pitch-perfect-way-to-improve-wellbeing-460109.html>

Statements of Learning	Example of related learning in the unit
SOL 4: Creates and presents artistic works and appreciates the process and skills involved.	Sings a range of different songs, appreciating differences in rhythm, tone, pitch and sound.
SOL 16: Describes, illustrates, interprets, predicts and explains patterns and relationships	Can interpret and predict musical patterns and relationships through singing.

Key skills. (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.)

Key skill	Element	Student learning activity
Staying Well	Being social Being confident	Singing as a group, mixing with their peers and performing with and in front of fellow students.
Being Creative	Exploring options and alternatives	Working with the teacher to explore different sounds, musical varieties and different ways of singing various songs.
Working with others	Learning with others Developing good relationships	Working as part of a class group, fostering relationships through singing.

Communicating	Using language Listening and expressing myself Performing and presenting	Using the language of music to communicate, perform and express oneself as part of a group and individually.
---------------	--	--

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

Suggested learning outcomes

At the end of this unit, students will be able to...

- Participate in a choir, singing in harmony with others (**Active, Connected**)
- Understand the importance of musical timing, pitch and tone (**Active, Connected**)
- Have the confidence to perform with their class group, in front of an with others (**Resilient, Active**)

Sample Learning Activities:

- Students will have the opportunity to perform with their peers
- Students will have the opportunity to listen to and interpret various musical tones and sounds.

Assessment: Students will show evidence of their learning when they:

- Engage with other students through song.
- Are able to perform as a class group or on their own
- Work collaboratively on harmonies, rhythm and song
- Recognise how the learning in this module connects to the wellbeing indicators.

Useful resources, web links and community links:

Title of unit: I.T/CSPE (1st Year students)

Duration: 33 weeks x 40 mins: 22 hours

Aim of the unit: To enable students use digital technology in a competent, safe and responsible way. Through the use of digital technologies, this module will explore strand 1 of CSPE, Rights and Responsibilities.

Links: This unit links with elements of SPHE and Technology. It also includes elements of the junior cycle short course in Digital Media Literacy and the CSPE short course specification (strand 1 only)

Statements of Learning	Example of related learning in the unit
SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts	Use of the internet to research topics and issues at a local and national level. Prepare assignments using their Office 365 account.
SOL 11: The student takes action to safeguard and promote his/her wellbeing and that of others	Students can prepare projects/assignments and share their learning with their classmates. Students will learn about digital wellbeing and take action to ensure the proper use of digital technologies.
SOL 19: Values the roles and contribution of science and technology to society, and their personal, social and global importance	Students will learn about digital technologies and consider the importance of technology in the modern world.
SOL 24: Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner	Students will use Office 365 and all its applications to carry out school work, collaborate with fellow students and teachers

Key skills. (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being safe Being responsible, safe and ethical in using digital technology	Classroom discussion on the importance of being secure and responsible online. Students will be required to create strong passwords. Students will receive a number of dedicated lessons from www.webwise.ie and other sources in the area of online safety. Students will recognise their rights and responsibilities when it comes to social media, sharing of images and the use of digital media.
Being Numerate	Using digital technology to develop numeracy skills and understanding	Students will learn how to use applications, such as PowerPoint and Excel to develop numeracy skills. In this context, they should be able to create graphs/bar charts etc.
Working with others	Working with others through digital technology	Using Class Notebook and Office Teams, students will be able to interact with their classmates and submit work to their teachers.
Communicating	Using digital technology to communicate	Students will be able to communicate via their Office 365 platform.
Managing Myself	Making considered decisions Using digital technology to manage myself and my learning	Students will consider the dangers of digital technology. They will be asked to reflect on their online conduct and act in a respectful, sincere manner. Students will use their Office 365 accounts to prepare presentations and projects. They will use the internet to conduct research.

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Aware, Connected and Responsible)

Suggested learning outcomes:

At the end of this unit, students will be able to...

- Demonstrate a basic capability is using Office 365, the internet and Class Notebook (**Aware, Connected**)
- Use all of the applications available on Office 365, especially Microsoft Word and PowerPoint. (**Aware, Connected**)
- Understand the importance of responsible, mature use of digital technologies (**Aware, Connected, Responsible**)
- Be aware of the dangers of the irresponsible use of digital technologies (**Aware, Connected, Responsible**)
- Take steps to ensure their safety and security online (**Aware, Connected, Responsible**)
- Use the internet to conduct research, sourcing information reliably (**Aware, Connected, Responsible**)
- Discuss what it means to be human and live in a community with rights and responsibilities (**Aware, Connected, Responsible**)
- Create a visual representation to communicate a situation where human dignity is not respected (**Aware, Connected**)
- Create a hierarchy of their needs, wants and rights (**Aware, Responsible**)
- Assemble a 'basic needs basket' representing the needs of a family living in Ireland (not just their economic needs) (**Connected, Aware, Responsible**)
- Access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities (**Aware, Connected**)

Sample Learning Activities:

- Students will prepare documents/presentations using Microsoft Word and PowerPoint
- Students will learn how to carry out basic functions in all applications.
- Using resources prepared by Webwise, students will examine case studies around internet safety
- Students will have the opportunity to present their work in front of their peers.
- Students will use digital technology to carry out research and complete projects based on the CSPE short course specification.

Assessment: Students will show evidence of their learning when they:

- Are able to successfully navigate their Office 365 account
- Are able to recognise the dangers of the digital world
- Research, prepare and present work using their school accounts
- Carry out research on human rights and responsibilities, preparing reports summaries using digital technology
- Demonstrate, through formative assessment, an ability to competently use the digital technology at their disposal

Useful resources, web links and community links:

www.webwise.ie

Make a Difference, 4th edition.

Title of unit: My Friends Youth (2nd year students)

Duration: 33 weeks x 40 mins: 22 hours

Aim of the unit: My Friends Youth is an evidence based programme which aims to improve resilience and decrease anxiety among young people

Links: This module has links to SPHE. It also links with some of the themes explored in the first-year retreats.

Statement of learning	Example of related learning in the unit
SOL 5: Has an awareness of personal values and an understanding of the process of moral decision making	Students will discuss the key attributes in being a good friend, recognising the importance of making considered and careful choices.

SOL 11: Takes action to safeguard and promote her wellbeing and that of others	Learners will develop skills to recognise challenging situations and deal with them in a calm, rational manner. They will look at problem solving exercises and ways to build resilience.
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Key skills (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being confident Being safe	Group discussions and role plays looking at anxiety provoking situations, exploring ways to overcome any anxiety and depression.
Managing Myself	Knowing myself Making considered decisions	Through student reflection and their activity book, students will reflect on scenarios, their decision making process and look at ways to better develop life skills.
Working with others	Developing good relationships and dealing with conflict	Students will look at the qualities of a good relationship and how to overcome challenges through honesty, dialogue and empathy.

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

Suggested Learning outcomes: At the end of this unit, students will be able to...

- Better develop life skills to effectively cope with challenging and/or anxiety-provoking situations (**Aware, Resilient**)
- Normalise the emotional state of anxiety (**Resilient**)
- Build emotional resilience and problem-solving abilities (**Aware, Resilient and Responsible**)
- Engage in peer learning (**Aware, Connected**)
- Build peer and other support networks (**Responsible, Connected**)
- Develop self-confidence when dealing with challenging and/or anxiety-provoking situations (**Aware, Respected**)
- Better prevent anxiety and depression in themselves (**Active, Aware, Responsible**)
- Manage their emotional wellbeing better (**Aware, Resilient**)
- Develop positive relationships between all living beings (**Connected**)
- Understand the importance of having empathy and the benefits of helping others/volunteering (**Aware, Connected and Responsible**)
- Inadvertently use the concepts of cognitive behavioural therapy in their everyday lives (**Resilient**)

Sample Learning Activities:

- Individual journaling and reflection
- Group discussion and role plays
- Project work to embed ideas and thoughts learned throughout the course.

Assessment: Students will show evidence of their learning when they:

- Contribute to group discussions using information learned in the sessions
- Actively engage in a variety of activities which involve a range of learning styles, e.g. asking/answering questions, role-plays, games, creative art etc.
- Keep a gratitude journal/personal diary

- Complete a project on one aspect of the programme and present it at the end of the year.

Useful resources, web links and community links:

- www.pathwayshrc.com.au
- www.hse.ie
- www.mymentalhealth.ie
- On my own two feet – Irish SPHE resource
- YouTube for mindfulness clips, videos etc.
- www.thehappymovie.com
- Chocolate sweets for the mindful eating exercise
- Activity Book for each student

Title of unit: I.T (2 nd year students)	Duration: 33 weeks x 40 mins: 22 hours
Aim of the unit: This module, created as a result of feedback from teachers during 2018/19, aims to support students in their use of digital technology and their ability to create content online. Furthermore, the unit aims to educate students further on the importance of ethical and responsible online conduct.	
Links: This module links to sections of the SPHE programme. It also uses elements of the Digital Media Literacy short course.	
Statement of learning	Example of related learning in the unit
SOL 24: Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner	Students will learn how to use all elements of their Office 365 accounts. They will work, independently and collaboratively, on researching, editing and presenting work via Office 365. Students will, through the use of Case Studies and examples, reflect on the importance of appropriate online conduct.

Key skills. (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being safe	Students will learn about safe conduct online, using case studies and examples of responsible behaviour.
Managing Myself	Using digital technology to manage myself and my learning	Students will have the opportunity to use technology to submit, complete and share assignments using Microsoft Teams/Class Notebook.
Working with others	Working with others through digital technology	Students will work with their classmates on small, collaborative projects such as PowerPoint presentations.
Communicating	Using digital technology to communicate	Students will communicate with each other and their teacher via e-mail and Classroom Notebook.

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

Suggested learning outcomes: At the end of this unit, students will be able to...

- Demonstrate a basic capability is using Office 365, the internet and Class Notebook (**Aware, Connected**)
- Be aware of the dangers of the irresponsible use of digital technologies (**Aware, Connected, Responsible**)
- Take steps to ensure their safety and security online (**Aware, Connected, Responsible**)
- Use the internet to conduct research, sourcing information reliably (**Aware, Connected, Responsible**)

Sample Learning Activities:

- Create, edit and share documents using Office 365
- Compose, send and receive e-mails
- Through video clips and class discussion, students will discussion the importance of digital safety.

Assessment: Students will show evidence of their learning when they:

- Demonstrate an understanding of the importance appropriate online conduct via classroom discussion.
- Show that they can create, edit and share work using Office 365.

Title of unit: Communications (2nd and 3rd Year)

Duration: 33 weeks x 40 mins: 22 hours approx

Aim of the unit: This module aims to explore different methods of communication. Students will explore varied means of communication and practise them in varied situations. This course will also encourage students to read aloud, reflect on current affairs issues, prepare speeches and participate in debates/public – speaking competitions.

Links: This module links to Junior Cycle English, elements of CSPE/SPHE

Statement of learning

Example of related learning in the unit

SOL 1: Communicates effectively using a variety of means in a range of contexts in L1.

Students will have the opportunity to consider different methods of communication including body language. Students will consider strategies for dealing with conflict appropriately, how to manage challenging conversations and how converse with an adult.

SOL 23: Brings an idea from conception to realisation

Students will prepare speeches and debates, brainstorming ideas before putting them together into a final piece of work.

SOL 24: Uses technology and digital media to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner	Students will consider the role the media play in communicating a message. Topics such as the role of social media, fake news and advertising will be considered.
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Key skills: (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.)

Key skill	Element	Student learning activity
Staying Well	Being confident	Students will have the opportunity to present, deliver speeches and read aloud amongst their peers. This will help to build confidence.
Working with others	Developing good relationships and dealing with conflict	Students will work with classmates to consider how best to resolve conflict.
Communicating	Listening and expressing myself Discussing and debating Using Language	Students will prepare speeches, use roleplay, deliver presentations and discuss different means of communication over the course of the module. Students will learn how to communicate effectively in a range of scenarios.

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

Suggested learning outcomes: At the end of this unit, students will be able to...

- Uses various communication techniques to present, debate and deliver speeches (**Active, Resilient**)
- Deal with conflict in a responsible, mature manner (**Responsible, Resilient**)
- Express greater confidence when speaking in front of others (**Resilient, Active**)
- Understand how the media use various different methods to communicate a particular point of view (**Aware, Connected**)
- Distinguish between reliable sources of information and misinformation (**Aware, Connected**)

Sample Learning Activities:

- Draft, re-draft and present speeches on certain topics
- Complete class exercises on communication styles
- Research topics and prepare debates
- Participate in classroom discussions around various aspects of communication, the role of the media and the influence of social media
- Role plays involving different situations where clear communication is required

Assessment: Students will show evidence of their learning when they:

- Demonstrate an understanding of the importance of clear and effective communication
- Are able to speak in front of others with confidence
- Show an understanding of the importance of appropriate communication within the working world
- Take part in classroom discussions, role plays and debates

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3.11 Relationships and Sexuality Education (RSE)

This RSE policy is for Loreto Secondary School, Wexford. As such, it reflects the context, values and experience of our particular school.

A. School

1. The school is located on Pembroke Hill in Wexford town. It is a Catholic, single sex, girls' school with a total enrolment of 870 (September 2021). The legal owners and Trustees of the school are the sisters of the Institute of the Blessed Virgin Mary (IBVM), better known as the Loreto Sisters. At this point in time, it is envisaged that there will be no change to either the single sex nature of the school or trusteeship.

2. In the policy development and planning process, Loreto Wexford recognises its responsibilities to its Trustees, the Loreto Sisters, and to the national legislative framework. Particular attention is paid to the following:

Age of Majority Act 1985

Safety, Health and Welfare at Work Acts, 1989 and 2005

Childcare Act 1991

Freedom of Information Acts 1997, 2003, 2014

Education Act, 1998

Protection for Persons Reporting Child Abuse Act, 1998

Data Protection Acts, 1998 -2003

Employment Equality Acts, 1998 - 2004

Education (Welfare) Act, 2000

Education for Persons with Special Educational Needs Act, 2004

Equal Status Acts, 2000 - 2008

Criminal Justice Act, 2006

National Vetting Persons (Children and Vulnerable Persons) Act, 2012 – 2016

Children First Act, 2015

Children First: National Guidance for the Protection and Welfare of Children, 2017

Criminal Law – Sexual Offences Act, 2017

Additionally, the school seeks to uphold and implement all agreements made at national level between the partners in education i.e. DES, Joint Managerial Body (JMB), the Association of Secondary Teachers, Ireland (ASTI), representative bodies of parent / guardians and students.

The school is also mindful of recommended best practice as outlined in inspection reports issued by the DES.

3. As stated above, the RSE Policy takes into account all relevant legal documents, in particular the Child Protection Procedures for Primary and Post-Primary Schools, 2017, (relevant aspects included in this policy

under ‘Child Protection’) and the Equal Status Acts, 2000 - 2008 – (relevant aspects included in this policy under ‘Homosexuality’).

4. The RSE Policy is supported through other school policies, namely: Anti-bullying, Code of Behaviour, Student Safeguarding Statement and Child Protection Guidelines and Procedures.

B. Our School Mission Statement/Philosophy

“Truth, freedom, justice, sincerity and joy – as relevant today in Loreto, Wexford as for Mary Ward in 1609.”

The Institute of the Blessed Virgin Mary (IBVM) was founded by Mary Ward (1585 – 1645) and introduced into Ireland by Frances Teresa Ball when she established the first house in Rathfarnham in 1821. The school in Wexford opened on 17 September, 1866. Mary Ward’s vision was of the apostolic influence of women in time to come in families, in public life, and in the Church. Accordingly, she chose as her particular apostolate the education of girls.

This vision has been continued and enriched over the past four centuries as members of the IBVM and all those with whom they collaborate have responded to the changing needs of the Church and of society.

C. Aims

The educational aims of Loreto Secondary School, Wexford are:

1. To offer a Catholic education that strives to liberate, empower and motivate students to use their individual gifts with confidence, creativity and generosity in a spirit of loving and responsible service.
2. To promote the moral, spiritual, academic, social and personal development of students in consultation with their parent / guardians.
3. To cherish all students equally regardless of ability, gender, creed, class or ethnic background.
4. To encourage a pursuit of excellence appropriate to each student so that she may develop to the full her particular gifts.
5. To offer a broad holistic curriculum to enable students to reach their full potential and to develop a love of learning.
6. To give every opportunity to students to develop powers of critical reflection thereby building independence of mind as a means towards responsible citizenship.
7. To nurture the aesthetic sense through the creative arts and an appreciation of heritage and culture.

The school encourages its students to consider and assess different viewpoints in relation to issues of morality. The experience gained through the working out of this policy and through respecting the needs of minority groups and individuals enriches the whole life of the school.

A code of conduct has been published after consultation with parents/guardians, staff and students which acknowledges:

- Discipline is founded on the principles of respect for people, environment, property and safety. All rules follow from these basic principles which are intended to create and maintain a happy and stable community.
- The best way in which the school can operate with the maximum happiness and fulfilment for everybody is if the maximum courtesy and respect is shown for other people. Students at the school are expected to respect the dignity of other students, teachers and other staff and have the right to expect that their own dignity will be respected.

D. Definition of Relationships and Sexuality Education

Relationships and Sexuality Education is a developmental process through experiential learning in which students participate to help cultivate a healthy attitude towards themselves and others, particularly in the area of sexuality and relationships.

“Relationships and Sexuality Education (RSE) is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. This education is delivered consciously and unconsciously by parent / guardians, teachers, peers, adults and the media.

In Irish schools, RSE will provide structured opportunities for students to acquire a knowledge and understanding of human relationships and sexuality through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework.

This approach gives opportunities to children and young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible manner.....At post-primary level, this means building on the primary programme and providing young people with information and skills to critically evaluate the wide range of information, opinions, attitudes and values offered today, and so make positive, responsible choices about themselves and the way they live their lives.”

- Relationships and Sexuality Education, Policy Guidelines, DES 1997.

In the school setting, RSE will be taught in the context of Social, Personal and Health Education and Wellbeing.

E. Relationships and Sexuality Education within Social Personal and Health Education (2016 Specification) / Wellbeing

The Guidelines for RSE (NCCA, June 1995, 1.2) state that Social Personal and Health Education is “developmental in nature and age appropriate in content and methodology”. The RSE programme is designed to follow this principle and pattern. Apart from the specific lessons of RSE, SPHE/WELLBEING covers other areas which would be pertinent to the development of a healthy attitude to sexuality in oneself and one’s relationship with others. SPHE/WELLBEING deals with many issues such as self-esteem, assertiveness, communication and decision making skills - all of which can contribute to the effectiveness of the RSE programme.

F. The aims of our Relationships and Sexuality Education programme

1. Relationships and Sexuality Education, which is located in the overall framework of Social, Personal and Health Education / Wellbeing, has as its specific aims:

- a) To help students understand and develop friendships and relationships
- b) To promote an understanding of sexuality
- c) To promote a positive attitude to one’s own sexuality and in one’s relationship with others
- d) To promote knowledge of and respect for reproduction
- e) To enable students to develop attitudes and values toward their sexuality in a moral, spiritual and social framework in keeping with the policy of the school
- f) To provide opportunities for students to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way.

G. The Health Promoting School

This school is one that seeks to promote healthy lifestyles for all in a safe, supportive and non-threatening environment. Through its policies, procedures, activities and structures the school aims to create an environment in which:

- People feel valued
- Self-esteem is fostered

- There is respect, tolerance and fairness
- People in difficulty are supported
- There is open and honest communication
- Effort is recognised
- Difference and diversity are valued
- Conflict is handled constructively
- Social, moral and civic values are promoted
- Initiative and creativity are stressed

These aims are implemented in the daily transactions between management, staff, students and the wider school community.

This process is further enhanced by a weekly timetabled class in Social, Personal and Health Education (SPHE/Wellbeing) for each class group in 1st, 2nd, 3rd and 4th year. Additionally, Wellbeing is timetabled as a six week module in 5th and 6th years with a ratio of 15:1.

<p>H. Guidelines for the management and organisation of Relationships and Sexuality Education in our school</p>
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1. Arrangements regarding the teaching of the programme and the deployment of staff will be made by the Principal.

2. Informing and Involving Parent / guardians:

Parents / guardians are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as very important. Relevant sections of this RSE policy are available to parents/guardians at the 1st Year Parent Teacher Meeting prior to RSE lessons in 1st Year. A consent letter, to be signed by parents / guardians prior to the teaching of the RSE lessons, is printed annually in the Student Journal.

This policy has been designed in consultation with Parent Association representatives and the views expressed by parents / guardians will be taken into account when reviewing the policy. This policy will be made available on the school website. A copy of this policy will be made available to any parent / guardian on request to the Principal.

3. Offering Advice:

The school's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception. However, sources of professional information and advice will be identified when appropriate. Teachers may provide students with education and information about where and from whom they can receive confidential sexual advice and treatment, e.g. their doctor or other suitable agency. Advice offered should not be directive and should be appropriate to the age of the student.

4. Explicit Questions:

It may not be appropriate to deal with some explicit questions in class. Teachers may choose to say that it is not appropriate to deal with that question at this time. If a teacher becomes concerned about a matter that has been raised, he/she shall seek advice from an appropriate person within the school, e.g. the SPHE/WELLBEING Liaison Teacher, Guidance Counsellors, Deputy Principals or the Principal. When deciding whether or not to

answer questions the teacher shall consider the age and readiness of the students, the RSE programme content, the ethos of the school and the RSE policy.

5. Confidentiality:

It is school policy that in circumstances where a student is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this immediately to the Principal, DLP. The Principal will decide whether to inform the parent / guardians and/or appropriate authorities and may arrange for counselling.

The following is also school policy:

- a) teachers must not promise absolute confidentiality;
- b) students must be made aware that any incident may be conveyed to the Principal and possibly to parent / guardians if the Principal decides that it is in the best interests of the student to notify parent / guardians;
- c) teachers must use their professional judgement to decide whether confidence can be maintained having heard the information;
- d) teachers must indicate clearly to students when the content of a conversation can no longer be kept confidential - the student can then decide whether to proceed or not.

6. Child Protection

The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, practices and activities. Accordingly, in compliance with the requirements of the Department of Education and Skills' Child Protection Procedures for Primary and Post Primary Schools 2017, the Board of Management of Loreto, Wexford has agreed a Child Protection Policy and a Student Safeguarding Statement (see school policies).

- a. The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools as part of its overall child protection policy.
- b. The Designated Liaison Person (DLP) is Billy O' Shea (Principal).
- c. The Deputy Designated Liaison Person (Deputy DLP) is Ms. Chris O' Reilly (Deputy Principal).
- d. Under the Children First Act 2015 all registered teachers are now mandated persons.
- e. In its policies, practices and activities, Loreto, Wexford will adhere to the following principles of best practice in child protection and welfare and will:
 - recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations
 - fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters
 - adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect
 - develop a practice of openness with parent / guardians and encourage parent / guardian involvement in the education of their children and
 - fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult student with a special vulnerability.

The Child Protection Procedures for Primary and Post Primary Schools 2017 state in 4.2.1 that "any member of school personnel including a registered teacher who receives an allegation or has a suspicion that a child may

have been, is being, or is at risk of being abused or neglected, is still required to report the matter, without delay, to the DLP in the school.

Every registered teacher, as a mandated person, now also has a statutory obligation to make his or her own mandated report to Tusla where the concern about the child is at or above a threshold of harm as defined in the Act. Therefore, in addition to reporting his or her concern to the DLP, a registered teacher must also consider whether or not the concern is at or above the defined threshold of harm at which the registered teacher has his or her own statutory obligation under the Children First Act 2015 to submit a mandated report to Tusla.”

In addition to these procedures, a Child Protection Oversight Report is presented at each Board of Management meeting.

All school personnel are Garda vetted in line with The National Vetting Bureau (Children and Vulnerable Persons) Act 2012 – 2016. All staff have completed mandatory child protection training in line with relevant legislation and circulars. Furthermore, all staff have a copy of the student safeguarding statement, which is prominently displayed in the general purpose area of the school.

7. The division between biological and non-biological aspects of sex education:

The school policy is that the Science Department deals primarily with the biological aspects of reproduction and many students will receive detailed information throughout their school years. However, not all students avail of Science within the curriculum. Therefore, RSE classes will include appropriate age relative biological information in respect of sex education. RSE will cover non-biological aspects of sexual health as outlined in its programme.

8. Withdrawing students from the RSE programme:

- a. Relevant sections of this policy will be discussed with parent / guardians at the annual First Year Parent / guardian-Teacher meeting parent / guardians will always be provided with a full copy of this policy following a request to do so. A consent letter to be signed by each parent / guardian is also included in the school journal.
- b. Parent / guardians do not have to give reasons for withdrawal, but we respectfully invite them to do so. Sometimes we can then resolve misunderstandings. Once a parent / guardian’s request to withdraw is made, that request must be complied with until revoked by the parent / guardian.
- c. What is done if a request for withdrawal from the RSE programme is made by a parent / guardian:
 - i. The nature of the concerns with the child’s parent / guardian is discussed and, if appropriate, an attempt is made to reassure them (initially such discussion takes place at a meeting with the SPHE/Wellbeing teacher and SPHE/Wellbeing Liaison Teacher, (the Principal may become involved if necessary).
 - ii. We consider whether the programme can be amended or improved in a way that will reassure parent / guardians. Care is taken not to undermine the integrity of the RSE programme and the entitlement of the other students.
 - iii. We attempt to ensure that where a student is withdrawn there is no disruption to other parts of their education.
 - iv. We point out that students who have been withdrawn are vulnerable to teasing. We therefore attempt to cause minimal embarrassment to the student and minimal disruption to the programme.
 - v. We also point out that students may receive inaccurate information from their peers.
 - vi. We offer the parent / guardians access to appropriate information and resources.

9. Provision of guest speakers:

In line with Circular 43/2018, Best practice guidance for post primary schools in the use of programmes and / or external facilitators in promoting wellbeing consistent with the DES Wellbeing Policy Statement and Framework for Practice, the school will carefully consider the choice of guest speakers.

a) It is school policy that most of the RSE programme is best discussed openly with teachers who are known and trusted by the students. However, visitors can enhance the quality of the provision as long as they are used in addition to, not instead of, a planned programme of RSE.

b) The SPHE/Wellbeing teacher will provide the visitor, well in advance of the visit, with a copy of this RSE policy. If approval is obtained from the Principal for the visit, the organising teacher makes the visitor aware of the ethos of the school and the manner of delivery of the RSE programme. Issues the SPHE/Wellbeing teacher will consider are:

- i) the degree of explicitness of the content and presentation
- ii) the need for the visitor to be accompanied by teaching staff
- iii) the role the SPHE/Wellbeing teacher in the visitor's activities
- iv) preparing the visitor for the visit
- v) how best to follow up on the visit.

c) Visitors shall be given advance notice of the composition of the class and an idea of how their contribution fits into the scheme of work.

d) In order to inform the visitor of the precise requirements of a group and to make better use of the time of the visitor, it is advisable for the group to draw up questions in advance and these should be forwarded in advance to the visitor. This will involve the students in the visit and will make the experience more relevant for them. This also facilitates planning.

e) The Principal shall be informed of the date and name of the visitor.

g) The visitor shall be welcomed at the main door.

h) At the end of the session a vote of thanks should be given by a student and the visitor escorted to the main door.

i) A written acknowledgement of their contribution shall be sent to the visitor and a report on the visit may appear on the school website.

10. Homosexuality

Teachers do not promote any one life-style as the only acceptable one for society and therefore it is inevitable and natural that homosexuality will be discussed during a programme of sex education. One of the advantages of exploring issues concerning homosexuality is the opportunity to correct false ideas, assumptions and address prejudice. Discussion of homosexuality shall be appropriate to the age of the students.

This topic will be dealt with in an age appropriate, sensitive way and within the ethos of the school and guided by the DES, RSE curriculum guidelines.

The Board of Management of Loreto Secondary School, Wexford commits itself to the principle of inclusiveness with regards to the provision of mainstream education for all, respect for diversity and encouraging students to develop their ideas and values.

The Equal Status Acts, 2000 - 2008 apply to educational establishments and prohibit discrimination – be it direct, indirect or by association - on nine specific grounds:

- Gender – being male or female.
- Marital status – being single, married, separated, divorced or widowed.
- Family status – being pregnant or having responsibility as a parent / guardian in relation to a person under 18 years or as a parent / guardian or carer to an adult with a disability.
- Sexual orientation – being heterosexual, homosexual or bisexual.

- Religion – having religious beliefs or having none.
- Age – applies to everybody over 18.
- Disability – covers all physical, sensory and intellectual disabilities.
- Race – includes race, colour, nationality or ethnic or national origins.
- Membership of the Traveller community – being a traveller.

11. Contraception

This topic will be dealt with in an age appropriate, sensitive way and within the ethos of the school and guided by the DES, RSE curriculum guidelines.

12. Special Needs

For the purpose of this policy, special educational needs is defined as “a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition”.

Loreto, Wexford commits itself fully to the inclusion of all students with special educational needs as well as general learning needs. Such inclusion in mainstream education is supported by both national and international reports e.g. the Special Education Review Committee 1993, the UNESCO World Conference on Special Needs Education 1994 and the Council of Europe Political Declaration 2003 and Action Plan 2006. The school also operates within the legislative framework set out by the following:

- The Education Act, 1998
- The Equal Status Act, 2000 and Equality Act, 2004
- The Education (Welfare) Act, 2000
- The Data Protection Acts, 1988-2003
- The Freedom of Information Acts, 1997-2003
- The Education for Persons with Special Education Needs Act, 2004

The Special Educational Needs Coordination Team oversees the overall care of students with special educational needs within the school setting.

Children with special needs may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others.

All teachers involved in the education of students with special educational needs are expected to adopt a variety of teaching methods and strategies e.g. co-operative teaching, co-operative learning, active learning, heterogeneous grouping, direct instruction, to maximise the educational, personal and social outcome for these students.

Teachers are to be mindful that such students tend to learn best in a teaching and learning environment that is characterised by structure and organisation.

I. Overview of RSE Programme

1st year

Students have one timetabled class of SPHE per week for the duration of the year as part of the current Wellbeing programme.

The aims of the 1st year RSE programme:

1. To help the students to understand the physical, emotional and psychological changes that take place during adolescence.
2. To help the students to appreciate that these changes occur at different times and at different rates, depending on the individual.
3. To enable the students to clarify their information on the male and female reproductive systems, intercourse and conception.
4. To enable the students to deepen their awareness of stereotyping and its influence on attitudes and behaviour.
5. To identify some contemporary attitudes to sexuality.
6. To help the students to recognise the need for respect for sexuality.

	Topic	Wellbeing indicator
Class 1	Puberty: what is it?	aware
Class 2	Changes that occur during adolescence	aware connected
Class 3	The reproductive system	aware
Class 4	Images of men and women	aware respected
Class 5	Gender stereotyping	responsible connected
Class 6	Respecting yourself and other	respected aware

2nd year

Students have one timetabled class of SPHE per week for the duration of the year as part of the current Wellbeing programme.

The aims of the 2nd year RSE programme:

1. To examine the stages of development from conception to birth.
2. To help students differentiate between different types of relationships.
3. To promote awareness of the feelings and emotions associated with a variety of relationships.
4. To help students to explore the role of peer pressure and other influences in the area of sexuality.
5. To enable students to develop skills for establishing and maintaining relationships at appropriate levels.

6. To identify skills necessary for making decisions – consistent with personal values and within a moral framework – about behaviour in relationships.

7. To help students develop an awareness of the potential risks involved in developing new relationships.

8. To enable students to identify practical steps for personal security.

9. To raise awareness about sexually transmitted diseases.

	Topic	Wellbeing indicator
Class 1	From conception to birth	aware
Class 2	From conception to birth	aware
Class 3	Recognising and expressing feelings and emotions	resilient connected
Class 4	Peer pressure and other influences	respected responsible connected
Class 5	Making responsible decisions	aware respected
Class 6	Health and personal safety	responsible

3rd year

Students have one timetabled class of SPHE per week for the duration of the year.

	Topic	Learning outcomes
Class 1	Relationships	Students will: <ul style="list-style-type: none"> • have reflected on what helps relationships to work well • what might damage a relationship • have reflected on the qualities they value in a relationship.
Class 2	Relationship building blocks	Students will: <ul style="list-style-type: none"> • have reflected on what they consider to be the essential building blocks of a relationship • considered why it is important that those we are in a relationship with have similar values to us.
Class 3	Respectful	Students will:

	relationships	<ul style="list-style-type: none"> • have explored acceptable and unacceptable behaviours in a relationship • have clear guidelines on behaviours that are never acceptable in a relationship.
Class 4	Wants, needs, rights and responsibilities	<p>Students will:</p> <ul style="list-style-type: none"> • understand the difference between wants, needs and rights • appreciate that with rights comes responsibilities.
Class 5	Rights and responsibilities in relationships	<p>Students will:</p> <ul style="list-style-type: none"> • be aware that both people in a relationship will have rights and responsibilities • be aware that certain actions and behaviours can impact on these rights.
Class 6	Judging a book by its cover	<p>Students will:</p> <ul style="list-style-type: none"> • have explored the tendency to judge people by their outer appearance rather than their inner self • they will also have reflected what makes a body healthy and on the positive aspects of their own bodies.
Class 7	Contraception	<p>Students will:</p> <ul style="list-style-type: none"> • be aware of how contraception works to prevent pregnancy.
Class 8	STIs	<p>Students will:</p> <ul style="list-style-type: none"> • be aware of how STIs are transmitted • be aware of how certain contraceptives help prevent against STIs.
Class 9	Sexual Orientation	<p>Students will:</p> <ul style="list-style-type: none"> • have come up with a variety of different ways that they can support people of different sexual orientations • appreciate that everyone, regardless of sexual orientation, deserves to be treated with respect and dignity.

Assessment is based on teacher observation, student reflection and feedback.

4th year

Students have one Wellbeing class per week. As part of this subject six classes of RSE are completed during the course of the year.

	Topic	Learning outcomes
Class 1	Human Reproduction and Fertility	<p>Students will:</p> <ul style="list-style-type: none"> • Revise, if necessary, and understand the human reproductive systems • Understand how conception takes place iii) Understand male and female fertility • Be aware of related health issues.
Class 2	Understanding Female Fertility	<p>Students will:</p> <ul style="list-style-type: none"> • Understand what happens in the body during the menstrual cycle • Know the most likely fertile time in a regular menstrual cycle • Understand the range of factors that can influence female fertility
Class 3	Contraceptive Methods I	<p>Students will:</p> <ul style="list-style-type: none"> • Be aware of the range of methods of contraception currently available • Be able to differentiate between hormonal, barrier and other methods of contraception • Have an appreciation of the difficulties that couples might experience in discussing contraceptive issues • Have explored gender stereotyping in relation to responsibility for contraception.
Class 4	Contraceptive Methods II	<p>Students will:</p> <ul style="list-style-type: none"> • Have a greater understanding of the range of contraceptive methods available and some of their advantages and disadvantages • Understand that people's choice of contraceptive is dependent on many factors including health, lifestyle, beliefs, attitudes and values.
Class 5	Unplanned Pregnancy	<p>Students will:</p> <ul style="list-style-type: none"> • Reflect on the issues surrounding an unplanned pregnancy for young people • Be aware of the supports and services available to someone with an unplanned pregnancy

		<ul style="list-style-type: none"> Consider how they could best support a friend who is experiencing an unplanned pregnancy.
Class 6	STIs – What’s What	<p>Students will:</p> <ul style="list-style-type: none"> Know more about the various categories of STIs Know the causes, transmission routes and treatments of a range of STIs Understand some of the barriers to people accessing STI services.
Class 7	STI Transmission	<p>Students will:</p> <ul style="list-style-type: none"> Have a better understanding of STI transmission risks associated with sexual activity Have a better understanding of how people can avoid contracting STIs and how sexually active people can reduce the risk of infection Have revised their knowledge with regard to STIs.

Assessment is based on teacher observation, student reflection and feedback.

5th and 6th year

Students are withdrawn from a non-exam subject (Religion & PE) on a rotation basis to complete six to eight classes of RSE.

5th year:

	Topic	Learning outcome
Class 1:	What we value in Relationships (Trust Pack)	<p>Students will have:</p> <ul style="list-style-type: none"> An enhanced awareness of the qualities that they bring to relationships An enhanced awareness of the qualities they value in others An appreciation of an important relationship in their lives
Class 2:	Healthy Relationships (Trust)	<p>Students will:</p> <ul style="list-style-type: none"> Be more aware that relationships are affected

		<p>by the ways in which both people act</p> <ul style="list-style-type: none"> • Be more aware of behaviours that nourish relationships • Recognise that relationships are enriched when there is give and take
Class 3:	Self-Esteem	<p>Students will:</p> <ul style="list-style-type: none"> • Have an increased awareness of their own self of self worth • Have recognised and affirmed their strengths • Feel more empowered in relationships
Class 4:	The influence of Self-esteem	<p>Students will:</p> <ul style="list-style-type: none"> • Be more aware of how their sense of themselves can be influenced by their peers • Have a better understanding of how peer influence can affect their behaviour • Have practiced the skill of positive self talk
Class 5:	When we feel hurt	<p>Students will:</p> <ul style="list-style-type: none"> • Have an increased awareness of ways in which people respond to hurt and rejection • Have considered healthy and unhealthy ways of responding to hurt and rejection
Class 6:	Understanding boundaries	<p>Students will:</p> <ul style="list-style-type: none"> • Be more aware of their own boundaries • Understand how their values and beliefs influence their boundaries • Be more able to recognise the inner cues that help them to feel safe
Class 7:	Communicating our boundaries	<p>Students will:</p> <ul style="list-style-type: none"> • Have reflected on the importance of communicating their boundaries to others • Have an increased awareness of how to communicate their boundaries • Have practiced skills for communicating their boundaries assertively • Have practiced skills for listening to another person communicating their boundaries

Class 8:	Intimacy	<p>Students will:</p> <ul style="list-style-type: none"> • Have reflected on what intimacy in a relationship means • Have reflected on the stages of intimacy in a relationship • Be more aware of an intimate relationship in their own lives
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Assessment is based on teacher observation, student reflection and feedback.

6th year

	Topic	Learning outcomes
Class 1	Sexuality	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to appreciate that all people are sexual beings throughout their lives, whether or not they choose to be sexually active • Have developed their understanding of the various dimensions of human sexuality and how they are inter-related.
Class 2	Sexual Orientation	<p>Students will:</p> <ul style="list-style-type: none"> • Have a clearer understanding of what is meant by sexual orientation • Have an increased awareness of the experience of someone who is gay, lesbian or bisexual • Have explored their own attitudes towards sexual orientation.
Class 3	Influences and Values	<p>Students will:</p> <ul style="list-style-type: none"> • Be more aware that they are influenced by a range of people and messages • Have reflected on how they are influenced by the messages they receive.
Class 4	Influences and Values	<p>Students will:</p> <ul style="list-style-type: none"> • Have reflected on how they are influenced by the messages they receive

		<ul style="list-style-type: none"> • Be more aware of the values that are important to them.
Class 5	Decision-Making	<p>Students will:</p> <ul style="list-style-type: none"> • Have reflected on beliefs and attitudes about sex • Have considered the consequences of being sexually active • Be more aware of the development of physical and emotional intimacy.
Class 6	Responsible Relationships	<p>Students will:</p> <ul style="list-style-type: none"> • Be more aware of the difficulties of resisting pressure • Have practised skills for resisting pressure to be sexually active if they do not wish to be

Assessment is based on teacher observation, student reflection and feedback.

J. Ongoing Support, Development and Review

Training:

Loreto Secondary School, Wexford, is committed to the on-going support of all SPHE/Wellbeing teachers in terms of professional up-skilling and training. The SPHE/Wellbeing training and support is accessed through the DES, SPHE/Wellbeing Support Service, and other HSE initiatives and local Education Centre.

The skills acquired in general teaching apply also to SPHE/Wellbeing.

Resources:

The school will purchase appropriate RSE teaching materials which have been identified by the trained SPHE/Wellbeing team, the DES / SPHE/Wellbeing Support Service as being appropriate and useful and which have been approved by the Principal, within the normal budgetary framework.

Monitoring, evaluating and reviewing the RSE programme:

We are committed to monitoring and evaluating the effectiveness of the RSE programme. Specifically, important to the RSE Programme are:

- a) student feedback- a written evaluation may be completed by students after the RSE module and this feedback will inform the programme going forward.
- b) SPHE/Wellbeing team review and feedback- the SPHE/Wellbeing teachers will also complete a review in terms of their experience and the effectiveness of the materials and methods in each RSE yearly programme.

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4.1 School and Class size

With the move to a new school building in autumn 2018 that will cater for a total student enrolment of 900, 1st year intake will increase annually to 150 with effect from 1 September 2017.

Projected school size on 30 September 2021:

1 st year	150 students
2 nd year	150 students
3 rd year	150 students
4 th year	150 students
5 th year	150 students
6 th year	120 students
Total	870 students

It is therefore projected that the school will be at maximum capacity of 900 students from September 2022.

The following factors cause minimal variations in these figures:

- Families moving to and from Wexford
- Numbers repeating a year in school
- Students transferring from other schools into years other than 1st, subject to vacancies arising

Numbers in each year are subject to necessary resources being available.

The following class size limits are applied:

Home Economics	20 students maximum
Art, Science subjects, Drama, Music	24 students maximum
All other subjects (except Choir)	30 students maximum

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4.2 Admission Policy (with effect from 1 September 2020)

Admission Policy of Loreto Secondary School, Wexford.

School Address: Pembroke Hill, Ballynagee, Wexford. Y35WT28

Telephone: 053-9146162

E-mail: reception@loretowexford.com

Roll number: 63660A

School Patron: Loreto Trust Board

1. Introduction

This Admission Policy complies with the requirements of the Education Act 1998, the Education (Admission to Schools) Act 2018 and the Equal Status Act 2000. In drafting this policy, the Board of Management of the school has consulted with school staff, the school patron and with parents/guardians of students attending the school.

The policy was approved by the school patron on 19 August 2020. It was subsequently amended by the school patron on 10 November 2020 to be in compliance with Department of Education and Skills circular letter 0069/2020. It is published on the school's website – www.loretowexford.com - and will be made available in hardcopy on request.

The relevant dates and timelines for the Loreto Secondary School, Wexford admission process are set out in the school's admission notice which is published annually on the school's website at least one week before the commencement of the admission process for the school year concerned.

This policy must be read in conjunction with the annual admission notice for the school year concerned.

The application form for admission is published on the school's website and will be made available in hardcopy on request.

2. Characteristic spirit and general objectives of the school

Loreto Secondary School, Wexford is an all girls voluntary secondary school with a Catholic ethos under the trusteeship of the Loreto Education Trust.

Loreto schools seek to provide an education that affirms the innate dignity of every human being created in God's image and fosters the full and harmonious development of each student, encompassing the intellectual, physical, cultural, moral and spiritual aspects in an environment of truth, freedom, justice, sincerity and joy.

The creation of a dynamic school community where every student is equally cherished and has a real sense of belonging is a priority in a Loreto school which draws its inspiration from Gospel values and the rich heritage passed on to us from Mary Ward and Teresa Ball (note 1 below), and enshrined in our documents on Loreto Education, including Kolkata Educational Guidelines for Loreto Schools, Continuing the Journey: A Loreto Education and A Mary Ward Schools' Compass.

Students are encouraged to be reflective and discerning in the spirit of our Loreto and Ignatian tradition and continue to grow with integrity in right relationship with God, with other people and the environment.

Our philosophy of holistic education places the person of the student at the centre of the educational enterprise which nurtures the student's capacity to "seek truth ... to love what is good ... to strive for excellence" (Teresa Ball) and joyfully engage with life-long self-directed learning in all its dimensions. In so doing, we are committed to preparing students to take their place in society as generous, confident, perceptive, well-informed, articulate and compassionate people ready to contribute to the common good.

Loreto schools welcome students of all faiths and of none while maintaining a Catholic ethos. Inter-faith and inter-cultural dialogue together with a spirit of inclusivity and the celebration of diversity are fostered in the school.

In harmony with our characteristic spirit and recognising that care of faith and education are fundamental to the Loreto tradition, Religious Education is central to our curriculum and the faith formation of Catholic students is supported by the school in accordance with the doctrines, practices and traditions of the Catholic Church (note 2 below). Each student's spiritual life is expressed and deepened through prayer, ritual in the cycle of the liturgical year, reflection on the profound link between faith and justice and creative engagement with the dialogue of faith and life communicated in nature, in science and in the arts.

In accordance with S.15 (2) (b) of the Education Act, 1998 the Board of Management of Loreto Secondary School, Wexford shall uphold, and be accountable to the patron for so upholding, the characteristic spirit of the school as determined by the cultural, educational, moral, religious, social, linguistic and spiritual values and traditions which inform and are characteristic of the objectives and conduct of the school.

Note 1: The Institute of the Blessed Virgin Mary was founded in 1609 by Mary Ward and Teresa Ball brought this tradition which she named Loreto to Ireland in 1821.

Note 2: The school provides religious education in accordance with the doctrines, practices and traditions of the Roman Catholic Church, and/or such ethos and/or characteristic spirit as may be determined or interpreted from time to time by the Irish Episcopal Conference.

The school's Mission Statement reflects the core values of the founder, Mary Ward:

"Truth, freedom, justice, sincerity and joy – as relevant today in Loreto, Wexford as for Mary Ward in 1609."

The educational objectives of Loreto Secondary School, Wexford are:

- To offer a Catholic education that strives to liberate, empower and motivate students to use their individual gifts with confidence, creativity and generosity in a spirit of loving and responsible service.
- To promote the moral, spiritual, academic, social and personal development of students in consultation with their parent/guardians.
- To cherish all students equally regardless of ability, gender, creed, class or ethnic background.
- To encourage a pursuit of excellence appropriate to each student so that she may develop to the full her particular gifts.
- To offer a broad holistic curriculum to enable students to reach their full potential and to develop a love of learning.
- To give every opportunity to students to develop powers of critical reflection thereby building independence of mind as a means towards responsible citizenship.
- To nurture the aesthetic sense through the creative arts and an appreciation of heritage and culture.

This school is one that seeks to promote healthy lifestyles for all in a safe, supportive and non-threatening environment. Through its policies, procedures, activities and structures the school aims to create an environment in which:

- People feel valued
- Self-esteem is fostered
- There is respect, tolerance and fairness

- People in difficulty are supported
- There is open and honest communication
- Effort is recognised
- Difference and diversity are valued
- Conflict is handled constructively
- Social, moral and civic values are promoted
- Initiative and creativity are stressed

These aims are fulfilled in the daily transactions between management, staff, students and the wider school community.

3. Admission Statement

Loreto Secondary School, Wexford will not discriminate in its admission of a student to the school on any of the following:

- (a) the gender ground of the student or the applicant in respect of the student concerned*,
- (b) the civil status ground of the student or the applicant in respect of the student concerned,
- (c) the family status ground of the student or the applicant in respect of the student concerned,
- (d) the sexual orientation ground of the student or the applicant in respect of the student concerned,
- (e) the religion ground of the student or the applicant in respect of the student concerned**,
- (f) the disability ground of the student or the applicant in respect of the student concerned,
- (g) the ground of race of the student or the applicant in respect of the student concerned,
- (h) the Traveller community ground of the student or the applicant in respect of the student concerned, or
- (i) the ground that the student or the applicant in respect of the student concerned has special educational needs

*Loreto Secondary School, Wexford is an all-girls school and does not discriminate where it refuses to admit a boy applying for admission to this school. The school will be as supportive as possible of any student who wishes to change her gender in the course of her time in the school.

**Loreto Secondary School, Wexford is a school whose objective is to provide education in an environment which promotes certain religious values and does not discriminate where it refuses to admit as a student a person who is not of the Roman Catholic denomination and it is proved that the refusal is essential to maintain the ethos of the school.

As per section 61 (3) of the Education Act 1998, ‘civil status ground’, ‘disability ground’, ‘discriminate’, ‘family status ground’, ‘gender ground’, ‘ground of race’, ‘religion ground’, ‘sexual orientation ground’ and ‘Traveller community ground’ shall be construed in accordance with section 3 of the Equal Status Act 2000.

4. Admission of Students

This school shall admit each student seeking admission except where –

- the school is oversubscribed (please see [section 6](#) below for further details)
- a parent/guardian of a student, when required by the principal in accordance with section 23(4) of the Education (Welfare) Act 2000, fails to confirm in writing that the code of behaviour of the school is acceptable to him or her and that he or she shall make all reasonable efforts to ensure compliance with such code by the student
- where the admission of the applicant would pose a significant risk to the health and safety of the applicant or students and staff of the school, or risk significantly interfering with the right of other students to an appropriate education.

5. Oversubscription

In the event that the school is oversubscribed, the Principal will apply the following selection criteria in the order listed below to those applications that are received within the timeline for receipt of applications as set out in the school's annual admission notice:

Category	Description
1	Sisters of students who are attending or who have previously attended Loreto Secondary School, Wexford.
2	Daughters of current and former non-casual staff, teaching and non-teaching, employed directly/engaged by the BOM.
3	Daughters of past students of Loreto Secondary School, Wexford up to a limit of 37 places, being 25% of total 1 st year annual enrolment, in compliance with the Education (Admission to Schools) Act 2018.
4	Remaining applicants.

In the event of over-subscription, the Principal, having allocated places to those entitled to same in categories 1 and 2, will then conduct two lotteries (if required) to, firstly, fill the 37 places allocated to daughters of past students (category 3) and then, secondly, to reach the point where 150 places, being the combined total from the four categories, have been allocated. Once the stated places have been allocated in categories 3 and 4, the lottery draws will continue to determine each applicant's place on the relevant waiting list/s.

6. **What will not be considered or taken into account**

In accordance with section 62(7) (e) of the Education Act, the school will not consider or take into account any of the following in deciding on applications for admission or when placing a student on a waiting list for admission to the school:

1. the payment of fees or contributions (howsoever described) to the school;
2. a student's academic ability, skills or aptitude;
3. the occupation, financial status, academic ability, skills or aptitude of a student's parents/guardians;
4. a requirement that a student, or his or her parent/guardians, attend an interview, open day or other meeting as a condition of admission;
5. a student's connection to the school by virtue of a member of his or her family attending or having previously attended the school; other than the selection criteria based on:
 - a. sisters of a student attending or having attended the school
 - b. parents/guardians of a student having attended the school
 - c. daughters of current and former non-casual staff, teaching and non-teaching, employed directly/engaged by the BOM.

In relation to (b) above – parent/guardians of a student having attended the school, Loreto Secondary School, Wexford may only apply this criteria to a maximum of 25% of the available spaces i.e. 37, as set out in the school's annual admission notice, in compliance with the Education (Admission to Schools) Act 2018.

6. the date and time on which an application for admission was received by the school, this being subject to the application being received at any time during the period specified for receiving applications set out in the annual admission notice of the school for the school year concerned.

7. **Decisions on applications**

All decisions on applications for admission to Loreto Secondary School, Wexford will be based on the following:

- The school's admission policy
- The school's annual admission notice (where applicable)
- The information provided by the applicant in the school's official application form received during the period specified in the annual admission notice for receiving applications

Please see [section 15](#) below in relation to applications received outside of the admissions period and [section 16](#) below in relation to applications for places in years other than the 1st year intake group.

Selection criteria that are not included in the school's admission policy will not be used to make a decision on an application for a place in the school.

8. Notifying applicants of decisions

Applicants will be informed in writing as to the decision of the school, within the timeline outlined in the annual admissions notice.

If a student is not offered a place in the school, the reasons why they were not offered a place will be communicated in writing to the applicant, including details of the student's place on the relevant waiting list/s for the school year concerned.

Applicants will be informed of the right to seek a review/right of appeal of the school's decision (see [section 17](#) below for further details).

9. Acceptance of an offer of a place by an applicant

In accepting an offer of admission from Loreto Secondary School, Wexford, the applicant must indicate—

(i) whether or not s/he has accepted an offer of admission for another school or schools for his/her daughter. If s/he has accepted such an offer, s/he must also provide details of the offer or offers concerned and

(ii) whether or not s/he has applied for and is awaiting confirmation of an offer of admission from another school or schools, and if so, s/he must provide details of the other school or schools concerned.

10. Circumstances in which offers may not be made or may be withdrawn

An offer of admission may not be made or may be withdrawn by Loreto Secondary School, Wexford where:

- (i) it is established that information contained in the application is false or misleading.
- (ii) an applicant fails to confirm acceptance of an offer of admission on or before the date set out in the annual admission notice of the school.
- (iii) the parent/guardian of a student, when required by the principal in accordance with section 23(4) of the Education (Welfare) Act 2000, fails to confirm in writing that the code of behaviour of the school is acceptable to him or her and that he or she shall make all reasonable efforts to ensure compliance with such code by the student; or
- (iv) an applicant has failed to comply with the requirements of 'acceptance of an offer' as set out in the previous section.

11. Sharing of Data with other schools

Applicants should be aware that section 66(6) of the Education (Admission to Schools) Act 2018 allows for the sharing of certain information between schools in order to facilitate the efficient admission of students.

12. Waiting lists in the event of oversubscription

In the event of there being more applications to the school year concerned than places available, waiting lists of students whose applications for admission to Loreto Secondary School, Wexford were unsuccessful due to the school being oversubscribed will be compiled and will remain valid for the school year in which admission is being sought.

Placement on the waiting lists of Loreto Secondary School is in the order of priority assigned to the students' applications after the school has applied the selection criteria in accordance with this admission policy.

Offers of any subsequent places that become available for and during the school year in relation to which admission is being sought will be made to those students on the waiting lists, in accordance with the order of priority in relation to which the students have been placed on the lists.

13. **Late Applications**

All applications for admission received after the closing date as outlined in the annual admission notice will be considered and decided upon in accordance with our school’s admissions policy, the Education Admissions to School Act 2018 and any regulations made under that Act.

If the school is already oversubscribed it will not be possible to offer a place in respect of a late applicant.

14. **Procedures for admission of students to years two to six and during the school year**

1. Any request to transfer a student (girls only) from another 2nd level school into years two to six in Loreto, Wexford must be made on a standard application form available from the School Secretary or Receptionist. It may also be downloaded from the school’s website – www.loreto-wexford.com
2. Completed application forms will be accepted in the month of May for the following September. A decision on whether or not to enrol will be made within 21 days after 31 May. This decision will be conveyed in writing to the person/s making the application.
3. The decision of the Board of Management on such an application will be based on the school’s class size policy as set out below:

Home Economics	20 students maximum
Art, Science subjects, Drama, Music	24 students maximum
All other subjects (except Choir)	30 students maximum

4. Where the demand exceeds any available places in a particular year group, the Principal will apply the following selection criteria in the order listed below:

Category	Description
1	Sisters of students who are attending or who have previously attended Loreto Secondary School, Wexford.
2	Daughters of current and former non-casual staff, teaching and non-teaching, employed directly/engaged by the BOM.
3	Daughters of past students of Loreto Secondary School, Wexford.
4	Remaining applicants.
In the event of over-subscription, the Principal, having allocated places to those entitled to same in categories 1, 2 and 3 will then conduct a single lottery to fill any remaining places in a given year group and to determine each remaining applicant’s place on the school’s waiting list which will remain valid for the school year in which admission is being sought.	

5. Confirmation of a place is conditional on the receipt by the school, within 14 days of the date of offer of a place, of the signed acceptance by a parent/guardian of the school’s Code of Behaviour. Following confirmation of the acceptance of place, parents/guardians are invited to a meeting designed to facilitate them in sharing any relevant information likely to assist the school in acting in the best interests of the student.
6. Applications for admission into years two to six that are received in the course of the school year will be considered should a vacancy exist in the year group in question and by reference to any waiting list that might already exist for that particular year group.

7. Applicants should be aware that section 66(6) of the Education (Admission to Schools) Act 2018 allows for the sharing of certain information between schools in order to facilitate the efficient admission of students.

15. Declaration in relation to the non-charging of fees

The school's Board of Management, or any persons acting on its behalf, will not charge fees for or seek payment or contributions (howsoever described) as a condition of-

- (a) an application for admission of a student to the school, or
- (b) the admission or continued enrolment of a student in the school.

16. Arrangements regarding students not attending religious instruction

A parent/guardian of a student, or a student who has reached the age of 18, who wishes to attend Loreto Secondary School, Wexford without attending religious instruction should make a written request to the principal. A meeting will be then be arranged with the parent/guardian or the student, as the case may be, to discuss how the request may be accommodated by the school within the limited staffing resources made available by the Department of Education and Skills.

Any arrangements that may be put in place will not result in a reduction in the school day of such a student.

17. Reviews/appeals

Review of decisions by the Board of Management

- a. Where an applicant has been placed on a waiting list due to the school being oversubscribed, the applicant **must request a review** of that decision by the Board of Management prior to making an appeal under section 29 of the Education Act 1998.
- b. Where an applicant has been refused admission due to a reason other than the school being oversubscribed, the applicant **may request a review** of that decision by the Board of Management prior to making an appeal under section 29 of the Education Act 1998.
- c. A request for a review must be made in writing to the Secretary, Board of Management, Loreto Secondary School, Wexford within 14 days of the date stated on the letter refusing enrolment.
- d. The parent/guardian of the student, or in the case of a student who has reached the age of 18 years, the student, may request the Board of Management to review a decision to refuse admission. Such requests must be made in accordance with section 29C of the Education Act 1998.
- e. The Board will conduct such reviews in accordance with the requirements of the procedures determined under section 29B and with section 29C of the Education Act 1998.

Right of appeal

- a. Under Section 29 of the Education Act 1998, the parent/guardian of the student, or in the case of a student who has reached the age of 18 years, the student, may appeal a decision of this school to refuse admission.
- b. An appeal may be made under Section 29 (1) (c) (i) of the Education Act 1998 where the refusal to admit was due to the school being oversubscribed. The applicant must first request a review of this decision by the Board of Management as outlined above.
- c. An appeal may be made under Section 29 (1) (c) (ii) of the Education Act 1998 where the refusal to admit was due a reason other than the school being oversubscribed.

- d. Where an applicant has been refused admission due to the school being oversubscribed, the applicant **must request a review** of that decision by the Board of Management **prior to making an appeal** under section 29 of the Education Act 1998. (see Review of decisions by the Board of Management, above)
- e. Where an applicant has been refused admission due to a reason other than the school being oversubscribed, the applicant **may request a review** of that decision by the Board of Management prior to making an appeal under section 29 of the Education Act 1998. (see Review of decisions by the Board of Management)
- f. Appeals under Section 29 of the Education Act 1998 will be considered and determined by an independent appeals committee appointed by the Minister for Education and Skills.
- g. The timeline within which such an appeal must be made and the other requirements applicable to such appeals are set out in the procedures determined by the Minister under section 29B of the Education Act 1998 which are published on the website of the Department of Education and Skills.

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4.3 Code of Behaviour

1. Introduction

This Code of Behaviour is effective on and from 15 January 2019 and supersedes all previous Codes. It has been prepared in accordance with “Developing a Code of Behaviour: Guidelines for Schools”, NEWB, May 2008. The Code has been approved by the Loreto trustees.

Loreto Secondary School, Wexford is an educational establishment catering for 780 students (from September 2018) and a total staff of approximately 65 people. To ensure that all members of the school community can work in an orderly and safe environment it is essential that this Code of Behaviour be implemented in full and evaluated from time to time by the BOM following consultation with staff, students, parents and any other interested parties.

Parents are made aware of the code prior to the registration of their daughter in the school in compliance with Section 23(4) of the Education (Welfare) Act 2000. Registration and admission of students into the school is conditional on parents’ giving a written undertaking that they find this Code of Behaviour acceptable and that they will make all reasonable efforts to ensure compliance by their daughter. The Code of Behaviour applies to all students up to the completion of senior cycle education.

In accordance with the Age of Majority Act, 1985 the school recognises that a student aged 18 or over is an adult and has capacity to enter contracts and make decisions affecting her legal and other rights.

The Code of Behaviour is posted on the school’s website with all other policies. A hard copy is available on request from the Principal.

Students will be made familiar with the code in the following ways:

- By daily interaction with subject teachers
- Following input by class teachers
- In SPHE/Wellbeing classes
- At assemblies with the Principal, Deputy Principals and Year Heads (where applicable) and in the course of their visits to classes
- By regular intercom announcements
- By its inclusion in the student journal

2. Mission and Values Statement

Truth, freedom, justice, sincerity and joy – as relevant today in Loreto, Wexford as for Mary Ward in 1609.

As a Health Promoting School, the following are the values that are central to life in this school:

- People feel valued
- Self-esteem is fostered
- There is respect, tolerance and fairness
- People in difficulty are supported
- There is open and honest communication
- Effort is recognised
- Difference is valued
- Conflict is handled constructively

- Social, moral and civic values are promoted
- Initiative and creativity are stressed
- Doing one's best

3. Mutual expectations

The school undertakes to provide the service of education to its students that will be broad and challenging in nature. Students will be prepared for Junior and Leaving Certificate examinations and a comprehensive Transition Year Programme will be provided for all students. The school also undertakes to provide a wide range of extra-curricular activities in an attempt to enhance the social, personal, sporting and aesthetic development of students. All members of staff, teaching and non-teaching, are expected to adopt high professional standards in their dealings with each other and with all members of the school community i.e. students and parents.

This service of education is offered in the expectation that each student presents herself in a state to receive it, behaves in a satisfactory manner, displays a general readiness to learn, attends frequently and punctually and adheres to uniform and dress code requirements.

It is further expected that all parents will be supportive of the Code of Behaviour and that their dealings with the school will also be of a high standard.

The school is very pleased to acknowledge the long tradition of very good behaviour by the general student population. This reflects very well on the students' sense of responsibility, their home background and the level of support and respect afforded them by school staff.

4. Recognition of good behaviour

The school's culture is to be such that good behaviour is seen as the norm and that recognition of this should be embedded practice.

To this end, the following measures will be adopted:

- Staff will give frequent, informal and low-key recognition of good behaviour.
- Staff will write positive messages in student journals.
- A "Well Done / Good News" noticeboard will be located in a prominent position to give recognition to students' positive achievements.
- Staff will be encouraged to write positive postcards to students and/or their parents in recognition of particularly laudable behaviour or achievement. Any such correspondence will be placed on student files.
- Class teachers and Year Heads may choose to organise rewards for students or groups in respect of particularly positive behaviour. Examples of such rewards might be:
 - A "chill", "chat" or "reflection" class
 - Going for a walk
 - Going to an outdoor social space
 - Going to the Prayer Room for a relaxation/ meditation
 - A "Drop Everything and Dance" (DEAD) class
 - A "Drop Everything and Read" (DEAR) class
 - To organise a Table Quiz in class
 - To visit the library
 - A "Tea" class

- Year Heads and Deputy Principals will recognise good attendance by students on a regular basis throughout the school year.
- The Principal and Deputy Principals will provide recognition of good behaviour in the course of class visits and assemblies.

5. School Discipline

(a) Levels of Responsibility

Responsibility for the implementation of school behaviour policy rests, in the first instance, with each individual Subject Teacher. Should cases of indiscipline be persistent or serious in nature, the Subject Teacher will seek the advice of the Class Teacher. The Class Teacher may, in turn, refer serious or persistent matters to the Year Head (where applicable) or Deputy Principal for more detailed consideration. In extreme cases, the Deputy Principal will refer to the Principal. The Principal will inform the BOM of any terms of suspension that s/he imposes and will also refer particularly serious instances of indiscipline to the Board. The BOM, in turn, shall have reference to natural justice, fair procedure, the Trustees and the Education Welfare Officer in any instance where the sanction of permanent exclusion is being considered.

(b) Sanctions

The following sanctions may be applied by teachers in accordance with the seriousness of the offence, the student's previous record and any other factors deemed to be relevant:

verbal warning	(least serious sanction)
written entry in the Student's Diary	(next most serious sanction)
written disciplinary exercise	(next most serious sanction)
referral to the Class Teacher	(next most serious sanction)
referral to the Year Head/Deputy Principal	(next most serious sanction)
referral for detention	(next most serious sanction)
disciplinary meeting with parents	(most serious sanction)

Other appropriate sanctions for minor offences may be imposed by teachers following consultation with the Principal.

In addition to the above sanctions, the Principal is empowered to impose suspension from school.

The BOM, in turn, shall invoke principles of natural justice and fair procedure while informing the Education Welfare Officer of any instance where the sanction of permanent exclusion is being considered.

Sanctions must be used in the school as a form of positive intervention in the management of behaviour. In particular, a sanction should:

- Defuse and not escalate a situation
- Preserve the dignity of all parties
- Be applied in a fair and consistent way
- Be timely

(c) School expectations

The school's principal expectations of conduct for students are as follows:

1. Students are expected to be courteous, respectful and well-mannered to teaching and non-teaching staff and to other students at all times so that learning can occur in a safe and non-threatening environment for all.

2. Students are expected to apply themselves diligently to their work at all times in order to reach their full potential

3. Any behaviour in class that disrupts the work of others is considered a very serious offence. All students have a responsibility to behave properly.

4. Students are expected to be in attendance on all school days and to register their attendance daily on the Anseo system in order that the school can fulfil its responsibilities under the Education (Welfare) Act, 2000.

5. The following procedures must be followed by students leaving the school during the school day:

(i) Students going home for lunch time on a regular basis must get a note signed by their parent and present it to the Deputy Principal before the end of school on the second Friday of September each year.

(ii) In exceptional cases i.e. lunch time on individual days, a note signed by the parent may be presented to the Deputy Principal in the general purpose area from 08.30 to 08.50 daily.

(iii) A half day will only be considered in very exceptional circumstances. In this case, the parent must give a telephone number where s/he may be contacted and the student must present a signed note to the Deputy Principal in the general purpose area from 08.30 to 08.50 daily.

(iv) A student leaving the school at any time during the school day, having first given a note signed by a parent to the Deputy Principal, must complete the sheet outside the general office. Students must have the prior approval of a teacher when completing this sheet.

(v) Breach of these procedures will lead to the imposition of detention for a first offence and suspension for a repeated breach.

(vi) At the discretion of the Principal and staff, 6th year students may be permitted to leave the school at lunchtime on the last Wednesday of each month and on a number of days immediately prior to Christmas. A consent note from a parent delivered to the Class Teacher at the start of the year will be necessary.

6. In the interests of health and safety, students should show care for school property and will be required to make good any damage to such property; classrooms, toilets and corridors are to be kept neat and tidy at all times; tippex and chewing-gum are strictly forbidden.

7. As the following forms of misbehaviour are deemed by the school to undermine its key values of respect and honesty, they will be dealt with by reference to more serious sanctions e.g. detention, suspension, expulsion:

- stealing
- bullying
- unauthorised absence from school/class
- smoking/vaping
- use/supply of alcohol/illegal substances (see below - Forbidden/illegal substances)
- forging a parent's/guardian's signature
- assault

6. Support for students

The school recognises and appreciates the fact that most students behave appropriately. Subject and class teachers are best positioned to provide advice and direction to students when minor misbehaviour needs to be addressed.

Students who might need additional help or specialised support in adhering to the Code of Behaviour are advised to avail of the services provided by school counsellors and the Student Care Co-ordination Team. Where necessary, support services outside the school may be contacted to provide more specialised assistance to students in managing their behaviour.

The Principal will ensure that students joining the school after 1st year are made familiar with all aspects of this Code.

7. Written records

Written records of students' behaviour and school performance are kept as a matter of policy. Instances of laudable behaviour will also be placed on students' records e.g. photocopies of all school certificates presented to students.

All records will be kept in accordance with the General Data Protection Regulations (GDPR), 2018.

8. Home/School contact

Students' behaviour may be discussed at the annual Parent-Teacher Meeting and/or at any time during the school year on an appointment basis.

The school will use the opportunity presented by information meetings e.g. induction meetings, Autumn and Spring general meetings, subject choice meetings to keep parents informed about the code.

9. Behaviour outside school

Any specific behaviour outside school which is considered by the school authorities to damage the school, to interfere with its workings, to be detrimental to other students or to undermine school discipline is subject to the school's sanction.

10. Health and Safety

The BOM will take every reasonable measure to ensure that school buildings, fittings and equipment are maintained in proper order. This commitment is set out in more detail in the school's Health and Safety Policy – section 7.10 of the School Plan.

All students have particular responsibilities for maintaining the building and grounds in a neat and tidy condition, particularly their base classrooms and communal areas e.g. toilets, general purpose area and corridors. To facilitate them in these matters, the school will provide a number of cleaning stations, each containing basic cleaning materials for use by students. The school will also establish a Tidy Schools Committee of students and a lead staff member to actively promote cleanliness and tidiness throughout the buildings and grounds.

Students are required to follow all lawful instructions given by school management and teachers so as to more fully ensure their health and safety. The attention of students is drawn, in particular, to instructions that apply in the following areas:

- Science laboratories
- Home Economics rooms
- Computer rooms
- Art, Craft and Design rooms
- Design and Communication Graphics Room
- Technology Room

- General Purpose Area and kitchen
- Sports areas
- Music and Drama classes
- Corridors

11. Punctuality

Students are expected to be in attendance by 8.50 a.m. on each school day and to be punctual for every class throughout the day. The Principal and Deputy Principals will monitor punctuality on a daily basis and may impose sanctions up to and including detention for repeat breaches of this regulation.

12. Attendance procedures

1. The school uses the Anseo Computerised System to record students' attendance and punctuality.
2. Each student is required to register her attendance in school between 8.00 a.m. and 8.50 a.m. on a daily basis. This can be done at any of the three control points in the general purpose area by swiping her Anseo Card.
3. Students who arrive for school between 8.50 a.m. and 9.30 a.m. are expected to register their attendance at Reception immediately upon arrival and to explain the reason for being late.
4. Students arriving after 09.30 a.m. are obliged to report to Reception and will be deemed to be absent for the day unless:
 - a. evidence of medical or dental appointments - the reason for their late arrival - can be produced at the time of arrival in school
 - b. the Principal or a Deputy Principal accepts another explanation on exceptional grounds presented at the time of arrival
5. Students leaving school before 12.25 p.m. for the rest of the day will be marked absent for the full day unless:
 - a. they are leaving for a confirmed medical or dental appointment – where possible, such students should return to school after their appointment
 - b. they are leaving for an exceptional reason that is acceptable to the Principal or a Deputy Principal
6. Students leaving school after 12.25 p.m. for the rest of the day will be marked present on the following conditions:
 - a. that they are leaving for a confirmed medical or dental appointment – where possible, such students should return to school after their appointment
 - b. that they are leaving for an exceptional reason that is acceptable to the Principal or a Deputy Principal
7. A Deputy Principal checks the system shortly after 9.00 a.m. each day and posts a report of absent students in the staffroom at that time. Staff can use this list as they monitor attendance in their classes. All staff are expected to keep their own attendance rolls in class and to report any deviations between these and the Anseo Report to the Deputy Principal as soon as possible for early investigation.
8. The school will send a text message to a parent's mobile phone stating that his/her daughter has failed to register attendance in school that morning. An exception to this will be when the school has been informed in advance and in a written note from a parent that a student will be absent on a given day.

9. Spot checks of attendance will be carried out at any time by the Principal and Deputy Principals.
10. All absences must be explained in writing by parents by means of the special forms in the student's school diary. The Deputy Principals and Year Heads will arrange for the reasons for absences to be entered into the Anseo system.
11. The Deputy Principals may impose disciplinary sanctions up to and including detention on any student who fails to comply with these procedures.
12. Parents may access their daughter's attendance record on the school's e-Portal system.

13. Uniform and dress code

All students are expected to comply in full with the school's uniform and dress code as set out in section 4.12 of the school plan. Uniform and dress code will be monitored on a daily basis and sanctions up to and including detention may be imposed for breaches in this regard.

14. Use of mobile phones/devices in school by students

This policy was reviewed and formally ratified by the Board of Management on Monday, 14 February 2022. It will become operational on and from Monday, 7 March 2022.

The need for this review has arisen for several reasons in recent months:

- To protect our students from the dangers posed by mobile phones/devices and unsupervised access to the internet and social media
- The evident over-reliance by students on their phones to the detriment of normal social engagement with their peers
- Increased non-compliance by many junior cycle students with the terms of the previous policy
- Increased number of discipline issues arising from the use of mobile phones e.g. unauthorised absence from class, video recordings, postings to social media, inappropriate behaviour to other students

1st, 2nd, 3rd and 4th year students

1. Unless essential, students are asked not to bring phones/devices to school.
2. Phones/devices, if brought to school, must be powered off before entering the school grounds and kept in a student's secure locker from arrival to departure. Phones/devices must be unseen, unheard and unused throughout the school day.
3. A member of the teaching staff may confiscate a phone/device that is visible or being used by a student in the course of a day.
4. A confiscated phone/device may be collected from Reception at the end of normal school hours.
5. A student whose phone/device is confiscated will receive the sanction of detention in school, written notice of which will be posted to parent/s.
6. A student whose phone/device is confiscated three times during the year will receive a one-day suspension from school, notice of which will be posted to parent/s.
7. A student whose phone/device is confiscated more than five times during the year will be subject to longer terms of suspension at the discretion of the Principal.
8. On certain occasions and at the sole discretion of the Principal or a Deputy Principal, students may be given access to their phones/devices during the day e.g. trips away, special event.

9. In the event of emergency or illness during the school day, students and parents/guardians may contact Reception staff (053-9146162) for assistance.
10. The school will accept no liability for damage to, loss or theft of mobile phones/devices. Each student is responsible for ensuring that her locker is securely locked and protected by a password that is known to her alone.

Leaving Certificate - 5th and 6th year students

When may phones/devices be used by 5th and 6th year students?

- Before classes begin at 08.50 daily
- During the first 20 minutes of lunch-time each day. The bell will ring to signify the end of this time period.
- If given permission by a teacher during class for educational purposes
- After the last class each day
- If given permission by a teacher during supervised study for educational purposes
- If given permission by a teacher at school events

When may phones/devices not be used by 5th and 6th year students?

- During morning break
- Between classes
- To arrange collection from school if feeling unwell. Such calls will be made by staff at Reception

What is considered by the school to be the inappropriate use of mobile phones/devices and what sanctions will apply?

Inappropriate use	Sanction
Using a phone/device at prohibited times	<ul style="list-style-type: none"> • Name given by teacher to Deputy Principal • Detention • Suspension if problem persists
Taking any recording (sound, photo or video) of any staff member without her/his permission	Suspension
Posting of any recording (sound, photo or video) of a staff member on social media without her/his permission	Suspension
Using a phone/device to bully, intimidate, harass or embarrass any student or staff member	Suspension
Taking any recording (sound, photo or video) of any student without her permission	Suspension
Posting of any recording (sound, photo or video) of a student on social media without her permission	Suspension
Using a phone/device in the course of the school day to access what the school considers to be offensive or harmful information	Suspension
Using a phone/device in any other way that damages the school's good standing and reputation	Suspension

Other points

- 5th and 6th year students are not permitted to re-charge their phones/devices in school
- When being used in class or during supervised study, phones/devices must be clearly visible at all times on the student's desk
- Phones/devices must not be used in a manner that causes a nuisance to others e.g. playing music loudly
- Whilst this policy relates to the use of phones/devices in school by students, the school reserves the right to investigate the inappropriate use of phones/devices outside of school if such usage impacts negatively upon students or staff
- It is to be clearly understood by 5th and 6th year students that, should this policy not be generally complied with, the Board of Management will reserve the right to apply the regulations pertaining to 1st, 2nd, 3rd and 4th year students, as set out earlier, to them.
- The school will accept no liability for damage to, loss or theft of mobile phones/devices. Each student is responsible for ensuring that her locker is securely locked and protected by a password that is known to her alone.

15. Forbidden/illegal substances

Students are forbidden to smoke in school and on the school premises. Any student in breach of this regulation will face suspension from school and referral to the Environmental Health Officer.

The consumption, possession and supply of alcohol and illegal substances are also forbidden in the school, on its grounds, at and/or prior to all school-related activities. Breaches of this regulation will result in suspension from school, referral to the BOM and to the Gardaí.

These regulations are required in order to protect the health and safety of the full school community.

16. Personal property

Students are responsible for the safe-keeping of their personal property. The school will assist by providing a locker and a secure lock to each student for the full duration of her studies. Students must ensure that lockers are secure at all times. Lockers and locks remain the property of the school and may be inspected by school authorities at any time.

Any damage to or loss of locker/lock will result in a financial charge being imposed upon the student.

The school accepts no responsibility for the loss of, damage to or theft of students' personal property.

17. Disciplinary procedures

(a) Detention

Detention of students for an hour after school is considered to be a serious sanction that can be imposed for behavioural reasons. It is deemed to be the appropriate sanction for breaches of uniform regulations, repeated failure to comply with the requirements of the Anseo student attendance and punctuality system, unauthorised absence from class and insolence towards school staff, to give but four examples.

Parents will receive written notification of a detention 7 days prior to the date of such detention. Any resultant query should be directed in writing to the teacher imposing the detention. Meetings between parents and teachers to discuss a detention will only be held on an appointment basis.

Any appeal against a detention should be addressed to the Principal. The Principal will only become involved if attempts to resolve the matter between the parents and teacher have been unsuccessful. Detention will not be enforced while an appeal is being processed. Should the Principal decide to delete a detention, s/he will inform the student, her parents, the teacher who placed the student on detention as well as the detention co-ordinator.

If a student due for detention is absent on the day of a detention, as verified by the Anseo system, notice of an alternative date will be sent to parents. Failure to attend detention without adequate explanation, following investigation and determination by the Deputy Principal, will lead to the consideration of more serious sanctions.

The Deputy Principal will contact the parents of students receiving two detentions in a school year. A student receiving three or more detentions in a school year will be considered by the Principal for suspension.

(b) On Report

In cases where a student is consistently disruptive in a particular class, she may be placed on report to the Deputy Principal for a period of one week. Under this sanction, the Deputy Principal will provide the student with a sheet to be signed at the end of each class by her subject teacher to state that classroom behaviour, homework and general attitude were of a satisfactory standard. Failure by the student to submit a fully-signed sheet at the end of the week to the Deputy Principal will lead to the consideration of more serious sanctions.

(c) Suspension

Suspension is defined as a sanction requiring the student to absent herself from the school for a specified, limited period of school days.

The decision to suspend a student requires serious grounds such as that:

- The student's behaviour has had a seriously detrimental effect on the education of other students
- The student's continued presence in the school at this time constitutes a threat to safety
- The student is responsible for serious damage to property

A single incident of serious misconduct may be grounds for automatic suspension e.g. assault, gross defiance, smoking, drug or alcohol offences.

In considering a term of suspension, the following factors will be relevant:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether suspension is a proportionate response
- The possible impact of suspension

The BOM has delegated the power to suspend for a maximum of 3 days to the Principal. With the approval of the Chairperson of the BOM, a suspension of 4 or 5 days may be imposed by the Principal. A suspension in excess of 5 days and for not more than 10 days can only be imposed by the BOM. Additionally, any suspension that would bring the total number of days for which the student has been suspended in the current school year to 20 days or more must be formally reviewed by the BOM.

Fair procedures based on the principles of natural justice will be followed by the school when proposing to suspend a student, as follows:

- The right to be heard

The Principal will inform the student and her parents in writing of the complaint, how and by whom it will be investigated and that it could result in suspension. The student and her parents will be given an opportunity to reply to the Principal's letter within 5 working days before a decision is made and before any sanction is imposed.

- The right to impartiality

This requires that the investigation of a complaint is separated from the process of making a decision with regard to sanctions. Accordingly, the Principal will usually arrange for another member or members of staff to conduct the investigation and to present a full report on the facts of the case, as well as any other relevant information, to the Principal. The Principal will then decide whether to impose suspension on a student.

The Principal will notify the student and her parents in writing of a decision to suspend. Such a letter will confirm the period of suspension and reason/s for it as well as the right of appeal to the BOM or to the DES as relevant. A suspension will not be served while an appeal is being processed except in the case of behaviour that endangers members of the school community.

(d) Expulsion

Expulsion will only be resorted to by the BOM in the most extreme cases of indiscipline and only after every effort at rehabilitation has failed and every other sanction has been exhausted. Any decision of the BOM to expel a student may be appealed under Section 29 of the Education Act, 1998, as explained below.

The following behaviours, however, may be grounds for automatic expulsion, even if for a first offence, and after the following of due process and fair procedures:

- A serious threat of violence against another student or member of staff
- Actual violence or physical assault
- Supplying illegal drugs to other students in the school
- Sexual assault

In considering the expulsion of a student, the following factors will be relevant:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether expulsion is a proportionate response
- The possible impact of expulsion

Summary of procedures in respect of expulsion:

1. A detailed investigation carried out under the direction of the Principal that will allow for the student and her parents to be given every opportunity to respond to the alleged misbehaviour
2. A recommendation to the BOM by the Principal and the allowing of the parents to attend the relevant part of that BOM meeting and/or to make a written and/or oral submission to the BOM
3. Consideration by the BOM of the Principal's recommendation and the holding of a special hearing to consider expelling a student
4. BOM deliberations and actions following the hearing including the informing of parents and the Educational Welfare Officer (if expulsion is being recommended)
5. Consultations arranged by the Educational Welfare Officer – 20 days must be allowed for this stage
6. Confirmation of the decision to expel

The full procedures to be followed by the BOM in the case of expulsion are set out in “Developing a Code of Behaviour: Guidelines for Schools”, NEWB, May 2008.

18. Modification Clause

The BOM of this school reserves the right to modify the details of the Code of Behaviour at short notice in response to events or circumstances that were not foreseeable when the Code was being first drafted or subsequently reviewed. Written notification of such modification will be communicated to families prior to its becoming operational.

19. Appeals Procedure

Under Section 28 of the Education Act, 1998:

- (a) the parent of a student or, in the case of a student who has reached the age of 18 years, the student, may appeal to the BOM against a decision of a teacher or other member of staff of a school,
- (b) grievances of students, or their parents, relating to the students' school (other than those which may be dealt with under paragraph (a) of Section 29), shall be heard,
- (c) appropriate remedial action shall, where necessary, be taken as a consequence of an appeal or in response to a grievance.

Under Section 29 of the Education Act, 1998, there are three contingencies in which the student (over 18) or the parent may appeal to the Secretary General of the DES, as follows:

- (i) where the Board permanently excludes a student from the school,
- (ii) where a student is suspended for a period of 20 days or more in one school year,
- (iii) where the school refuses to enrol a student.

Such an appeal may only be made following the conclusion of any appeal procedures provided by the school in accordance with Section 28.

20. Concerns/complaints

Any member of the school community who has a concern or complaint about any aspect of this code should contact the Principal in confidence.

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4.4 Anti- Bullying Policy and Procedures.

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5. Definitions of bullying
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Appendices:

- Appendix 1: Incident Record Form (for completion by member of teaching staff)
- Appendix 2: Incident Record Form (for completion by Deputy Principal)
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- Appendix 6: Checklist for annual review

1. Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Loreto Secondary School, Wexford has adopted the following anti-bullying policy within the framework of the school’s overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* and Circular 045/2013, which were published in September 2013.

2. Rationale

This policy aims to assist our goals at Loreto Secondary School, Wexford which are to create a respectful, safe and caring environment where the wellbeing of all members of the school community is promoted and in which the dignity of each individual is valued. This policy is based on our school mission statement: “Truth, Freedom, Justice, Sincerity and Joy- as relevant today in Loreto, Wexford as for Mary Ward in 1609”.

3. Key principles

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students. Therefore it is fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

1. A positive school culture and climate which-
 - a. is welcoming of difference and diversity and is based on inclusivity;
 - b. encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
 - c. promotes respectful relationships across the school community;
2. Effective leadership;
3. A school-wide approach;
4. A shared understanding of what bullying is and its impact;
5. Implementation of education and prevention strategies (including awareness raising measures) that-
 - a. build empathy, respect and resilience in students; and

- b. explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and trans-phobic bullying (see definitions in point 5 below).
6. Effective supervision and monitoring of students;
 7. Supports for staff;
 8. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 9. On-going evaluation of the effectiveness of the anti-bullying policy.

4. People and situations included in this policy

The policy addresses various types of bullying behaviour, cyber- bullying, harassment and sexual harassment.

While this policy addresses issues related to bullying of students (i.e. situations in which one or more students are the victim(s) of bullying), the policy applies to teaching and other school staff, parents/guardians, and others insofar as measures under the policy relate to them.

Furthermore, at the school’s discretion, the policy applies outside the school if the behaviour impacts upon any person’s participation in our school.

All members of the school community are subject to this policy, particularly the following relationships:

- Student to student
- Student to any staff member (including ancillary staff, SNAs, voluntary parent- supervisors)
- Any staff member to student
- Parent to any staff member
- Any staff member to parent
- Any staff member to any other staff member

Bullying behaviours such as cyber bullying which break the law may be referred to the Gardaí.

The policy will apply to a number of time periods/activities as follows:

- School time (including break times)
- Going to and from school
- School tours/trips
- Extra-curricular activities
- At other times when the behaviour adversely affects a member of the school community

5. Definitions of Bullying

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

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and

- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

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

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

Additional information on different types of bullying:

5.2: Harassment and sexual harassment

The term bullying also encompasses harassment and sexual harassment, defined as follows:

Harassment: any form of unwanted conduct in relation to any of the nine grounds named in the equality legislation that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim. The nine grounds are gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller community.

Sexual harassment: any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

5.3: Other means of bullying

The means of bullying are constantly changing and the following list of types of bullying behaviour can be expanded in light of the experience of the school community:

- Physical aggression
- Damage to property
- Extortion
- Intimidation
- Gestures
- Silent telephone/mobile phone calls
- Abusive telephone/mobile phone calls
- Abusive text messages/ social media messages or postings
- Abusive email/website messages
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
- Deliberate isolation & exclusion, malicious gossip and other forms of relational bullying
- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.
- Name calling
- Slagging
- Any behaviour that erodes the self-confidence of any stakeholder or attacks her/ her self-esteem
- A combination of any of the types listed.

This list is not exhaustive.

5.4: Cyber-bullying

Cyber-bullying is just as harmful as 'regular' bullying, however it takes place in a different setting, for example: Facebook, Twitter, YouTube, AskFM, Google+, Flickr, MSN, Gmail, Skype, Snapchat and texting.

Cyber-bullying is also known as electronic bullying or online social cruelty:

- through text messaging and picture messaging on mobile phones/ hand held devices
- through social media websites
- through email
- through instant messaging
- in a chat room
- on gaming sites and other websites

The most common forms of cyber-bullying are:

- sending mean or abusive text messages/ making mean or abusive calls
- posting mean/ abusive messages/comments on social networking sites/ online forums
- spreading rumours through mobile phones or online
- hacking into a person's social networking account to send untrue/ abusive messages or to change details while pretending to be that person. This is known as 'fraping'.
- creating websites/ false social network accounts to make fun of another person
- excluding people from 'friend' lists or blocking them for no apparent reason (exclusion)

5.5: Homophobic/transphobic bullying

This may involve:

- Name calling e.g. gay, queer, lesbian, etc...
- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation

5.6: Racial bullying

This may involve:

- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background.

5.7: Relational bullying

This involves manipulating relationships as a means of bullying. Behaviours include:

- Whispering in company so as to exclude another
- Malicious gossip
- Isolation and exclusion
- Ignoring, turning others against a student
- Excluding from the group
- Taking someone's friends away

Relational bullying is not to be confused with changing friendship patterns that can occur naturally between people from time to time.

5.8: Bullying of Special Educational Needs students:

- Where students are treated less worthy as a result of their disability or special educational need

6. People to contact

A student, parent or any member of the non-teaching staff may bring a bullying concern to any teacher in the school.

This teacher will then report to Ms. O' Reilly (Deputy Principal).

7. Procedures to deal with alleged/ confirmed instances of bullying

Loreto, Wexford condemns all forms of bullying and commits itself to dealing quickly, pro-actively and fairly with all instances of bullying. The BOM strongly asserts the right of every member of the school community to work in a safe and non-threatening environment.

Bullies rely and thrive upon our silence. To combat the problem, it is important that all bullying behaviour be reported. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

Stage 1:

1. Bullying behaviour should be reported (by the victim, the victim's parent/guardian, a bystander, ancillary staff, SNAs, bus driver) initially to any member of the teaching staff, who will take written notes on the report by means of Appendix 1.
2. This teacher will then report to Ms. O' Reilly (Deputy Principal) and provide her with a copy of Appendix 1. The Deputy Principal will endeavour to resolve the matter as effectively as possible in consultation with the parties involved. The Deputy Principal will be considered to be the "relevant person" in compliance with *Anti-Bullying Procedures for Primary and Post-Primary Schools* and Circular 045/2013.
3. The Deputy Principal's first actions will generally be on a no blame basis so that the perpetrator will be made aware of how hurtful her behaviour is and that it must stop. It almost always does. She will aim to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved. For the purposes of the overall pastoral care of the students involved, the Class Teacher will be informed of any reports of bullying by the Deputy Principal.
4. An anti-bullying template will be made available to the Deputy Principal for use when investigating an instance of alleged bullying (Appendix 2). Parents and students are required to co-operate with any investigation and assist the Deputy Principal in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
5. If disciplinary sanctions are required, this is a private matter between the student being disciplined, her parents and the school. This will be made clear to all students involved. Such sanctions will be imposed by the Deputy Principal and may include lunchtime/ after- school detention or a written punishment exercise.
6. If it is decided by the Deputy Principal that bullying has not occurred, this will be explained to all parties involved and she will assist them in restoring their relationship, as far as is practicable.
7. Should a resolution not be possible, or if the matter is of sufficient magnitude, the Deputy Principal will bring the matter to the attention of the Student Support Team (SST).

Stage 2:

1. The SST will comprise of the Principal, Deputy Principal, Guidance Counsellor and at least two other members of the teaching staff.
2. Upon referral by the Deputy Principal, a designated member of the SST, but not the Deputy Principal, will be appointed at a regular meeting of the team to investigate the alleged bullying. This team member will be considered to be the "relevant person" in compliance with *Anti-Bullying Procedures for Primary and Post-Primary Schools* and Circular 045/2013.
3. The SST teacher will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying. As far as possible, incidents will be investigated outside the classroom situation to ensure the privacy of all involved.
4. If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each others' statements.
5. Each member of the group will be supported through the possible pressures they may face from the other members of the group after interview by the teacher. The SST teacher may also ask those involved to write down their account of the incident.
6. In cases where it has been determined by the SST member, in consultation with the other members of the SST, that bullying behaviour has occurred, the parents of the students involved will be contacted by the SST member at an early stage to inform them of the matter and explain the actions being taken.

7. Parents will be given the opportunity of discussing ways in which they can reinforce or support the actions being taken by the school.
8. Where the SST has determined that a student has engaged in bullying behaviour, it will be made clear to her how she is in breach of the school's anti-bullying policy and she will be asked to see the situation from the perspective of the student being bullied.
9. If disciplinary sanctions are required, this is a private matter between the student being disciplined, her parents and the school. This will be made clear to all students involved. Such sanctions will be agreed by the SST and may include lunchtime/ after-school detention or a written punishment exercise.
10. Follow-up meetings with relevant students and/or parents may be arranged separately by the designated SST teacher, with a view to possibly bringing the students together within 20 school days if the student who has been bullied is agreeable.

Stage 3:

1. In cases where the designated SST member considers that the bullying behaviour has not been resolved within 20 school days after he/ she has determined that bullying behaviour has occurred, it must be recorded by him/ her in the recording template in Appendix 3.
2. The SST member will then refer the matter to the Principal by use of this form. These forms will then be filed in a designated, confidential folder in the Deputy Principal's office and kept for at least seven years. All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.
3. The Principal is empowered to formally question students, to take written statements, to notify parents and to impose appropriate sanctions upon perpetrators.
4. Following further investigation and due process, which can involve the assistance of the Guidance Counsellor, the Principal may impose a term of suspension on any guilty student, in accordance with Board of Management procedures.
5. In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children 2011* and the *Child Protection Procedures for Primary and Post Primary Schools* empower the Principal to refer particularly serious cases to the immediate attention of the Gardaí/ HSE. Any further instances of bullying by the same guilty student will be referred by the Principal to the BOM for final decision.

8. Whole- school education and prevention strategies

It is our intention to deal with bullying in a pro-active manner involving a whole school approach. Accordingly, the school will:

(A) Liaise with source national schools as necessary to track any behavioural history within the previous two years relating to bullying. The Guidance Counsellors will also carry out a "Student Profiling" scheme in the first term of 1st year. This will give students the opportunity to express any individual concerns/ reports of bullying via a written questionnaire. Additionally, the Guidance Counsellors will briefly meet all 1st year students in the first term to give them an opportunity to speak about their written profile.

(B) Provide all necessary information about bullying to meetings of incoming 1st year parents, the Parents' Council, general meetings of parents.

(C) Ensure that the teaching staff is kept fully informed of confirmed cases of bullying (through the SST), policies and programmes and that all teachers are vigilant in this particular area.

(D) Maintain and further develop an awareness of bullying and its consequences among the student body through SPHE, CSPE, RSE, the Meitheal System, posters, the prefect system, the SST and the Students' Council. Awareness among other stakeholders will be carried out by the effective communication and circulation of this policy.

(E) Provide all necessary support structures (e.g. teacher training) and financial resources (e.g. funds for school-based initiatives, guest speakers etc.) to ensure that aspirations are achieved.

(F) Safer Internet Usage Day (SID) in February of each year to promote safer and more responsible use of online technology and mobile phones. For more information see <http://www.saferinternetday.org>. Social networking sites will continue to be blocked on school computers. This Anti-Bullying Policy operates in conjunction with the school's Internet Acceptable Usage Policy.

(G) Friendship Week/ Inclusion Week. This week will be organised to promote friendship and promote an awareness/ appreciation of diversity and inclusiveness in particular of special needs and of Lesbian, Gay, Bi-sexual and Trans-gender (LGBT) issues. LGBT posters will be visible around the school.

(H) Excerpts from the Anti-bullying Policy will be visible throughout the school, in corridors and classrooms. It will be published on the school's website www.loretowexford.com, in the students' journal and in the school code of behaviour.

(I) As part of School Self-Evaluation, we will evaluate our effectiveness in creating a positive school climate/preventing and tackling bullying and cyber-bullying/implementing this policy. We will do this by means of surveys/ focus groups/ interviews/ teacher discussion.

(J) There will be space within the teaching of all subjects to: foster an attitude of respect for all; promote value for diversity; address prejudice and stereotyping and to highlight that bullying behaviour is unacceptable. Teachers of all subjects will aim to build empathy, respect and resilience in students and will act as positive role models. We will, through our curricular and extra- curricular programmes aim to develop in students a positive sense of self- worth and enhance their self- esteem.

(K) With reference to the Framework for Junior Cycle, we will place great importance on continuing to provide all students with SPHE.

(L) We aim to facilitate a culture whereby students, teachers and parents alike, are aware of their responsibilities where bullying is concerned. There is advice for students in Appendix 4 of this policy. There are tips for parents with regard to bullying in Appendix 5.

(M) Those in leadership positions will always seek to use a positive approach when dealing with people e.g. teachers will reward positive or desired behaviours by giving praise.

9. Other relevant policies

The procedures to be followed in some cases are covered in the following ways:

1. Any staff member to student: Refer to the Child Protection Policy. If a student feels that she is being bullied by a teacher, she needs to tell her class teacher or the Guidance Counsellor who will then act in accordance with this policy.
2. Staff member to staff member: Please refer to the Dignity in the Workplace Policy.
3. Parent to any staff member/any staff member to parent: It is expected that all interactions between these parties are conducted with mutual respect and courtesy. If these standards are not adhered to, either party is invited to bring the matter to the attention of the Principal.

10. Programme of support for students affected by bullying

The school's programme of support for working with students affected by bullying is as follows:

1. Students who have been involved in bullying incidences will be advised by the Class Teacher/ Deputy Principal/ Principal of the availability of the Guidance Counsellor.
 - a. The target of bullying may receive counselling and/ or opportunities to participate in activities designed to raise her self-esteem, to develop her friendship and social skills and thereby build resilience whenever this is needed.

- b. The student involved in bullying behaviour will be referred to the Guidance Counsellor. This will be an opportunity for her to learn other ways of meeting her needs without violating the rights of others.
2. Students who observe bullying behaviour are always encouraged to discuss it with a teacher. The assistance of the Guidance Counsellor may also be called upon by the student/ parent/ teacher if required.

11. Supervision and monitoring of students

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

12. Prevention of harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

13. Communication of this policy to relevant stakeholders

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. It will also be inserted into the students' school journal. A copy of this policy will be made available to the Department of Education and Skills and the patron if requested.

14. Periodic summary reports to the Board of Management

At every monthly meeting of the Board of Management, the Principal will provide a report setting out:

- i. the overall number of confirmed bullying cases reported by means of the bullying template in Appendix 2.
- ii. confirmation that all cases referred to at (i) above have been or are being dealt with in accordance with this policy.
- iii. Information required as part of the Child Protection Procedures, 2018

This will be recorded in the minutes of each meeting but no identifying details of students involved will be involved.

15. Regular review by Boards of Management

This policy and its implementation will be reviewed by the Board of Management once in every school year. (see Appendix 6: Checklist for annual review of the anti-bullying policy and its implementation) Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education and Skills. The school will put in place an action plan to address any areas for improvement identified by the review.

16. Date of ratification by Board of Management

This policy was formally reviewed and amended by the Board of Management on Wednesday, 27 May 2015.

It will be implemented on and from Wednesday, 26 August 2015 and will replace earlier anti-bullying policies from that date.

Signed: Sr. Helen O' Riordan
Chairperson, Board of Management
Signed: Billy O' Shea
Principal

It will be reviewed annually by the Board.

17. Notification regarding the Board of Management's annual review of the anti-bullying policy

The Board of Management of Loreto Secondary School, Wexford wishes to inform you that:

The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 18 October 2021.

This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed: Sr. Helen O' Riordan
Date: 18 October 2021
Chairperson, Board of Management

Signed: Billy O' Shea
Date: 18 October 2021
Principal

Appendix 1: Incident Record Form (for completion by member of teaching staff)

Reference number:

Name of person making report to member of teaching staff:

Details of Incident:

Only details which are pertinent to the incident/case should be recorded. Where suspicions or allegations of bullying are made, this should be clearly indicated.

Date of incident:

Time of incident:

Action Taken by Deputy Principal:

Suggestions made by Deputy Principal for follow-up:

Signed by Deputy Principal:

Date:

Any statement/s made by those involved in the incident should be appended to this document and stored with it. A copy of this form must be placed in the confidential folder in the Deputy Principal's office.

Appendix 3: Form for referral by SST member to the Principal: confirmed and unresolved bullying behaviour

Reference number:

1. Name of student being bullied and class group

Name: _____

Class: _____

2. Name(s) and class(es) of student(s) engaged in confirmed bullying behaviour

4. Location of incidents (tick relevant box(es))

3. Source of bullying concern/report (tick relevant box(es))

Student concerned	<input type="checkbox"/>
Other student	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>
	<input type="checkbox"/>

School grounds	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Lunchroom	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

5. Name of person(s) who reported the bullying concern to the SST

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6. Type of Bullying Behaviour (tick relevant box(es))

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

<hr/> <hr/> <hr/> <hr/> <hr/>

9. Details of actions taken to date by the SST member

<hr/> <hr/> <hr/>

Signed by SST member

Date

Date submitted to Principal

10. Details of actions taken to date by Principal

11. Details of sanctions imposed, if any, and recommended future action

Signed by Principal

Date

12. Date and details of referral by the Principal to the Board of Management, including the outcome of any Board decision

Signed by Principal

Date

A copy of this form must be placed in the confidential folder in the Deputy Principal's office by the SST member or Principal.

Appendix 4: Advice for students on bullying

Cyber-bullying is not an issue with technology; it's a behavioural issue!

Bearing in mind the serious nature of cyber- bullying, it is important that all students engage in responsible behaviour when online. You should constantly question the impact your 'netiquette' (online behaviour) has on others. You should also be aware of how to protect yourself from cyber-bullies. The following advice is offered:

1. Save messages and/or take a screenshot of an abusive message on your phone or computer.
2. Keep pass words private.
3. Choose online friends carefully.
4. Monitor the amount of personal information you post about yourself online.
5. Do not reply to abusive messages/ posts. Replying can lead to an escalation in cyber- bullying and lets the bully know that he/she is getting to you.
6. If the bully is a 'friend' on Facebook; remove them.
7. Report the issue to the mobile phone or website-company (if it is through call/ text). For detailed information on how to report violations on Facebook see <https://www.facebook.com/help/?faq=247013378662696> and on Twitter see <https://support.twitter.com/groups/33-report-a-violation/topics/122-reporting-violations/articles/15789-how-to-report-violations#> .
8. If the cyber- bullying is impacting on your school- life or relationships within school, it is very important that you tell a teacher.
9. For more advice and tips, see the following websites: <http://www.thinkb4ucllick.ie> and www.webwise.ie.
10. Also refer to the following international websites: www.cyberbullying.org and www.stoptextbully.com

Tips for "regular" bullying:

11. If you are being bullied or you have witnessed bullying behaviour, you must tell a teacher. Most cases of bullying stop when the teacher is involved. Telling a teacher is responsible behaviour: it is NOT “telling tales/ grassing”.
12. If you are being bullied, try to display confident body language and assertively tell the bully to stop.
13. It is a good idea to keep a written record/ diary of the bullying behaviour. Record details such as who, when, where, how often, what was said and if there were any witnesses. Produce this evidence to your teacher/ class teacher which may assist him/ her when investigating a bullying case.

Appendix 5: Advice for parents on bullying

1. Talk about bullying at home, and seek to ensure that your child understands that it is wrong to bully, or to be seen to support the bullying of another person.
2. Prepare your child for a time when they might be the target for bullying behaviour. As part of this, explore some of the reasons why someone may bully others.
3. Highlight that silence is the best friend of bullying and, therefore, the importance that is attached to letting someone know.
4. Teach your child the skills of assertiveness by modelling it at home. A willingness to listen before judging, rather than being reactive, coupled with learning to use the word “I” is one of the secrets of assertive communication. For example, “I want you to stop doing that”. The assertive child will be able to: stand tall; maintain eye contact; and express him/ herself clearly and calmly.
5. Build empathy in your child, it has a key role to play in the prevention of bullying.
6. Remembering that no one is born with negative thoughts of themselves, work to raise your child’s self-esteem. Recognise, praise and reward your child’s effort as well as their successes. Give them responsibility; ask for their help and for their opinions. Take care that an emotional response to a situation doesn’t lead to saying something to or about your child that criticises or belittles them.
7. A child’s resilience and their sense of self- worth are closely aligned. Fostering resilience in your child will help them to deal well with negative situations.
8. Supporting your child in the development of strong friendships will also make them less vulnerable to bullying and rejection.
9. Encourage your child to participate in activities, sporting or otherwise, that have the capacity to provide opportunities for: personal achievement; confidence building; and the promotion of self-esteem and self-discipline.
10. Help your child to master the skills of mediation and conflict resolution.
11. Encourage your child to be a defender, to help someone when they are down and unable to help themselves.

12. Finally, one of the most important things that any parent can do in terms of countering bullying, is to become acquainted with the signs and symptoms that can emerge in children or young people if they are being bullied or if they are bullying others. This will support identification of a bullying problem and, therefore, early intervention. Some possible indicators that your child is being bullied include: unexplained bruises and cuts; unexplained damage to clothing; signs of anxiety and distress; changes in mood or behaviour; deterioration in academic performance; a reluctance to go to school; additional requests for money or stealing money; damage to or loss of personal belongings; negative reactions, such as getting upset, when online, coming offline or viewing text messages.
13. Parents can play a huge role in preventing cyber-bullying. Although parents are often seen as ‘digital immigrants’ and their children as ‘digital natives’, it is important that parents emphasise the importance of online responsibilities to their child, as it is in this area that the child’s knowledge may be less extensive. Appropriate online behaviour is the same as appropriate behaviour in the ‘real world’. It is also very important that parents let their daughter know that she can go to them for support if she is being bullied.
14. Teach your daughter to be respectful and responsible online. Children should be made aware of the consequences of cyber- bullying for all involved and to stop and think before they post online or send texts that may be deemed abusive or threatening. Explain that the things they do on their social media devices can have long-term consequences: both legal and psychological.
15. Parents should look out for opportunities to enhance their knowledge and skills in this area e.g. attend school talks, avail of parenting courses.
16. Be aware of your daughter’s Internet and mobile phone use so that you will recognise if she is the subject of, or involved in cyber- bullying. The main mobile operators in Ireland have produced a booklet to explain the additional features of modern mobile phones. This can be downloaded from <http://www.ispai.ie/docs/mobgd08.pdf> .
17. Firefly phones are considered much safer for younger children. These types of phones do not have a camera, internet or text facilities. Parents can pre- programme the phone with up to 22 numbers- these are the only numbers that your daughter can call or receive calls from.
18. Familiarise yourself with online chat lingo. See www.transl8it.com or www.netlingo.com.
19. Curtail use of mobiles at bedtime. By removing the phone at bedtime, adults can help remove the risk of an impulsive decision or victimisation.
20. Irish mobile phone operators offer parents a “dual access” where both child and parent have access to the records held on the account. There are also parental controls available where certain services (such as the Internet) can be limited. Parents should contact their operator to obtain more details about this service.
21. Mobile Minder is quite a new service for android and smart phones. This service allows parents to monitor all contacts to and from their child’s phone. Parents are alerted if text messages contained with words linked to cyber- bullying are received or sent. For more details refer to <http://www.mobileminder.com> .
22. Parents need to challenge the culture of ‘continuous access’ to technology by setting a time in the evening when technology is turned off. Technology provides many advantages to us all, but parents need to limit the amount of control such devices take on our lives.
23. If your daughter is a victim of cyber- bullying, it is important to remind her that it is not her fault. So many students internalise what is being said about them and this can lead to long term problems. Encourage her to talk to you.
24. For more information on cyber- bullying through mobile phones see <http://www.o2online.ie/o2/about-o2/content.php?cid=95> or through the Internet see <http://www.internetsafety.ie> .
25. The following websites will also give parents tips for general Internet safety. www.askforkids.com and www.google.ie/familysafety.
26. Although it is understandable that you may be reluctant to invade your daughter’s private space, you should remember that this issue needs to take second place to the need to protect your daughter. Research indicates that parental guidance of Internet use increases the probability that adolescents will react to support victims of cyber- bullying. It is also important for you to use parental controls on your home computer.
27. The Trinity College website may also have some useful tips: www.abc.tcd.ie .

Appendix 6: Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management will undertake an annual review of this anti-bullying policy and its implementation. The following checklist will be used for this purpose. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy, will be conducted.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all students?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	

Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

This policy will be reviewed annually by the Board of Management.

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4.5 Class Teachers, Year Heads and the Student Care Co-ordination Team

The school places great emphasis on its Class Teacher system. It acknowledges that teachers undertake the resultant increased responsibilities on a purely voluntary basis.

At the start of each school year, a Class Teacher is assigned by the Principal to each class groups. Each class group will be allocated a base room for the year by the Principal.

Class Teachers of each year group will meet as required to discuss any issues arising in that year group. Such meetings will be facilitated by the Deputy Principal.

The school will provide training to Class Teachers to support them in carrying out their role.

The essential role of the Class Teacher is to take a pastoral interest in each student's welfare and progress in school. S/he will get to know students sufficiently well to carry out the following specific responsibilities:

- To monitor a student's attendance in school, in consultation with the Anseo system, and to receive notes from parents through the school diary explaining any absence
- To sign the school diary of students in 1st, 2nd and 3rd years on a weekly basis.
- To be available to Subject Teachers to assist in dealing with any serious disciplinary matters
- To be aware of any factors likely to adversely affect a student's school performance and to inform Subject Teachers of same in a professional and appropriate manner.

- To be as supportive as possible to any students experiencing difficulties impacting upon school life and performance.
- To refer any particularly serious matters affecting a student’s welfare to the Student Care Co-ordination team (SCCT)
- To refer any reported instance of bullying to the Deputy Principal.
- To facilitate the election of two prefects in each group
- To assist the Principal and administrative staff in various organisational matters
- To meet/consult with parents as necessary in relation to the discharge of these responsibilities.
- To attend a staff meeting every August when vital handover information on students will be provided

It is essential that parents keep Class Teachers fully informed of any relevant matter so that the above responsibilities can be fully discharged in the best interests of all students.

The school community is most appreciative of the care, professionalism and time-input of all those who work as Class Teachers on a voluntary basis.

To ensure that all students in the school receive the necessary support at difficult times in their lives, the Student Care Co-ordination Team (SCCT) meets every week to review particular cases and to allocate support. The SCCT will also address any general issues concerning the welfare of students. Membership of the SCCT is as follows:

Principal (chair), Deputy Principals, Learning Support Teachers, Guidance Counsellors and Chaplain.

The SCCT liaises closely with the relevant Class Teachers and Year Heads and reports on its work at staff meetings.

The SCCT will be the primary body for determining the school’s prompt, caring and supportive response to any critical incident that may occur. When meeting as the critical incident team, the SCCT will have due regard to the 2016 publication by NEPS: Responding to Critical Incidents – NEPS Guidelines and Resource materials for Schools. This publication was reviewed by the SCCT in January 2017 and has been brought to the attention of the full school staff.

This policy will be brought to the attention of staff every August.

Class Teachers and Base Rooms, 2021/2022

Class	Class Teacher	Classes	Base Room	Room Number
1.1	Mr. O’ Shea	0	Selskar	057
1.2	Mr. Murphy (Business)	3	Business/Commerce	102
1.3	Ms. N. Kelly (Irish)	3	Teresa Ball 1	065
1.4	Ms. Cotter (Maths)	3	Mathematics 2	217
1.5	Ms. Doyle (Maths)	3	St. Ignatius	132
2.1	Ms. Beattie (Maths)	4	St. Joseph	123
2.2	Mr. Broderick (Maths)	4	Spawell	070
2.3	Ms. A. Byrne (Maths)	4	St. Anthony	120
2.4	Mr. Crowdle (Maths)	4	Mathematics 1	052
2.5	Mr. Grant (Maths)	4	St. Francis	122
2.6	Ms. Skelton (Maths)	4	St. Francis	122
3.1	Ms. Johns (Geography)	4	Tuskar	134
3.2	Mr. J. Cummins (Geography)	4	Menapia	032

3.3	Mr. Mc Bride (Religion)	3	St. Kevin	233
3.4	Ms. L. Jordan (Religion)	3	St. Brigid	221
3.5	Ms. Culleton (Religion)	3	St. Aidan	232
4.1	Ms. Walton (Music)	2	Teresa Ball 2	067
4.2	Mr. O' Sullivan (Business)	3	Teresa Ball 3	069
4.3	Ms. McLean (IT)	2	St. Patrick	121
4.4	Ms. Mullen (PE)	2	St. Cecelia	147
4.5	Mr. Gunning (Religion)	3	Religion Room	219
5.1	Ms. Carroll (Irish)	5	St. Peter	203
5.2	Mr. Cornejo (Irish)	5	St. Raphael	206
5.3	Ms. De Róiste (Irish)	5	St. Michael	204
5.4	Ms. Shannon (Irish)	5	St. John Paul	215
5.5	Mr. Usher (Irish)	5	St. Gabriel	205
5.6	Ms. O' Keeffe (Irish)	5	St. Bernadette	150
6.1	Ms. Browne (English)	5	Richmond	059
6.2	Mr. Goff (English)	5	St. Ita	237
6.3	Ms. Davey (English)	5	St. Catherine	153
6.4	Ms. O' Donoghue (English)	5	St. Ibar	231
6.5	Ms. Whitty (English)	5	St. Colmcille	230

Year Heads in 1st, 2nd and 3rd years

Year Head – 1st Year: Ms. Siobhan O' Donoghue

The responsibilities of the Year Head are as follows:

1. To get to know all students in the year group in order to support them pastorally as they progress through the school. A Year Head will remain with the same group of students as they move from 1st to 3rd years inclusive.
2. To co-ordinate the work of class teachers in the year group so as to maintain a uniform and consistent approach to matters that may arise
3. To assist class teachers in dealing with any discipline or pastoral issues that might arise before referral, if necessary, to the Deputy Principal or Counsellors
4. To ensure that any alleged instances of bullying are brought to the immediate attention of the Deputy Principal
5. To monitor the attendance of students in the year group in the following manner:
 - a. When a student is absent for 5 consecutive days, to telephone the student's home in a spirit of pastoral care and to then inform the relevant class teacher of the reason for the absence
 - b. When a student's cumulative absences in any given school year exceed 10 days, to write to the student's parents to inform them of this and to seek an opportunity to discuss the matter with parents

- c. When a student's cumulative absences in any given school year exceed 20 days, to notify the Education Welfare Officer, as required by law, and will continue to liaise with parents and the student in an attempt to encourage more regular attendance
 - d. In co-operation with secretarial staff, to ensure that the reason for every student absence in the year group is properly and promptly entered on the Anseo system
 - e. In co-operation with the Deputy Principal, to arrange for the presentation of certificates of attendance to all students whose cumulative absence in a given year do not exceed 3 days
6. To ensure the consistent implementation of the school's uniform policy in the year group
 7. To attend meetings of the Academic Council when the tracking of 1st year students is being discussed
 8. To liaise closely with the Meitheal Co-ordinator and leaders in relation to the welfare of 1st year students
 9. To liaise closely with the Student Care Co-ordination Team in relation to 1st year students, attending meetings of the team when required
 10. In co-operation with a Deputy Principal, to meet parents/guardians of students in the year group to discuss matters of disciplinary or pastoral concern

Year Head – 2nd Year: Ms.Josie Byrne

The responsibilities of the Year Head are as follows:

1. To get to know all students in the year group in order to support them pastorally as they progress through the school. A Year Head will remain with the same group of students as they move from 1st to 3rd years inclusive.
2. To co-ordinate the work of class teachers in the year group so as to maintain a uniform and consistent approach to matters that may arise
3. To assist class teachers in dealing with any discipline or pastoral issues that might arise before referral, if necessary, to the Deputy Principal or Counsellors
4. To ensure that any alleged instances of bullying are brought to the immediate attention of the Deputy Principal
5. To monitor the attendance of students in the year group in the following manner:
 - a. When a student is absent for 5 consecutive days, to telephone the student's home in a spirit of pastoral care and to then inform the relevant class teacher of the reason for the absence
 - b. When a student's cumulative absences in any given school year exceed 10 days, to write to the student's parents to inform them of this and to seek an opportunity to discuss the matter with parents
 - c. When a student's cumulative absences in any given school year exceed 20 days, to notify the Education Welfare Officer, as required by law, and will continue to liaise with parents and the student in an attempt to encourage more regular attendance
 - d. In co-operation with secretarial staff, to ensure that the reason for every student absence in the year group is properly and promptly entered on the Anseo system
 - e. In co-operation with the Deputy Principal, to arrange for the presentation of certificates of attendance to all students whose cumulative absence in a given year do not exceed 3 days
6. To ensure the consistent implementation of the school's uniform policy in the year group
7. To attend meetings of the Academic Council when the tracking of 2nd year students is being discussed
8. To liaise closely with the Cara Co-ordinator and leaders in relation to the welfare of 2nd year students
9. To liaise closely with the Student Care Co-ordination Team in relation to 2nd year students, attending meetings of the team when required
10. In co-operation with a Deputy Principal, to meet parents/guardians of students in the year group to discuss matters of disciplinary or pastoral concern

Year Head – 3rd Year: Ms. Patricia Kinsella

The responsibilities of the Year Head are as follows:

1. To get to know all students in the year group in order to support them pastorally as they progress through the school. A Year Head will remain with the same group of students as they move from 1st to 3rd years inclusive.
2. To co-ordinate the work of class teachers in the year group so as to maintain a uniform and consistent approach to matters that may arise

3. To assist class teachers in dealing with any discipline or pastoral issues that might arise before referral, if necessary, to the Deputy Principal or Counsellors
4. To ensure that any alleged instances of bullying are brought to the immediate attention of the Deputy Principal
5. To monitor the attendance of students in the year group in the following manner:
 - a. When a student is absent for 5 consecutive days, to telephone the student's home in a spirit of pastoral care and to then inform the relevant class teacher of the reason for the absence
 - b. When a student's cumulative absences in any given school year exceed 10 days, to write to the student's parents to inform them of this and to seek an opportunity to discuss the matter with parents
 - c. When a student's cumulative absences in any given school year exceed 20 days, to notify the Education Welfare Officer, as required by law, and will continue to liaise with parents and the student in an attempt to encourage more regular attendance
 - d. In co-operation with secretarial staff, to ensure that the reason for every student absence in the year group is properly and promptly entered on the Anseo system
 - e. In co-operation with the Deputy Principal, to arrange for the presentation of certificates of attendance to all students whose cumulative absence in a given year do not exceed 3 days
6. To ensure the consistent implementation of the school's uniform policy in the year group
7. To attend meetings of the Academic Council when the tracking of 3rd year students is being discussed
8. To liaise closely with the Student Care Co-ordination Team in relation to 3rd year students, attending meetings of the team when required
9. To meet parents/guardians of students in the year group to discuss any matters of concern
10. In co-operation with a Deputy Principal, to meet parents/guardians of students in the year group to discuss matters of disciplinary or pastoral concern

Year Heads for 1st, 2nd and 3rd year were introduced following a review of the school's Leadership and Management structures in Spring 2018. The BOM, in consultation with staff, will review their introduction over the next two years and will assess the desirability of their introduction into 4th, 5th and 6th years in due course.

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4.6 Meitheal and Cara systems

Meitheal

The school acknowledges that the transition from national to secondary school is a significant step in each student's life and formation. It believes that students should receive high levels of support from teachers and parents at all stages of this transition process. The school also believes that students already in the school are well-positioned to assist their new colleagues in 1st year and, to this end, is highly supportive of the Meitheal system.

In April/May, 15 senior cycle students are selected following an application and interview process to train as Meitheal leaders. Training is provided in consultation with the Co. Wexford Meitheal Alliance and takes place at the end of the summer holidays.

At the start of the school year, each Meitheal leader is allocated a group of 10 1st year students. Through formal and informal meetings with the students in her group, the Meitheal leader assists the new 1st year students in finding their way round the school, in basic organisational matters and in listening to any difficulties that they might be experiencing.

All Meitheal leaders report directly to the teacher-in-charge of the system, Ms. O' Gorman, who, in turn, will liaise with Class Teachers in providing any necessary support for the new students.

Meitheal leaders wear an official badge of office, are formally recognised at an annual Awards Ceremony and are deemed to have a significant leadership role in the school.

Cara

The Cara system entails all Meitheal leaders carrying on a pastoral role in 6th year for 2nd year students, up to the end of November, with whom they worked as 1st year students. Issues with which the Cara leaders may supply peer support are likely to include, for example, changing friendship patterns, academic concerns.

Cara leaders will report directly to the teacher-in-charge, Ms. O' Gorman, will wear an official badge of office and will assume an important leadership role in the school.

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4.7 Guidance Counselling

Introduction

There are three guidance counsellors in Loreto, Wexford – Ms. Catriona Foley, Ms. Lorraine Kelly and Mr. Enda O’ Sullivan.

We are qualified guidance counsellors who work with students in three main areas- personal counselling, educational counselling and vocational counselling.

These are the classes we each look after:

	Ms. Kelly	Mr. O’ Sullivan	Ms. Foley
1st Year	1.1 and 1.2	1.3	1.4 and 1.5
2nd Year	2.1 and 2.2	2.3	2.4 and 2.5
3rd Year	3.1 and 3.2	3.3	3.4 and 3.5
4th Year	4.1 and 4.2	4.3	4.4 and 4.5
5th Year	All of 5.1 and first 15 students in 5.2	Last 15 students in 5.2 and first 15 students in 5.3	Last 15 students in 5.3 and all of 5.4
6th Year	All of 6.1 and first 15 students in 6.2	Last 15 students in 6.2 and first 15 students in 6.3	Last 15 students in 6.3 and all of 6.4
Total	330 students	180 students	330 students

Our main aims are to guide students in their holistic development so that they can develop their own autonomy, independence and commitment to their responsibilities. We endeavour to facilitate a culture throughout their six years in Loreto whereby they develop the skills to become critical, reflective thinkers and decision-makers. We envisage that students will learn life-long skills that will support them in their life-long learning. We work closely with many other stakeholders to ensure that there is a whole-school approach to guidance. To receive daily updates on careers related news by email, we strongly encourage all students to register on www.careersnews.ie.

We use a mixture of counselling theories in our work, depending on the issue the student may have. Where personal counselling is concerned, we may, following some initial work with a student, decide to refer the student to an outside counsellor or GP if their need for counselling is greater than what a school setting can offer. We work closely with parents/ guardians in this regard.

1st Year

Late August/ Early September

We meet with our respective 1st years by class grouping to introduce ourselves and give an outline of our job. We show them where our offices and post boxes are and explain how to make appointments with us. (by either asking directly, asking another member of staff to refer them, asking a parent/guardian to refer them or by leaving a note in the post box outside our office)

Student Profile: We ask students to fill out a student profile to give an opportunity to raise any concerns. We then follow up on specific concerns by means of one-to-one counselling.

Late September

Assist SEN department in September with administering CAT3 to help identify learning strengths/ difficulties of students.

Early October

Study skills seminars delivered by ourselves or other interested teachers.

Early January

We meet our respective classes to give talks on subject choice for second year.
Meet parents at night to deliver the same information.

2nd Year

Throughout the year

Cara system - We liaise closely with the Cara system where TY students are trained to mentor 2nd years in need of support.

Late September

Carry out an updated profile sheet so students can express if there are any issues arising.

Early October

Organisation of Study Skills Seminar by an outside company. In 2017/ 2018 we had *The Super Generation*. We usually organise a study skills talk for parents on the same night.

February

In collaboration with the Student Support Team (SST), we organise bullying/ cyberbullying/ safe social media/ technology etiquette workshop.

3rd Year

Late September/ Early October

Study skills seminars carried out by either ourselves or interested teachers.

Senior Cycle – General

Loreto Secondary School places great importance on the provision of guidance class time. Students have one class period of guidance per week in TY, 5th and 6th year.

We have a very structured programme of vocational topics we cover in these classes and we place great emphasis on regular class attendance and participation. We use a programme called “*Classroom Guidance*” designed by renowned Guidance Counsellors Fred Tuite and Brian Comerford. You will find the PowerPoint presentations at www.classroomguidance.ie

The students fill in a learner’s journal every week in class to keep a record of their learning. We encourage students to tell their parents/ guardians what they have learned every week so that their parents/ guardians are fully informed and involved. We encourage the parents/ guardians to actively engage in what students are learning and to do further research online together on each topic to reflect on its relevance to each individual student and family. We endeavour to instil a growth mind-set in all our students, encouraging them to reflect on their own capabilities, how they can improve further and how to plan for their future college courses/ careers.

Transition Year (TY)

The topics we cover in TY class are:

- ❖ National Framework of Qualifications (NFQ)

- ❖ CAO Points system
- ❖ Career Research- introduction to using www.careersportal.ie and www.qualifax.ie
- ❖ Career Investigation
- ❖ Finding Work Experience
- ❖ Individual college websites
- ❖ Subject Choice for the Leaving Cert
- ❖ CV and Mock Interview Preparation
- ❖ Work Experience Preparation
- ❖ Review of Work Experience
- ❖ Career Investigation Project

November (usually)

Workshop to enhance friendship/ conflict resolution skills/mental health/ self- esteem. Facilitators change year to year depending on availability and needs of particular year-group. Organised in collaboration with Student Care Co-ordination Team (SCCT).

December

Administration of CAT4 to help with subject choice after Christmas. CAT4 will show students their abilities in four main areas, namely verbal reasoning, non- verbal reasoning, spatial reasoning and numeracy. The results of these tests will inform students of their strengths which will help in subject choice and study skills. Results will be distributed to each individual student in January.

January

Students learn about subject choice in TY guidance class. We order the Institute of Guidance Counsellor's (IGC) directory of minimum entry requirements for all courses in the Central Applications Office (CAO) for each TY student. This is to make them fully aware of the requirements needed for certain courses and to instil the importance of the high level of research needed for course investigations. We meet with TY parents at night to deliver the same subject choice talk.

March

Mock interview night. We are very lucky that we have a group of extremely generous business people in our school community who volunteer to conduct mock interviews with our TY students. Our Board of Management member Barbara Foley has been instrumental in building this relationship between the school and local business community. Our students always benefit greatly from the experience.

Throughout the year

Local life coach Eugene Daly contributes hugely to our TY guidance programme. Eugene teaches the students all about positivity/ positive self- talk and goal setting for the future. Additionally, he carries out the Myers Briggs personality tests on all students and shows them how their personality will relate to their future career choice. We hugely appreciate Eugene's input as he is so generous of his time and is an extremely knowledgeable asset to us and our students.

5th Year

The 5th year guidance topics include:

- ❖ **Signing up to the newsletter on www.careersnews.ie.** Students will receive an e-mail every day with a summary of the main career events/ open days/ new courses etc. We encourage students to read these e-mails every day as it is an invaluable source of information for them. It motivates them also to remain focussed on planning for their futures.
- ❖ **Social Media.** Following the universities, ITs, and colleges of further education on whichever social media platforms they use to constantly keep up to date.

- ❖ **NFQ, options after the Leaving Cert** (including defence forces, Gardai etc) and New CAO Points System
- ❖ **Open Days and Careers Expos-** students are taught how to easily find the dates of upcoming careers events/ college open days. This can be found on www.qualifax.ie, the individual college websites and on posters outside both guidance counsellor's offices. **It is the students' own responsibility to keep an eye on these sources of information on a regular basis.** We encourage students to attend as many open days as they can on Saturdays with their families. However, we aim to take our students to an example of a university (usually UCD) and an example of an IT (usually WIT) every year. These are ambassador days where our students get a chance to meet with college staff and students, to see the campus and facilities and learn about the courses. We also teach students the important questions to ask to get the most out of a career event or open day.
- ❖ **My Goal-** revision of goal setting with Eugene Daly. Target setting and reviewing.
- ❖ **Habits of Effective Students-** mental health awareness and study awareness.
- ❖ **Studying – doing it well.** We also get an outside company (usually *Student Enrichment Services*)
- ❖ **Personal reflection and building a profile/ Uniqueness and Difference /Skills, Qualities and Values.** We show how Aptitude tests, Interest tests, Personality tests, Ability and Values combine together to suggest a suitable career for each student. Each student must build their own profile in their folder with the following information:
 - i) Aptitude test –CAT4 from 4th Year
 - ii) Ability – Junior Certificate Results, Continuous reflection and record of class tests and house exams.
 - iii) The results of the Interest, skills, qualities and values tests they carry out in Essential Guidance workbook.
 - iv) Students may wish to take additional Interest and Personality tests on www.careersportal.ie and www.qualifax.ie in their own time or if time allows in class.
- ❖ **Career Investigation Tools:** www.qualifax.ie ,www.careersportal.ie , www.gradireland.com .
- ❖ **Individual college websites,** e.g. www.ucd.ie
- ❖ **Career's Night-** Every second year we organise a **Careers Night** to allow students from 5th and 6th year to meet with approximately 50 different types of careers. Again, we acknowledge and appreciate the huge group of professionals that Barbara Foley has built up with us over the last number of years. It is not an easy task! We also greatly appreciate these professionals giving up their time to help our students with career information and insight.
- ❖ **Individual Career Investigation – *to be completed for last term*** . Our students must put all their knowledge and skills into practice in the last term to produce a project on two or three different careers they are currently most interested in. This focusses the students' attention to use their profile they've built up to reflect on if this career would suit them. They also look at different courses and pathways that lead to these careers and investigate if they have the correct leaving cert subjects and how many points they'll need etc. Additionally, we show students the "Work Sectors" tab on Careersportal which gives in-depth information on the daily lives of people in many different careers.
- ❖ **Introduction to CAO-** we emphasise the importance of adhering to all the deadlines they learn about. Genuine Order of preference is of utmost importance! We also very much advocate that students investigate and apply for all level courses in the CAO system, i.e- levels 8 and 6/7.
- ❖ **HEAR and DARE.**

HEAR = Higher Education Access Route- a special access scheme for students from economically disadvantaged backgrounds. Look at www.accesscollege.ie for information on applying and documents needed.

DARE= Disability Access Route to Education- a special access scheme for students who have a disability/ condition/ learning difficulty that has impacted on their education. Students and parents need to be very aware of the supporting documents needed for a DARE application and should access this information on www.accesscollege.ie as soon as possible and collect said documentation. We advise that families (whose daughter has a learning difficulty) should contact their educational psychologist to ensure that their reports and percentile scores are up to date/ meet requirements as these assessment results are best coming from the Educational Psychologist. Likewise, make sure that all reports re ongoing illnesses, mental

health conditions etc have the proper professional supplying the report. The Guidance Counsellor or learning support teacher will fill up an Educational Impact Statement (EIS) for each DARE student and the student must write a personal statement themselves too.

Be very aware of the deadlines associated with these schemes. They must be strictly adhered to. They are usually- (i) tick the box on the CAO form before 1 February

(ii) complete any online forms/ personal statements by 1 March and (iii) post all supporting documents away to arrive in CAO, Galway by 1 April.

❖ **Post- Leaving Cert Option** (traditionally called PLCs or Fetac Level 5/6 - now known as QQI level 5/6. Note- these cannot be applied for through CAO. Students must apply directly to the College of Further Education itself. They usually have to attend for interview as part of the entry requirements. There is a search option on www.careersportal.ie and www.qualifax.ie specifically for PLCs and students should also research www.fetchcourses.ie and www.findacourse.ie

❖ **Study Abroad.**

If students want to study in Northern Ireland, England, Scotland or Wales- they have to apply to UCAS. They will need to write a personal statement which we give them guidelines on- but they must write their own. Additionally, they will have to get a written reference from their guidance counsellor who asks their teachers for predicted grades. Students need to bear in mind the cost of travelling to the UK- even in the application phase where they may be invited for interview. www.ucas.com,

Applying to college in Europe, particularly the Netherlands is becoming a growing attraction for Irish students. Students must register on www.eunicas.com where an expert called Guy Flouch will guide them in the courses available and application process.

❖ **STEM careers-** the government is trying to attract more females into STEM (science, Technology, Engineering and Maths) careers. See more at www.smartfutures.ie

❖ **The Gap Year Option-** www.projectsabroad.ie , www.irishgapyear.com , www.yearoutgroup.org

❖ **Apprenticeships-** our government sees apprenticeships as being vital to filling certain skill gaps in the country as present. There is a great emphasis on third level education in Ireland but apprenticeships are being developed further as an alternative method of education and training. Some of these apprenticeships can even lead to a level 9 Master's degree and they should be considered carefully. Further details on www.careersportal.ie, www.apprenticeship.ie and www.solas.ie

❖ **Individual Profile hand-out** to be handed into teacher for basis for individual career appointment in 6th Year.

❖ **Individual Research on project.**

❖ We organise, in collaboration with the SCCT, a mental health event. Sometimes it is the "Beat the Blues" programme by AWARE. This year it was "The Shona Project"

6th Year

We meet all 6th year students for one-to-one vocational counselling sessions. We use our counselling skills to guide students to reflect on the choices they are making and to help them to clarify their thoughts on their educational and vocational planning. Ms. Kelly sees students from 6.1 and 6.2 and Ms. Foley sees students from 6.3 and 6.4.

Throughout the year, we facilitate available school liaison officers from third level institutions to give talks to our sixth year students on their particular institutions

6th Year guidance topics include:

❖ **Habits.** Settling back and creating good habits.

❖ In depth study of the **CAO process**, from research and application to offers and acceptances. All students receive their own copy of the current CAO handbook. All rules and regulations must be followed and all deadlines adhered to. The CAO states to students "YOUR application- YOUR responsibility". www.cao.ie

❖ **CAO night for parents/ guardians.** Meeting with parents re CAO/ Options after the Leaving Cert/ Issues involved with leaving home/ going to college.

- ❖ **Higher Options Conference** in Dublin. We take all 6th year students to Higher Options. Here, they will get an opportunity to speak with colleges from CAO, UCAS and Eunicas (sometimes even America), Colleges of Further Education, officers from HEAR and DARE, maybe Gardai, Nursing/ Midwives organisations, apprenticeships etc. We prepare our students well in advance so that they can gain maximum benefit from this day. **It is their ideal opportunity to ask about courses, scholarships, accommodation etc. Students should have acquired the research and IT skills by this stage to allow them to keep up to date on scholarship and accommodation deadlines. These are students' own responsibilities.** There are always talks on for students at the Higher Options Conference, usually from CAO, Eunicas, Nursing and SUSI (Student Universal Support Ireland- i.e. the body that processes grant applications). We supply the students with worksheets and maps of the RDS in Dublin in order to focus them and plan for this event.
- ❖ **Wellbeing Day.** We organise, in collaboration with the SCCT, a whole day of wellness for our sixth years. We have a talk by a psychologist, followed by workshops in yoga, mindfulness, art therapy, drumming, dancing etc.
- ❖ Revision of **HEAR and DARE.** www.accesscollege.ie
- ❖ **Scholarships-** we spend time in class learning about some popular scholarships such as Ad Astra in UCD, Quercus in UCC and JP McManus scholarships at www.allirelandsscholarships.com . Students are allowed time to research their own favourite colleges and scholarships.
- ❖ **NUI exemption from Irish/ MFL** (modern foreign language)- students who have been granted an exemption from studying Irish and/ or an MFL should fill out an exemption form from NUI and post it to them so as to be made exempt from these language requirements for certain courses in the NUI colleges. www.nui.ie
- ❖ **SUSI** grant application process. SUSI usually opens for applications at the beginning of April every year. More information can be found at www.susi.ie . Students and parents/ guardians should carry out the "eligibility reckoner" on the SUSI website to ascertain if they think they may be entitled to a grant or not.
- ❖ **PLC** option.
- ❖ **Interview technique** (useful for UCAS and PLCs)
- ❖ **Not going to college.** Other options available after the leaving cert.
- ❖ **Future Skills.** Where the skills gaps lie at the moment.
- ❖ **Exam Technique.**
- ❖ **Transitioning to college.** Hopes and fears. Differences between second and third level study/ expectations. Becoming independent away from home/ budgeting. Keeping safe.

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4.8 Whole-School Policy for Assessment, Monitoring, Reporting, Homework and Attendance

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1. Rationale

This policy

1. sets out to clarify the purpose and practice of assessment in Loreto Secondary School, Wexford,
2. supports both Assessment for Learning (AfL) and Assessment of Learning (AoL) across all class levels and year groups,
 - a. In essence, AfL helps teachers and students to focus on three key questions:
 - where are students now in their learning?
 - where are students going in their learning?
 - how will students get to the next point in their learning?
 - b. Providing feedback to students is therefore central to AfL. This feedback is based on evidence of how and what the students are learning. Feedback focused on the learning or task in hand can help students identify and celebrate their progress and achievements, pinpoint challenges they experience and decide what the next steps should be. This level of involvement in shaping their own learning can heighten students' awareness of themselves as learners and encourage them to take more personal responsibility for, and pride in, their learning. AfL does not generally happen at the end of a particular piece of work or a period of time. It usually takes place in the day-to-day, minute-by-minute interactions between teachers and students.
 - c. In contrast, assessment of learning (AoL) focuses more on medium and long-term assessment. AoL generally involves assessing a student's learning at the end of a given period, such as the end of a unit of work, a week, a term, or a year. The

emphasis in AoL is on measuring a child's cumulative progress towards curriculum objectives. A grade or a score is often the only feedback a child receives.

3. identifies a range of assessment methods used to gather information about student progress and achievement,
4. supports an aim of the School Improvement Plan, April 2013, i.e. increasing the amount of student peer/ self- assessment in written tasks/ homework / tests,
5. supports consistency on what information is recorded about student learning progress and how this information is shared with parents, teachers and other professionals,
6. adheres to legislative requirements enshrined in:
 - a. the Education Act (1998) which requires schools to regularly evaluate students and periodically report the results of the evaluation to the students and their parents.
 - b. the Data Protection (Amendment) Act (2003)
 - c. the Equal Status Act (2000)
 - d. the Education (Welfare) Act (2000)
 - e. the Education for Persons with Special Educational Needs Act (2004)
 - f. The National Strategy for Literacy and Numeracy (2011) *Literacy and Numeracy for Learning and Life 2011- 2020*.
7. adheres to guidelines set out in:
 - a. The Framework for Junior Cycle (2015)
 - b. Circular Letter
8. supports other school policies such as Inclusion for Students with Special Educational Needs, Whole School Guidance, Homework, Literacy and Numeracy and Attendance.

2. Definition of Assessment

Assessment is integral to teaching and learning and is concerned with students' progress and achievement. It involves gathering information to understand how each student is progressing at school and using that information to further a student's learning.

Classroom assessment involves gathering, recording, interpreting, using and reporting information about a student's progress and achievement in developing knowledge, concepts, skills and attitudes.

Assessment, therefore, involves much more than testing. It is an ongoing process that concerns the daily interactions between the teacher and the student that include moment-by-moment conversations, observations and actions.

3. Purposes of Assessment

1. To inform planning for all areas of the curriculum
2. To gather and interpret data at class/whole school level and in relation to national norms
3. To identify the particular learning needs of students/groups of students including the exceptionally able
4. To enable teachers to modify their programmes and their teaching methodologies in order to ensure that the particular needs of individual students/groups are being addressed
5. To compile records of individual student's progress and attainment
6. To facilitate communication between parents and teachers about students' development, progress and learning needs
7. To facilitate the active involvement of students in the assessment of their own work

4. Aims of this policy

The main aims of this assessment policy are:

1. To benefit student learning
2. To monitor student progress and attainment
3. To monitor learning processes
4. To gather and interpret data at class/whole school level and in relation to national norms
5. To compile records of individual student's progress and attainment
6. To generate baseline data that can be used to monitor achievement over time
7. To involve parents and students in identifying and managing learning strengths or difficulties
8. To facilitate communication between parents and teachers about students' development, progress and learning needs
9. To facilitate the involvement of students in assessment of their own work
10. To identify the particular learning needs of students/groups of students
11. To enable teachers to modify their plans/ approaches/ methodologies in order to ensure that the particular learning needs of individual students/groups are being addressed
12. To assist teachers' long and short term planning. Subject Department Plans are influenced by the information yielded from assessments and support teacher judgment by specifying what is to be learned by most of the students at the end of each year level.
13. To coordinate assessment procedures on a whole school basis

5. Types of Assessment used in this school

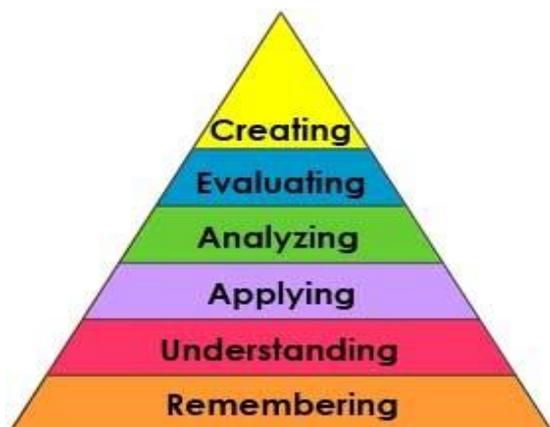
<u>Type of Assessment</u>	<u>Name Of Assessment</u>	<u>When Administered</u>	<u>Administered By Whom</u>	<u>Reporting Procedures</u>
Standardised	Cognitive Ability Tests, CAT 3. CAT3 measures three principal forms of reasoning – verbal, nonverbal and numerical – as well as an element of spatial ability.	First term of 1 st year	Learning Support and Guidance Departments	Over- arching Profiling System
Formative (AfL)	Continuous Assessment	First term each year	Subject Teacher	Results entered on Eportal for parents and for over-arching profiling system
Summative (AoL)	Summer Exams	End of May of each year (except 3 rd and 6 th year)	Subject Teacher	Results entered on Eportal for parents and for over-arching profiling system.

Formative (AfL)	Classroom-Based Assessments	Throughout 2 nd and 3 rd year, set to a national timetable	Subject Teacher	Results, in the form of descriptors, and feedback communicated to the student and entered on Eportal. Results may also be used at Parent-Teacher Meetings
Summative (AoL)	Assessment Tasks	Throughout 3 rd year, set to a national timetable	Subject Teacher (exam paper set by the NCCA and corrected by the State Examinations Commission).	Accounts for 10 % of the final grade awarded in the state exams, in each subject
Summative (AoL)	Mock Exams	February of 3 rd and 6 th year	Subject Teachers (exam papers sourced from outside company)	Results entered on Eportal for parents and for over-arching profiling system
Summative (AoL)/ Formative (AfL) (depending on how the teacher decides to correct it)	End of chapter test/ periodic test throughout a chapter/ test at end of a few chapters or a topic	Any time throughout the year, at the discretion of the subject teacher	Subject Teacher	Results recorded in teachers' journals for use at Parent- Teacher Meetings
Standardised	Differential Aptitude Tests (DATS). An aptitude test is an instrument used to determine and measure an individual's ability to acquire, through future training, some specific set of skills. It allows students to identify strengths and weaknesses which will help them with subject- choice and career decisions.	December of TY		Guidance Department
Formative (AfL)	Sharing of Learning Intentions with Students	At the beginning of each class or topic. Done at the discretion of the teacher	Subject Teacher	Teacher observation notes kept privately in teachers' journals
Formative (AfL)	Comment-Only Marking	Periodically at the end of a piece of work/ test/ project. At the discretion of the teacher.	Subject Teacher	Private notes kept by teacher for use at Parent- Teacher Meetings

Formative (AFL)	Peer or Student Self- Assessment	Periodically at the discretion of the teacher.	Subject Teacher	Teacher observation notes kept privately in teachers' journals
Formative (AFL)	In-class questioning (based on Bloom's Taxonomy, see below) and homework tasks	In every/ most classes at the discretion of the teacher	Subject Teacher	Private notes kept by teacher for use at Parent-Teacher Meetings.

6. Questioning and Bloom's Taxonomy

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behaviour important in learning. Teachers' questions start at the bottom of this triangle which is known as "lower-order questioning". Depending on how far the teacher wants to push the class, he/ she will gradually move up the triangle to make their questions stimulate a "higher- order" thinking among their students.



Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

When teachers question as above, they can ascertain how students are progressing which assists in identifying the next steps in learning.

7. Over-Archiving Profiling System

Loreto Secondary School, Wexford has designed a software system to produce a file on the assessment results of each individual student.

This data is used in analysing examination results over time, thus allowing the identification of regression or progression. Judgments may then be made about possible interventions needed based on concrete evidence.

With effect from February 2015, the school's Academic Council oversees this over-arching profiling system under the co-ordination of a member of the in-school management team, Ms. Patricia Kinsella. This involves using the following information:

- the standardised test results for each student carried out in primary school, which are sent to this school in accordance with DES Circular 0056/2011. Standardised tests are used to establish a standardised measurement of student achievement in English reading and maths compared to other children throughout the country at the same class level/ age.
- the standardised test results she carried out in 1st year, 2nd year (when nationally introduced) and her Aptitude Tests (CAT 4 tests) in Transition Year
- the Christmas and Summer exam results of each year (excluding Summer of 3rd and 6th years)
- the Mock Exam results in 3rd and 6th years
- Junior and Leaving Certificate results

The individual file will be made available to parents on request.

8. Extra on Formative Assessment (AfL)

The school endeavours to achieve the aims of its Improvement Plans - April 2013 and 2016-2020. This includes developing methods of formative assessment (AfL). The school will engage in the following methods which are integral to the successful implementation of AFL:

- **Sharing of Learning Outcomes with students:** Teachers will share the learning outcomes with students at the beginning of each lesson/ where deemed necessary and refer back to them during questioning throughout the lesson and at again at the end of the lesson if necessary. This will help to clarify what the student was supposed to have learned and will assist both teachers and students in determining the levels to which the outcomes have been achieved.
- **Sharing of Features of Quality/ Criteria for Success:** Teachers will tell students in advance of a piece of work what exactly they will be looking for when assessing it. This is known as WILF (What I'm Looking For). Teachers are aware that it is important to share this information with students beforehand so that they will be in a better position to know what is expected of them. They can also decide how far they want to push themselves. In the case of Classroom-Based Assessments (CBAs), teachers will share the features of quality with students and provide feedback to students as they research, prepare and present their completed work.
- **Comment- Only Marking:** Teachers will periodically engage in comment-only feedback: This will include 3 things:
 - What the student has done well,

- Where are the areas for improvement
- How the improvement might be made

This allows both teacher and student to identify the next steps in learning.

- Peer Assessment and Self-Assessment: Teachers will, occasionally, supervise students to correct their own or their peer’s work, based on a list of criteria for success.

Following such methods, teachers will encourage students to reflect on their work and write down how they can improve and assist them in achieving it – perhaps in a separate section of their copy, similar to a reflective journal.

This is an aim in the School Improvement Plan, April 2013. Teachers wish to increase the amount of student peer and self-correction in tests and written work as it is considered very good practice. It allows students to become more involved in their own assessment and assists them in identifying what their next steps in the learning process may be. It also requires them to ask themselves what they must do next in order to achieve the next steps. It empowers the students to become autonomous independent learners.

We consider the following to be key classroom practices and strategies needed for AfL:

- a. a positive classroom culture and ethos, which encourages students to think and talk about their learning and which provides a safe place for open, honest and respectful discussion
- b. questioning skills (student to teacher/ teacher to student/ student to student), which stimulate thinking and reflecting on learning
- c. explicit teaching of how to consciously reflect on what one knows and how to make an evaluative comment on it (Bloom’s Taxonomy)
- d. frequent identification and review of learning goals through teacher-directed discussion, clearly defining learning objectives and success criteria thereby empowering students and enabling them to take responsibility for their learning
- e. a recognition and acknowledgement of the purpose and importance of collaboration between home and school in the student’s learning process.

9. Homework as a means of assessment

School policy on homework was formally reviewed in March 2022 for several reasons:

- Evidence provided by the school’s Academic Council that the performance of up to 20% of students in each year group was deteriorating
- Feedback from interventions made by Year Heads with underperforming students
- Homework surveys that showed 51% of students were not doing the recommended amount of homework
- Comments made by parents at recent parent-teacher meetings about the perceived lack of homework, particularly in the junior years
- Evidence of blank/almost blank homework journals of many students
- Students’ requiring Guidance Counselling support regarding too much homework
- The need to re-establish good practice following the profound challenges presented over the previous 2 years by Covid-19

Key points:

1. Homework is an important element in reinforcing the student’s grasp of material and work covered in class. It allows the teacher to informally assess how well the students have grasped new concepts and allows both the teacher and student to identify the next steps of learning. It consists of both written assignments and the learning of work done in class.
2. Homework is corrected in a variety of ways at the discretion of the individual teacher. These methods may include the teacher collecting and correcting it and giving a grade or comment-only marking. It could also consist of the teacher demonstrating in class how the homework should have been completed and students peer or self-correct. Alternatively, the teacher gives the students the marking scheme or the list of “features of quality” and students peer or self-correct. The teacher ascertains during such activities how well students are progressing.
3. The school expects that all homework will be completed on time and to the best of a student’s ability. All homework – written and learning – is to be recorded daily by all students in their School Diary.
4. From September 2022, the school will be using a new software package that will be used to record the non-completion of homework by students.
5. Students are encouraged to spread their homework evenly through the week to minimise the risk of overload on any given night.
6. It is important that students feel comfortable enough to mention to their subject teachers if they are under pressure and if they desire a reasonable extension to submitting a homework essay or project. In addition to this, teachers welcome students telling them if they have a number of tests on a particular day so that the teacher can change the date of a test if possible.
7. Students who miss class due to school matches, medical/dental appointments are expected to find out from their colleagues what homework was set by the teacher and to complete it on time
8. The School Diary of students in 1st, 2nd, 3rd, 4th and 5th years is to be signed on a weekly basis by both the Class Teacher and a parent/guardian.
9. As students differ so much in terms of their ability and speed of completion of work, it is impossible to be specific as to the amount of time to be spent daily on homework and revision by each individual student. However, the following general guidelines are offered:

Year	Hours per school day on homework and revision
1st	1.5
2nd	2
3rd	2.5
TY	Variable in accordance with amount of project work
5 th	3
6 th	3+

10. In line with these guidelines, the following is the suggested amount of homework to be set per subject (on the basis of a single class period) per day:

1st Year	10 to 15 minutes
2nd Year	15 minutes
3rd Year	15 to 25 minutes
5th Year	20 to 25 minutes
6th Year	25+ minutes

11. In addition to the completion of homework, students are also expected to follow a revision programme drawn up in accordance with guidelines issued at study skills talks facilitated by the school. Revision is the key to ensuring that a student develops and retains a knowledge of material covered in class in earlier weeks, months or years.
12. Parents/guardians are asked to ensure, where possible, that students are afforded a suitable room at home in which to study i.e. quiet, adequately ventilated/heated and equipped with a proper table and chair.
13. Parents/guardians are strongly recommended to take an active interest in their daughter's academic and overall progress. They should familiarise themselves with this policy and feel free to discuss any concerns about homework with their daughters and/or teachers.
14. When completing homework, students should only access their mobile phone/device if it is required for the completion of work. Students are not being honest with themselves if they allow their phones/devices to distract them from their work.
15. Parents/guardians and students should also ensure that any part-time jobs held by students do not interfere with the full and proper completion of homework and revision. The school strongly recommends that 6th year students do not engage in any part-time work in term time as their commitments to study are already considerable.
16. Homework will not be set for students at mid-term breaks or Christmas, Easter and Summer holidays. Students, particularly at senior cycle, may use such periods for revision at their discretion.
17. Class tests will not be scheduled for immediately after mid-term breaks or Christmas, Easter and Summer holidays.
18. Mock examinations for 3rd and 6th year students will take place in the two-week period immediately prior to the February mid-term break.

10. Attendance and Assessment

The school uses the Anseo Computerised System to record students' attendance and punctuality. Each student is required to register her attendance in school between 7.45 a.m. and 8.50 a.m. on a daily basis. This can be done at any of the three control points in the General-Purpose area by scanning her Anseo Card. Students who arrive late for school are expected to register their attendance as soon as they arrive. Students arriving after 12.00 p.m. are deemed to be absent and should sign the book outside the Deputy Principal's office immediately upon arrival.

The Deputy Principal checks the system shortly after 8.50 a.m. each day and posts a report of absent students in the staffroom at that time. Staff can use this list as they monitor attendance in their classes.

All staff are expected to keep their own attendance rolls in class and to report any deviations between these and the Anseo Report to the Deputy Principal as soon as possible for early investigation.

Each day, the Deputy Principal will send a text message to a parent's mobile phone by 10.00 a.m. stating that his/her daughter has failed to register attendance in school that morning. An exception to this will be when the school has been informed in advance and in a written note from a parent that a student will be absent on a given day.

Spot checks of attendance may be carried out at any time by the Principal and Deputy Principal.

All absences must be explained in writing by parents by means of the special forms in the student's school diary. This form must then be presented by the student in the School Secretary's office between 8.15 a.m. and 8.50 a.m. on the day that she returns to school after an absence. The Deputy Principal will then arrange for the entering of reasons for absences into the Anseo system.

The Deputy Principal may impose disciplinary sanctions up to and including detention on any student who fails to comply with these procedures.

Each student's overall attendance record may be accessed on the school's ePortal system.

Recognising and rewarding good attendance

Certificates of Good Attendance will be presented at or subsequent to the annual Prizegiving Ceremony to all students whose cumulative absences in any given year do not exceed 3 days.

The school will avail of every opportunity e.g. student assemblies, meetings of parents, written communication with home to emphasise in a positive way the benefits to students of regular school attendance.

Parents are strongly advised to arrange medical and dental appointments for students for outside school hours, where this is possible.

Identifying and dealing with attendance problems

Based on monitoring of the Anseo System, average daily absenteeism is 7.21% .

The school seeks to reduce this figure and to deal with attendance problems in the following ways:

- When a student is absent for 5 consecutive days the Deputy Principal / Year Head will telephone the student's home in a spirit of pastoral care. The Deputy Principal / Year Head will then inform the relevant Class Teacher of the reason for the absence.
- When a student's cumulative absences in any given school year exceed 10 days, the Deputy Principal / Year Head will write to the student's parents to inform them of this and to seek an opportunity to discuss the matter with parents.
- When a student's cumulative absences in any given school year exceed 20 days, the Deputy Principal / Year Head will notify the Education Welfare Officer, as required by law, and will continue to liaise with parents and the student in an attempt to encourage more regular attendance.

Loreto Secondary School, Wexford has the above measures to monitor attendance in place as it believes that there is a strong link between attendance and student attainment. Those with poor attendance records are much more likely to drop out of school before the Leaving Certificate, and, where they remain in school, they tend to do worse in their examinations than other students. Moreover, those who have engaged in sustained poor attendance while at school are less likely to progress to further study and experience greater difficulties in accessing paid employment after leaving school. Therefore, the school endeavours to monitor attendance carefully in order to assist its monitoring of student performance and attainment.

11. Assessment in Special Educational Needs (SEN) Cases and Reporting to/ from Outside Agencies

The Education for Persons with Special Educational Needs (EPSEN) Act was passed into law in July 2004. Special educational needs are defined in this act as:

“... a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition”.

All 1st year students are given standardised group tests following their admission into the school each September. Combined with various informal methods of assessment e.g. teacher observation, monitoring of homework, observation of social development, it generally becomes possible to identify students with special educational needs or general learning needs.

In identifying students with general learning needs for learning support, the school gives priority to those performing at or below the tenth percentile on standardised tests of literacy and mathematics.

The school’s learning support staff will, where necessary and with written parental permission, arrange for individualised diagnostic assessment and may seek to obtain reports from other professionals e.g. educational psychologists, psychologists, occupational therapists, speech therapists and social workers.

Results of psychological assessments are a key factor in the drafting of student Individual Education Plans (IEPs). In the event of private consultation, parents are asked to supply the school with a copy of the report in order to facilitate the preparation of an IEP.

Because the range of tests available to the school is restricted in accordance with professional practice, Loreto, Wexford cannot guarantee that it will be able to identify all cases of special educational need. It is for this reason that it is vital that parents would bring any outside professional assessments to the earliest attention of the school.

The Learning Support Department endeavours to keep subject teachers informed of individual student learning difficulties so that appropriate accommodations/ modifications such as differentiation methods can be incorporated into their teaching to suit the need of the student.

12. School Reports and Parent-Teacher Meetings

School Reports

A school report is an official document completed by a student’s teachers and signed by the Principal setting out the achievement and progress of a student in all subject areas at particular stages of the academic year. The report is addressed to a student’s parents/guardians but will be written in a manner that is easily understood by the individual student. A school report complements the ongoing assessment of a student by her teachers that takes place regularly during the academic year e.g. correction of homework, classroom tests.

School reports will be issued as follows:

- To all students immediately prior to Christmas each year
- To 3rd and 6th year students following mock-examinations each Spring
- To 1st, 2nd and 5th year students in mid-June each year
- Certificate of Achievement to 4th year students each May

Every report will be available on E-portal and a paper copy of each student’s report will be either distributed to her in school or posted home.

Each printed report will include a full explanation of the grading system applicable to the particular year group. When considered necessary by senior management, a general letter relating to educational matters in a particular year group may be attached to reports.

In commenting upon a student's performance and progress on reports, teachers will use as much formative assessment as possible i.e. pointing out areas of strength as well as where and how improvement can be made, where applicable. To facilitate this, the range of pre-set comments on reports will be kept under ongoing review and teachers will be encouraged to use as much free text as possible.

Parents/guardians are strongly advised to monitor a student's progress by also having regard to the more frequent marking and correction undertaken by teachers throughout the full school year e.g. homework, class tests.

Parent-Teacher Meetings

The school arranges a formal parent-teacher meeting for each year group in the course of the academic year. Each meeting takes place between 16.15 and 18.45 on a date that is stated in the annual school calendar.

Given the structure of parent-teacher meetings, it is essential that certain protocols will apply, as follows:

1. Consultations between teachers and parents should be kept as brief as possible in an attempt to minimise delays.
2. These meetings must conclude by 18.45. Parents are asked, therefore, to attend as early as possible at the relevant meeting.
3. It is expected that all meetings between teachers and parents will be conducted in a professional and respectful manner.
4. Because of the relative lack of privacy and time constraints at these meetings, any matters requiring more detailed discussion and sensitivity should be addressed at a separate meeting that can be arranged at a mutually-suitable time.

The Principal and/or Deputy Principal will also be available to meet parents in the course of these meetings.

13. Classroom-Based Assessments (CBAs) and Whole-School Assessment

Classroom-Based Assessments (CBAs) are now a feature of life for students and teachers in 2nd and 3rd years under the Framework for the Junior Cycle. They are intended to give students the opportunity to display their understanding of aspects of course specifications in a variety of ways.

After consultation with stakeholders in the school, the following guidelines have been approved by the Board of Management to facilitate the smooth operation of CBAs in the school:

1. The period allowed for each CBA gives sufficient time for all work to be researched, prepared and presented. During this period, all school activities – curricular and extra-curricular - should proceed as normal. Students are expected to catch up on any class work missed when absent at school activities.
2. Students should continue their normal range of out-of-school activities during the periods when CBAs are taking place.
3. It is advised that teachers will not conduct class tests in a subject during the period when that subject has a scheduled 3 to 4 week CBA window. This is intended to reduce stress on students and over-assessment.

4. Teachers will set less homework than normal in a subject during the period when that subject has a scheduled 3 to 4 week CBA window. Such homework will only be related to the CBA in question.
5. CBAs will not be scheduled for the month of May.
6. Teachers will not conduct mock/practice CBAs. However, preparatory work for CBAs is to be encouraged.
7. CBAs will not be discussed in detail with students in 1st year in order to minimise any possible stress.
8. CBAs should be manageable for both students and teachers. They are not to be stress-inducing events. Any problems associated with CBAs that cause stress should be discussed with the Principal or Deputy Principals.

In relation to whole-school assessment, the following points have been agreed:

- a. Christmas reports for all year groups should be based on continuous assessment during the first term. Formal class tests at Christmas will be discontinued after December 2019. This is to maximise teaching time in all year groups and to eliminate the possibility of over-assessment in year groups in which CBAs have to be conducted.
- b. Formal school examinations will be conducted in all subjects each May in 1st, 2nd and 5th years.
- c. Mock examinations will be held for 3rd and 6th year students in the two week period prior to the February mid-term break.
- d. To reduce associated stress levels and to provide greater flexibility with its completion, teachers will set longer periods of time for the completion of homework, particularly at Leaving Certificate level.

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4.9 Special Education Teaching (SET) and Whole-School Inclusion

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6. The Exceptionally Able Student
7. Roles and Responsibilities within SET
8. Model of SET provision – continuum of support
9. Other Issues
10. Monitoring and Evaluation

Explanation of abbreviations used in policy:

SEN: Special Educational Needs

PPP: Personal Pupil Plan

SET: Special Education Teaching/Teacher

CAT: Cognitive Abilities Test

RACE: Reasonable Accommodations at Certificate Examinations

NEPS: National Educational Psychological Service

1. Introduction

Loreto, Wexford commits itself to the inclusion of all students, particularly those who require Special Education Teaching. Such inclusion in mainstream education is supported by both national and international reports e.g. the Special Education Review Committee 1993, the UNESCO World Conference on Special Needs Education 1994 and the Council of Europe Political Declaration 2003 and Action Plan 2006. The school also operates within the legislative framework set out by the following:

The Education Act, 1998

The Equal Status Act, 2000 and Equality Act, 2004

The Education (Welfare) Act, 2000

The Data Protection Acts, 1988-2003/2018

The Freedom of Information Acts, 1997-2003

The Education for Persons with Special Education Needs (EPSEN) Act, 2004

This policy is drafted in close consultation with:

1. Guidelines for Schools Supporting Students with Special Educational Needs in Mainstream Schools DES 2007
2. Circular 14/2017: Special Education Teaching Allocation
3. National Council for Special Education (NCSE) Toolkit: New SET Allocation Model 2017

This principle of inclusion is embedded in the School Plan and is particularly relevant in policies relating to admission, the health promoting school, behaviour, anti-bullying and attendance. The values in the school's mission statement – truth, freedom, justice, sincerity and joy – relate in equal measure to all members of the student body. Loreto, Wexford sees itself as a community in which a framework exists to accommodate and celebrate the differences between individuals.

This policy has been amended to reflect our transition from the old resource model to the new SET Allocation Model as outlined in the NCSE Toolkit (2017). This policy will be reviewed again at the end of this transition period, with a view to being further ratified by the Board of Management in 2021.

Definition

For the purpose of this policy, a special educational need (SEN) is defined as “a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition”. (EPSEN Act, 2004)

2. Aims

The broad aims and principles of education for students who require SET reflect those that are relevant to all students and include:

- Assisting the student in accessing an appropriate, broad and balanced curriculum.
- Equipping the student with skills to function as independently as possible in society through the provision of such educational supports as are necessary to realise that potential.
- Enabling the student to continue learning in adult life.

The SET makes use of additional supports and information from home and primary schools to assist in achieving these aims.

Services and additional supports

Specific services, additional supports and accommodations are presently in place in the school for students with SEN, as follows:

- The Visiting Teacher Service for students with visual impairment or who are deaf/hard of hearing, coordinated by the SET Department
- Grants for Assistive Technology, co-ordinated by the SET Department
- Exemption from the study of Irish with reference to Circular 10/94 Revision of Rule 46, co-ordinated by the SET Department
- Scheme of Reasonable Accommodation in Certificate Examinations, organised by the Deputy Principals
- Special Transport, organised by the Principal
- Ongoing referral to the school counsellors, where necessary, to meet need

Transfer from primary to secondary

Prior to the enrolment of a student in the school, all parents are asked to complete a Health Declaration Form in respect of their daughters. Parents are invited to inform the school of any special educational needs. Permission is requested from parents for members of Student Care Co-ordination Team (SCCT) to visit primary schools and obtain information on incoming First Year students. Any such information provided is viewed by the SET Department to establish what, if any, support needs to be applied for or provided as the student moves into secondary education.

In addition, a member of the (SCCT) liaises with teachers in feeder national schools each April/May to supplement this information.

3. Access to SET

Students accessing SET will be identified in the following ways:

- A student who has had a psychological assessment or any other professional report which recommends SET
- A student who has a Specific Learning Difficulty or a General Learning Difficulty
- A student identified during the CAT assessments in 1st and 4th year with a mean score below the 10th percentile
- A student identified by their mainstream teachers as having difficulty with multiple subjects and this difficulty is reflected in exam results

- Consideration is given to students with diagnosed emotional or behavioural difficulties

4. Identifying Need

In Loreto, Wexford, screening tests are used for the following purposes:

- To inform planning for appropriate teaching and learning
- To evaluate student progress
- To establish a baseline in relation to a student's attainments in literacy and numeracy
- To identify students for SET
- To inform consultations with outside agencies, e.g. National Educational Psychological Service (NEPS)

Methods of Assessment/ Profiling Tools

- All 1st year students sit the Cognitive Ability Tests (CAT4) in mid-September
- English teachers administer the New Group Reading Test (NGRT) to all 1st year students which is graded by the SETs to acquire a reading age
- All Transition Year students sit the CAT4 and are given their results by the guidance counsellors
- House / end of term exams are carefully monitored by the SET Coordinators and the Academic Council. House exams are particularly important in 2nd year and 5th year as these exams are used in RACE applications for state exams.

Individual Tests

- WRAT- V is used to obtain standard scores in word reading, spelling, reading, spelling, reading comprehension and numeracy. SET administers this test for RACE or if teachers and/or parents raise concerns about a student's progress in these areas.
- The Hedderly test is used to assess a student's speed of handwriting
- Dyslexia Screening test

Informal Assessment:

- Classroom tests
- Informal observations by the teacher and Special Needs Assistants (SNAs)
- Evaluation of written work

5. Range of Special Educational Needs

The categories of special needs outlined in the Inclusion of Students with Special Educational Needs - Post-Primary Guidelines are as follows:

- Physical disability
- Hearing impairment
- Visual impairment
- Severe emotional disturbance and/or behavior problems
- Mild general learning disability
- Borderline general learning disability
- Specific learning disability
- Moderate general learning disability
- Severe or profound general learning disability
- Autism/autistic spectrum disorder
- Pupils with special educational needs arising from an assessed syndrome
- Specific speech and language disorder
- Multiple disabilities

6. The Exceptionally Able Student

We are currently considering interventions for exceptionally able students identified using CAT 4 results in 1st year and Transition Year.

The students with a mean result of 130 or more are classified as gifted. Students who require opportunities for enrichment and extension that go beyond those provided for the general cohort of students are deemed to be exceptionally able. These students may be referred to the DCU Programme for Gifted Students.

It is estimated that 5-10% of the school population will demonstrate very high levels of attainment in one or more of the following areas:

- general intellectual ability or talent
- specific academic aptitude or talent
- visual and performing arts / sport.
- leadership ability
- Creative and productive thinking
- Mechanical ingenuity
- Special abilities in empathy, understanding and negotiation

7. Roles and Responsibilities within SET

Board of Management

- Oversees the development, implementation and review of a SET policy
- Arranges for a periodic review of the range of curriculum provision within the school to ensure that suitable programmes are on offer to all students
- Provides resources for the professional development of staff in supporting students with special educational needs
- Ensures adequate accommodation and resources
- Provides a secure facility for the storage of records
- Ensures that the rights of parents as prescribed in legislation are upheld in the school

The Principal

The role of the Principal includes the following:

- Assumes overall responsibility for the development and implementation of the school's policies and procedures relating to the inclusion of students with special educational needs
- Oversees a whole-school approach to assessment and screening to identify needs and to guide the allocation of appropriate supports
- Ensures effective engagement with feeder primary schools to support the transition of students with special educational needs
- In collaboration with the in-school management team, discharges a key function in the deployment of staff, allocation of resources, organisation of students and timetabling
- Ensures that systems are in place for sharing of relevant information on students' needs with all subject teachers
- Facilitates the continuing professional development of all teachers in relation to the education of students with special educational needs, and ensure that all school staff (subject teachers and special education teachers, guidance counsellors, special needs assistants) are clear regarding their roles and responsibilities in this area
- Ensures that whole-school procedures are established to facilitate the involvement of parents, students and external professionals/agencies (Guidelines for post primary school DES)

Mainstream teachers

- Mainstream teachers have the primary responsibility for progress of all students in his/her class.

- Mainstream teachers are obliged to make themselves aware of the special educational needs of students in their classes. They have full access to all information that is relevant to the teaching or supervising of such students via the individual files on students that are kept in the secretary's office, through the e-portal system and the SET files, e.g. Student Support Plans are available on Office 365.
- In so far as possible, classroom teaching should be differentiated to meet the individual needs of students in classes.

The SET Co-ordinators

The SET Co-ordinators are responsible for:

- Co-ordinating data gathering, timetabling, screening and testing
- Transition planning for students with special educational needs
- Taking a lead role in planning, implementation and review of Student Support Plans. Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/guardian(s) and the student. The Student Support Plan starts by identifying concerns, gathering information, putting together a plan to meet student needs and then reviewing the plan during the year.
- Supporting the communication of information regarding students' needs to subject teachers, class teachers and year-heads.
- Liaising with outside agencies, e.g. NEPS and allied health professionals
- Liaising with parents and students
- A member of the team, as an Assistant Principal 1, is also responsible for whole school inclusion
- Co-ordinating SNA care in the school
- Representing SET on the SCCT Team and Academic Councils or any other ad hoc sub-committees relevant to SET, e.g. LCA Committee
- Liaising with the primary schools and gathering information about the learning needs of students on behalf of the SCCT

The Special Education Teacher (SET)

- The SETs are responsible for working towards the learning targets for students in their care as outlined in the Student Support Plan. The SET has a very good insight into students' needs and when appropriate can provide advice to subject teachers as to the teaching methodologies best suited to students.
- The SET provides direct teaching to a student with special educational needs either to reinforce the teaching that takes place in the classroom or to improve upon the core skills that may be necessary to successfully access the second level curriculum.
- At times withdrawal from the classroom may be the most appropriate means of supporting the student. In other instances, the SET and the subject teacher may decide that team-teaching would have a greater educational benefit.
- When appropriate, the SET is invited to contribute at meetings involving parents and/or outside agencies.

Special Needs Assistants (SNAs)

- Special Needs Assistants make a valuable contribution to the capacity of the school to provide inclusive education for students with special educational needs. The duties of the SNA (soon to be Inclusion Support Assistants) are assigned by the Principal acting on behalf of the Board of Management and are outlined in Circular SNA 0030/2014. Their work is supervised by the Principal and SET Coordinators.
- When the SNA is engaged in assisting a student or a group of students in relation to a particular learning task, this should always take place in accordance with the directions of the teacher who has assigned the task.

- An SNA is expected to treat all matters relating to school business and their work in school as strictly confidential.
- SNAs may not act as a teacher. SNAs may not be left in sole charge of a class or group of children unless in exceptional circumstances.
- SNAs are expected to contribute significantly in the drawing up of the Personal Pupil Plan (PPP) required for all students with SNA access. SNAs also supervise lunch-time activities for SEN students and contribute to the Student Support Plans for additional students on an informal basis, i.e. and when students with SNA access are not in school. SNAs contribute to the Student Plans by completing observations on students in mainstream class. A PPP involves individual planning for students with special educational needs and a care needs dimension should be included. A stand-alone document is not necessarily required. The PPP requirement may be incorporated into the Student Support Plan.

The Guidance Counsellors

- Liaising with the Primary schools and gathering information about the learning needs of students on behalf of the SCCT
- Administering diagnostic assessment tests in Transition Year
- Counselling in personal, educational and career development
- Career information management
- Consultations with SET Department, staff and parents
- Referrals to other professionals and agencies

Parents/Guardians

The school encourages open communication between parents and staff.

Parents can make a huge contribution to their child's learning programme. They can prepare for and support the work of the school by:

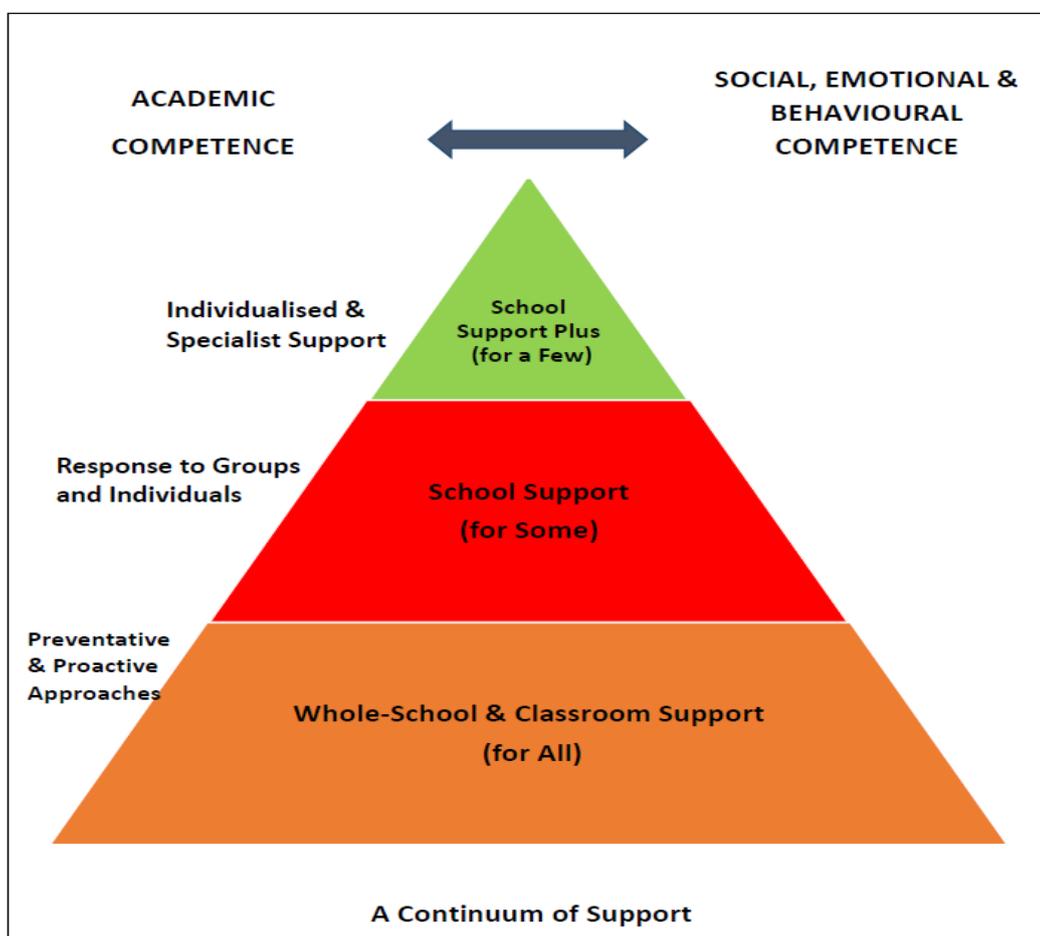
- Providing all relevant information and documentation to the school in relation to their child's learning difficulties, learning needs, strengths, and any other concerns they may have. This information will enable the school to begin to plan for the inclusive education of their child. The provision of documentation to the school regarding their child's needs is critical in collaborative planning for their child.
- Parents play a critical role in the successful implementation of each child's Student Support Plan
- Parents are encouraged to communicate freely with the class teacher/SET teacher at any time, especially if they are concerned about their child's education.
- Supporting the work of the school by participating with their child in the following activities:
 - Paired reading
 - Helping them with their homework
 - Using IT where available to support learning in English and Mathematics
- Parents should keep the class teacher informed of the progress that they observe in their child's learning. They should also let the school know of any learning difficulties that they observe in their child at home. If, following diagnostic assessment, the child needs learning support, the parent should attend a meeting with the SET to discuss:
 1. The results of the assessment
 2. Learning targets set for the student
 3. The way that these targets can be supported at home.

Students

Students receiving learning-support should:

- Have a positive attitude towards supplementary teaching
- Become familiar with their learning targets, short-term and long-term and they should also be involved in the setting of these targets
- Contribute to the selection of material relevant to the attainment of these targets
- Participate fully in all assessments
- Develop "ownership" of the skills and strategies that are taught during learning support classes and learn to apply these to improve their own learning across the curriculum

8. Model of SEN provision – continuum of support



Loreto, Wexford has 2.5 Special Education Co-ordinators and, for the 2018/2019 school year, 159 class periods per week to meet the requirements of students with Special Needs. 3.5 SNAs are also in school to meet the needs of SEN students with complex needs.

Planning is determined by the Continuum of Support Guidelines (NEPS).

Planning is organised in accordance with the six actions as recommended in the NCSE SET Toolkit.

Action 1:

Identification of students with special educational needs

Action 2:

Setting targets

Action 3:

Planning teaching methods and approaches

Action 4:

Organising early intervention and prevention programmes

Action 5:

Organising and deploying special education teaching resources

Action 6:

Tracking, recording and reviewing progress

9. Other Issues

(a) Withdrawals from class

The SET Department may withdraw students from subjects in consultation with the respective teachers and with parents. In some cases, students with SEN may be on reduced timetables to facilitate their needs. Such a decision will ultimately be made by parents/guardians following SCCT consultation and consultation with SET Department.

(b) Irish Exemptions

Irish exemptions will only be granted when the criteria outlined in Circular M 10/94 are met. All students who have an Irish exemption at Junior Cycle are currently offered as much support teaching at this time as our resources allow. This allocation may vary from year to year. The criteria for Irish exemptions are currently under review and the SET Department will monitor this review carefully.

(c) Parental permission is sought in advance for the transfer of information.

If a psychological assessment is available, a summary of the needs and recommendations is forwarded to all relevant staff. This information is only given with the permission of the parents.

(d) House and Mock Examinations

Every effort is made to offer Reasonable Accommodations to students for school examinations. However, it is not always possible to offer separate centres due to supervision and space constraints.

(e) SET model

Under the new SET model, an Irish exemption may not automatically result in SET hours, as teaching time is allocated on a needs basis.

10. Monitoring and Evaluation

We operate in full compliance with Circular 14/2017: Special Education Teaching Allocation.

The monitoring and evaluation of the programme will be conducted on an ongoing basis throughout the year by the Principal and Deputy Principals and the SET Core Team.

This policy was adopted by the Board of Management on 11 February 2019.

4.10 Chaplaincy

Fr. Jim Fegan, P.P., Ballindaggan, works as part-time Catholic Chaplain to the school.

In this role he ministers to both students and staff (teaching and non-teaching) and is available to advise and assist on an appointment basis. He also works with students and staff in organising liturgical events for the school – Start of Year Mass, 6th year Graduation Ceremony, 4th year Graduation Ceremony. He conducts other events too in the course of the year e.g. Remembrance Service in November, Lenten observance, school retreats. As Chaplain, Fr. Jim is also pivotal in the school's response to any emergency or contingency events e.g. death of a member of the school community. He is also available to assist the SCCT.

Loreto Secondary School is very appreciative of the generosity of the Bishop of Ferns, Ger Nash, in allowing Fr. Jim the time in which to do this important work.

Any Chaplain working in the school is expected to uphold the Loreto ethos. His/her appointment is subject to the approval of the BOM.

The school welcomes the involvement, along lines agreed with the Principal, of others providing a chaplaincy service to non-Catholic members of the school community.

With effect from September 2018, Ms. Linda Jordan will discharge the following responsibilities as an addition to the chaplaincy services in the school:

- To meet with bereaved students, upon their request. Having met with the bereaved student, makes a note of the bereavement on the staff server and informs the Year Head and Class Teacher of the bereavement. Informs the SCCT (School Care Co-ordination Team) of the bereavement. Prior to meeting with student, phones the parent/guardian of the student to extend sympathies on the bereavement and explain that there will be a meeting with the student.
- To send a mass card to the family of a bereaved student or staff member.
- To organise a display and prayer service for All Soul's, Advent, Lent and Easter.
- To co-ordinate charity work in the school for example the Shoebox Appeal and Concern Fast.
- To co-ordinate events for Mary Ward Week in the school and to celebrate other important events in relation to the history of Loreto during this week also.
- To create symbols, signs and visuals in our new school which explain the ethos of Loreto in the form of visual displays and inspirational/motivational messages on a Chaplaincy noticeboard and the Good News noticeboard.
- To create a prayer room and sacred space in our new school.
- Responsibility for liturgical displays during the school year in collaboration with the RE Department.
- Responsibility for organising school masses and retreats in collaboration with the RE Department.
- To organise morning prayer for each Monday morning.
- To organise the St. John Paul Award with TY students.
- To give a class to each base class in the school on the ethos of Loreto.

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4.11 Bereavement

Mission Statement

Truth, freedom, justice, sincerity and joy – as relevant today in Loreto, Wexford as for Mary Ward in 1609.

Introduction

This Bereavement Policy reflects the Gospel Values outlined in our Mission Statement and forms part of undertaking of Loreto Secondary School to create a teaching and learning environment that is safe, positive, respectful, supportive and caring. Grief is universal, challenging and different for everyone. As a person begins to process a bereavement, they may experience feelings of anger, guilt or sadness and also find it difficult to resume the normal routines of life. We, the staff of Loreto, wish to provide ongoing support to members of our school community who are experiencing grief. This document outlines our approach to providing this support.

Aims of this Policy

- To ensure that students and staff work in a school community which is respectful, healthy and caring, guided by the Catholic ethos of our school.
- To protect the wellbeing of our students and staff by providing a safe and nurturing environment at all times.
- To list the responsibilities of relevant staff members in the event of a student or staff bereavement.
- To outline school procedures relevant to bereavements such as funeral attendance.
- To list available supports within the school to students and staff members who have been bereaved.

1. Student Bereavement

A. Staff Responsibilities

➤ **Deputy Principal:**

- checks absences each morning and informs the chaplain if a student has suffered a bereavement.
- makes the student aware of support systems in the school and explains to the student that they can see the chaplain if they wish.

➤ **Chaplain:**

- meets with bereaved student, upon their request
- having met with the bereaved student, makes a note of the bereavement on the staff server and informs the Year Head and Class Teacher of the bereavement.
- informs the [SCCT \(School Care Co-ordination Team\) of the bereavement.](#)
- prior to meeting with student, phones the parent/guardian of the student to extend sympathies on the bereavement and explain that there will be a meeting with the student

- provides grief counselling to the student (if this course of action is decided upon). Parents will be consulted prior to any counselling taking place.
 - monitors the wellbeing of any student who has been bereaved on an ongoing basis by consulting with parents, teachers and outside agencies who work with the student, as necessary.
 - supports any incoming 1st year or new student to the school who has suffered a bereavement in their immediate family prior to joining the school and may require ongoing support.
 - in all interactions with students, will always be mindful of Child Protection Guidelines and Procedures.
- **Class Teacher / Year Head:**
- in the event of the death of an immediate family member of a student, the teacher approaches the student following their return to school and advises the student that he/she is available to speak with them and available for support if the student so wishes
 - speaks to the class of the bereaved student about funeral arrangements and ways in which they can be of support to their friend. Chaplain, Class Teacher and Year Head will work together to organise school representation of staff and students at the funeral.
 - informs the class of supports available in school if they are experiencing difficulties or feeling anxious as a result of their classmate's bereavement
 - liaises with the SPHE teacher to ensure relevant elements of SPHE programme on grief are covered
- The Student Care Co-ordination Team (SCCT):
- supports and monitors any student who is bereaved and is experiencing difficulty as a result of that bereavement on an ongoing basis.
 - informs parents and relevant staff members of any supports and interventions provided by the SCCT
- **The Learning Support Co-ordinator:**
- provides details of the death of an immediate family member of any incoming 1st year or new student to the school to the Deputy Principal and Chaplain
 - in liaison with the chaplain, may provide support, or assign a Special Education Teacher to provide support to students with SEN who are bereaved

B. Funeral Procedures

- If the immediate family member of a student has died, there will be school representation at the funeral. Decisions on who will attend the funeral to represent the school will be made by school management.
- The chaplain will send a sympathy card to the family on behalf of the school.

- Students who wish to attend a funeral will speak with their Class Teacher and Year Head and have written permission from their parent/guardian.

2. Staff Bereavement

- **The Principal** will inform all staff if a member of staff has suffered a bereavement.
- There will be school representation at the funeral.
- **The Chaplain** will send a sympathy card on behalf of the school if an immediate family member of a member of our school community passes away.
- **The Chaplain** will check in with the staff member when they return to school and inform them of supports that are available to them.

Continued Remembrance

- **The Chaplain**, in collaboration with the RE Department, will organise a November Prayer Service each year to remember those within our school community who have passed away or those who have been bereaved.

Resources for Chaplain/Counsellors/Teachers

- Websites such as www.seasaw.org, www.griefencounter.org.uk and www.winstonwish.org.uk all provide great tips, case studies and support for chaplains working in this area. A handbook for supporters extending compassion and care to grieving youth with a grief and death tool kit for classrooms is available at www.childrenandyouthgriefnetwork.com and a ‘Teen Grief Curriculum eight week programme can be downloaded at www.griefed.files.wordpress.com.
- **The SCCT (School Co-ordinated Care Team)** is also a support in our school. Membership of the SCCT/CIMT is as follows: Principal (chair), Deputy Principals, Learning Support Teachers, Chaplain and Guidance Counsellors. Other relevant staff may be added as appropriate.

Shared Responsibility

It is hoped that staff, students and parents will share responsibility for implementing this policy. Parents can co-operate with the staff by:

- Making themselves familiar with the contents of this policy
- Communicating to the school any difficulties their child may be experiencing following a bereavement
- Communicating to the school any difficulties they have themselves experienced following a bereavement that may impact on family life and the emotional well-being of their child
- Supporting the efforts of staff as outlined in this document

Reference to other Policies

This policy is linked to and supported by other school policies, including:

- The Critical Incident Policy.
- The Special Educational Needs Policy.
- Social, Personal and Health Education.
- The School Safety Statement/Child Protection Guidelines.

Confidentiality

- Management and staff of Loreto Secondary School, Wexford have a responsibility to protect the privacy of all members of our school community.

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4.12 Uniform and dress code

The BOM has decided that the following items will constitute school uniform for all students:

1. Plain white blouse with collar and reverse
2. Brown v-neck jumper with school crest and red and white stripes at “v”
3. Brown knee length skirt **or** Brown polyester/viscose trousers
4. Brown showerproof outdoor jacket with school crest **or** Brown blazer with school crest
5. Brown socks
6. Dark brown shoes – the make/brand is a matter of personal choice for students/parents
7. Crested navy/red tracksuit top **or** crested navy/red O’ Neills hoodie
White polo shirt
Plain navy tracksuit bottom
8. Optional item: Plain red scarf

The official uniform is only available from the following suppliers:

Hores, South Main Street
Shaws, Main Street

- Correct and neat uniform is to be worn at all times in school, on the journey to and from school and when representing the school.
- The school provides a set of blazers that can be made available to students on an optional basis for official school events. The school encourages the wearing of blazers on such occasions.
- Students are expected to wear their hair in a clean and neat style.
- Jewellery, if worn, must be discreet.
- Nose or other facial rings and studs are not allowed.
- Make-up, if worn, must be discreet.
- The teachers-in-charge of uniform – Year Heads and Deputy Principals - are authorised to confiscate any non-uniform items of clothing or jewellery. They will be returned at the discretion of these teachers.
- Students who breach uniform regulations are liable to be placed on detention.

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4.13 Student empowerment, involvement and representation

The school is fully committed to giving its students a very real sense of empowerment, involvement and representation in its daily life and decision-making processes. This is entirely in line with the vision of Mary Ward that women would play an apostolic role in families, public life and the Church.

To bring this aspiration to reality, the school operates three distinct layers of student empowerment, involvement and representation.

Prefects

In early September each year, every class group is facilitated by its class teacher as it elects, by secret ballot, two prefects for the year. Prior to the election, class teachers will outline the specific role and responsibilities of prefects.

In the presence of the class teacher and prior to the election, students seeking election will be expected to make a brief presentation to colleagues outlining the reasons why they wish to be elected and a summary of what they would hope to bring to the role.

Those elected are presented with their badge of office by the Principal at a special meeting of all newly-appointed prefects. At this meeting, two prefects from each year group will be elected to the Prefects' Council for the new school year.

The Prefects' Council will comprise 12 elected prefects. It will be assisted by a liaison teacher appointed by the Principal. The Prefects' Council will meet at least 5 times per school year and will have the following overall responsibilities:

- To ensure the smooth operation of the prefect system
- To continually seek to develop and support the role of the prefect system in consultation with staff and students
- To organise certain activities to increase the bonding of students both within and between year groups
- To organise the Cara system whereby 4th year prefects provide a peer support role to 2nd year students in a manner broadly similar to the Meitheal system for 1st year students

The specific duties of all prefects are as follows:

- To liaise with the class teacher on matters of concern and interest to students in a particular class e.g. homework issues, scheduling of tests
- To keep a watchful eye for possible instances of bullying, exclusion and other unacceptable behaviour and to notify a staff member of same at an early stage
- To emphasise to fellow students the need to keep all areas of the school in a clean and tidy condition
- To bring matters of general maintenance, health and safety to the immediate attention of the Principal or caretaker e.g. graffiti, damaged furniture or fittings, leaking taps or toilets, slippery floors
- To assist school staff in certain administrative tasks e.g. distributing notices, collecting forms
- To inform the Principal or Deputy Principal if a class is unsupervised
- To assist parents at parent-teacher meetings e.g. directing to rooms in which teachers are based, helping with queuing
- To assist with the orderly queuing of students in the lunchroom at lunchtime
- To meet and greet guests at all school events
- To act in a manner befitting the school's tradition and good name when discharging all responsibilities.

Should a prefect not carry out the specific duties in a responsible manner, the class teacher may discuss the matter with her. If a problem persists, the class teacher may, following consultation with the Principal, terminate the prefect's appointment and arrange for the election of a new prefect.

Should a student be suspended from school she may be ineligible for future appointment as a prefect, Head Girl, Cara or Meitheal leader at the discretion of the Principal and Deputy principals.

Head Girls

In early May each year, a special assembly of all 5th year students will be convened by the Principal to begin the process of appointing two Head Girls for the following school year. At this assembly, the overall role and specific responsibilities of the Head Girls will be outlined. The current Head Girls will address this assembly.

Following this assembly, 5th year students will be given 3 days in which to nominate either themselves or one other student for the role of Head Girl. Nomination forms will be available from a Deputy Principal.

The Deputy Principals will then share the list of nominated students with the teaching staff who will select a maximum of 10 students for consideration by the Selection Committee.

The Selection Committee will consist of the Principal, a Deputy Principal, a 5th year class teacher and a nominee of the Parents' Council.

The Selection Committee will have discretion to add a further 2 nominated students to the list of those for consideration for the roles of Head Girl.

Students under consideration by the Selection Committee will be required to complete a brief application form provided by a Deputy Principal.

These students will be invited by the Selection Committee to attend an interview.

Following interviews, the Selection Committee will then nominate two Head Girls for ratification by the BOM.

The term of office of the Head Girls runs from 1 September to 31 August.

The Head Girls have the following responsibilities:

1. To represent the student body at all major annual school events e.g. the start-of-year school mass, annual prize-giving ceremonies, 6th year graduation ceremony.
2. To represent the student body at other school events when invited to do so e.g. school musical, media events, presentations.
3. To represent the student body at funerals of members of the school community.
4. To bring any matters of student concern to the attention of the Principal or other members of staff.
5. To serve as a member of the Students' Council.
6. To organise the annual 6th year Yearbook in consultation with the Principal
7. To liaise with the Parents' Council on any matters of mutual concern.
8. To attend school planning meetings to voice students' opinions and concerns in the preparatory stages of policy making.
9. To act in a manner befitting the school's tradition and good name when discharging all responsibilities.

Students' Council

The BOM has established a Students' Council in fulfilment of section 27 of the Education Act, 1998.

The Board acknowledges the valuable contribution that students can make to the effectiveness of their school and considers their meaningful involvement in the operation of the school to be a valuable part of their education process. A financial grant is made available to the Students' Council by the BOM each year to help cover its expenses.

The general objectives of the Students' Council are:

- To enhance communication between students, management, staff and parents
- To promote an environment conducive to educational and personal development
- To promote friendship and respect among students
- To support the management and staff in the development of the school
- To assist with policy development by its representation on the School Planning Group Sub-Committee
- To represent the views of students on matters of concern to them

Membership of the Students' Council will be as follows:

1. Three elected representatives from each year group in the school with 150 students
2. Two elected representatives from each year group in the school with 120 students
3. Head Girls (ex-officio member)

The Students' Council operates in accordance with its constitution for conducting its meetings and business. This constitution is included in Appendix 5.

The Principal and/or another member of the school's In-School Management team will attend all meetings of the Students' Council in a non-voting capacity.

Meetings of the Council will generally be held on a fortnightly basis at lunchtime.

The BOM formally appoints those elected to the Students' Council. The Board reserves the right to veto the appointment of an elected student to the Council if it considers such student to be incapable of serving in a manner that upholds the school's good name and tradition.

The BOM, in compliance with principles of natural justice and fair procedure, is empowered, if it considers it necessary, to remove a member of the Council and to arrange for the dissolution of the Council.

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4.14 Base classrooms and lockers

At the commencement of each school year the Principal allocates students a base classroom.

Students are permitted to use this room as their base prior to the first class each morning and again at breaktime and lunchtime each day. It is expected that students will keep their base room neat and tidy at all times. Sanctions may be imposed if students fail to comply with this expectation. Students are obliged to maintain high levels of behaviour in their base classroom and if they visit friends in other rooms.

The school guarantees to provide a locker and lock for rental by students on an annual basis. The current rental charge is €15 per annum, incorporated into the Administration Charge paid at the commencement of each year. Students are expected to ensure that the locker is properly-secured and clean at all times. Lockers remain the property of the school and may be checked by the Principal and Deputy Principals at any time. All lockers must be emptied and cleaned by students at the end of each school year.

Students will be required to pay for the loss of a lock (€15) or damage to a locker.

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4.15 Suicide prevention

Introduction and overview

According to the National Office for Suicide Prevention, there were 352 deaths by suicide in Ireland during 2018.

The *My World Survey (2012)* highlighted that:

- Substance misuse among young people was shown to be related to poor mental health and wellbeing, and suicidal behaviour
- Over a fifth of young adults indicated that they had engaged in self-harm and 7% reported a suicide attempt
- Suicidal thoughts, rates of self-harm and suicide attempts were found to be higher among young people who did not seek help or talk about their problems

Suicide prevention is not an exact science and relies upon whole school programmes e.g. SPHE, Wellbeing, the Health Promoting School, problem solving skills and substance use programmes, to be most effective. All members of the school community have a role to play in suicide prevention.

This policy is informed by the document *Wellbeing in Post Primary Schools – Guidelines for Mental Health Promotion and Suicide Prevention (2013)*, The National Office for Suicide Prevention, *NEPS: Responding to Critical Incidents Guidelines (2017)* and *Connecting for Life: Ireland's National Strategy to Reduce Suicide 2015 – 2020*.

Parasuicide i.e. non-fatal acts of deliberate self-harm and attempted suicide, including interrupted acts, is ten to twenty times more common than suicide. According to *Connecting for Life (p.80)*, in 2013, the highest rate of self-harm was in the younger age brackets with women aged between 15 – 19 years old more likely to self-harm. School policy has to be inclusive of parasuicide.

The following have been identified as the main risk factors for suicide:

- History of suicidal behaviour – suicide attempters are approximately 10 times more likely to die by suicide
- History of repeated self-harm
- Mental illness – approximately 90% of all suicides exhibit signs of mental illness, most commonly depression
- Chronic pain and illness
- Alcohol/drug abuse – alcohol and other substance use disorders are found in 25% to 50% of all suicides
- Problem solving ability – this also generates a sense of hopelessness about the future
- Impulsivity

In order of frequency in the under 25-age group in Ireland, the main methods of suicide are hanging, drowning, firearms and self-poisoning.

Of all age groups, young people are most vulnerable to imitation following a suicide or parasuicide. This is referred to as copycat suicide, suicide contagion or suicide clustering.

Suicide – Primary Prevention

Suicide prevention aims to reduce the risk factors associated with suicidal behaviour and to protect young people who engage in such behaviour. Within the school setting, suicide prevention will focus on building resilience to enable them cope with any challenges they may face.

The school will look to build resilience in its students by:

- Providing a positive school climate
- Ensuring a sense of belonging and connectedness
- Implementing policies and initiatives in relation to positive mental health
- Having supports in place that support students, parents/guardians and staff
- Developing strong student/teacher relationships
- Providing a balanced education and opportunities for success
- Encouraging young people to get involved in extra and co-curricular activities
- Providing support for teachers, including professional development

Loreto Secondary School, Wexford is committed to providing a wide range of activities in the school setting intended to develop protective factors against suicide. These are targeted at the full student body with teachers as the focus of initiatives. Primary prevention in this school comes in the form of:

1. The Health Promoting School

There are four areas in the Health Promoting School:

- Environment
- Curriculum and Learning
- Policy and Planning
- Partnership

This school is one that seeks to promote healthy lifestyles for all in a safe, supportive and non-threatening environment. Through its policies, procedures, activities and structures the school aims to create an environment in which:

- People feel valued
- Self-esteem is fostered
- There is respect, tolerance and fairness
- People in difficulty are supported
- There is open and honest communication
- Effort is recognised
- Difference and diversity are valued
- Conflict is handled constructively
- Social, moral and civic values are promoted
- Initiative and creativity are stressed

These aims are implemented in the daily transactions between management, staff, students and the wider school community.

2. SPHE and Wellbeing/RSE

SPHE (including Relationships and Sexuality Education, RSE) will be taught within the context of a whole-school approach to positive mental health promotion. SPHE is an enabling curriculum giving the school the time, space and resources to focus on students' needs at local level. Over the three years of the curriculum, students' progress through four different strands, all of which are intended to develop her sense of self-esteem and belonging:

- Strand 1: Who am I?
- Strand 2: Minding myself and others
- Strand 3: Team up
- Strand 4: My mental health

The school provides modules on both Mindfulness and Wellbeing to all 4th year students. Wellbeing, including Relationships and Sexuality Education (RSE) is provided on a modular basis in both 5th and 6th years.

3. Peer Support Programmes

The school believes that students can be both aware of problems being encountered by their peers and supportive of them, to an extent, at their time of need.

Accordingly, all students are encouraged to report any worries about their peers to the Class Teacher, Guidance Counsellor, Principal, Deputy Principal, Chaplain or any subject teacher.

The school also provides for the Head Girls, prefects and members of the Students' Council to be pro-active in matters of student welfare.

Special training is provided for the Meitheal leaders as they provide peer support to 1st year students as they settle into life in Loreto Secondary School, Wexford.

The school wishes to state its belief that the level of support that can be given by students to their peers is, in most cases, of a low order. It is imperative that serious issues or concerns be referred to members of the school staff at the earliest possible opportunity.

4. Other educational initiatives

The BOM sees its staff as pivotal in all matters affecting the well-being of students. So that staff are properly informed of mental health and suicide matters, school-based in-service will be provided as required to both develop and maintain a high level of awareness. The school may also provide information talks for parents in the area of general wellbeing.

The Principal/Deputy Principals will work with Guidance Counsellors, the Student Care Co-ordination Team (SCCT), SPHE and other teachers to provide ongoing Mental Health Awareness Initiatives.

Suicide – Secondary Prevention

Secondary prevention is often referred to as intervention. It relates to all activities undertaken by a teacher when a student is in emotional crisis or is suspected of being a suicide risk.

It is to be clearly understood that assessing suicidal risk in students is not part of the job of the teacher. However, the following components of secondary prevention may be useful when dealing with students who may be at risk:

- Identification

All teachers in the school will be mindful of the following symptoms that may indicate a student in an at risk situation:

- Unexpected reduction in academic performance
- Ideas and themes of depression, death and suicide
- Change in mood and marked emotional instability
- Stressful life events, including significant grief or stress
- Withdrawal from relationships
- Physical symptoms with emotional cause
- Hopelessness and helplessness
- Giving away prized possessions

- Bullying or victimisation
- A history of mental illness
- Alcohol/drug misuse
- A history of suicidal behaviour or deliberate self-harm
- A family history of suicide/attempted suicide
- Expression of suicidal ideas on social media

The school is aware that the following may be cause factors for suicide or suicide attempts:

- Relationship and interpersonal problems
- Death of a loved one or significant other person
- Disciplinary or legal problems
- Peer group pressure
- Bullying and victimisation
- Disappointment with school achievement
- High demands at school and home before and during examination periods
- Unemployment and poor finances
- Unwanted pregnancy and abortion
- HIV/STD infections
- Serious somatic illness
- Natural disasters

- Taking action

If and when a teacher forms an opinion that a student may be at risk of suicide or parasuicide, s/he should proceed as follows:

Believe it – take the threat seriously

Check it out – confer with colleagues, parents, student herself

Be calm

Listen to the student – encourage the student to verbalise her feelings and accept what she says without making judgement

Show you care – express your concern and understanding and make yourself available to the student

Get help – this should be done with or without the student’s consent. Contact the Principal/Deputy Principal or Guidance Counsellor or nearest available colleague.

Do not:

Be dismissive e.g. by saying, “That’s stupid. How could you be so silly?”

Leave the student alone if the risk is high

Promise confidentiality

- Referral

A teacher should inform the Guidance Counsellor immediately of a student who may be at risk of suicide or parasuicide. The Guidance Counsellor will consult as a matter of priority with the Principal/Deputy Principal.

The Principal and/or Guidance Counsellor will inform the student’s parents of their concerns and will advise that the student needs to be assessed by the family’s doctor. This communication will be in writing, a copy of which will be retained in school.

If requested by parents, the Principal/Deputy Principal and/or Guidance Counsellor will provide assistance in making referral to TUSLA, the National Educational Psychology Service (NEPS) and/or other health professionals.

Such referral will be made by the Principal/Deputy Principal and/or Guidance Counsellor if they collectively form the opinion that parents are not taking the threat of suicide or parasuicide seriously.

In emergency cases, the school will act in accordance with its Critical Incident Management Plan and the contingency procedures set out in section 4.17.

- Student Support Meeting

In certain cases, a period of absence from school may be required. Where this need arises, the school will look to arrange a meeting before the student returns to school. This meeting will be attended by the student, parent(s)/guardian(s) and relevant members of school staff. The aim of this meeting will be to ensure that the necessary supports are put in place before her return to school. This may include a phased return to school, support through the pastoral care system and increased communication with home.

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4.16 Substance use

Introduction

This policy is prepared so that the school will be in compliance with:

- the National Drugs Strategy, which is now Government policy and which requires schools to have a Substance Abuse Policy in place.
- the Education Act, 1998 and the Education (Welfare) Act, 2000, both of which are concerned with the welfare, care and protection of every young person.

The school accepts that exposure to alcohol, tobacco (including vaping) and drugs is part of the reality of the world in which we all live and that members of the school community need to be properly educated to deal with this.

Scope

The Substance Use Policy of Loreto Secondary School, Wexford applies to all students of the school. The school does not accept the possession, use or supply of drugs. The policy is in force at all times on the premises, during school time and during school related activities, including school tours.

Relationship to school vision

This school is one that seeks to promote healthy lifestyles for all in a safe, supportive and non-threatening environment. This vision of a Health Promoting School is promoted and enhanced by the implementation of agreed policy governing substance use.

The school also promotes an ethos based on respect, co-operation and participation where the partners are fully committed to creating an environment within the school that is safe and healthy, and where young people will develop the knowledge, skills and attitudes to make informed choices in a drug-oriented society.

Goal/objectives of this policy

This policy sets out to:

- Outline the programme of education offered to all students in relation to substance use
- Manage a disciplinary response to alcohol, tobacco (including vaping) and drug related incidents
- Manage a pastoral response to alcohol, tobacco (including vaping) and drug related incidents
- To set out clearly the definition of what constitutes substance misuse, signs and indicators of concern and appropriate responding guidelines

Definition of Substance/Drugs and Substance Misuse

Substance/Drugs can be defined as all mood-altering substances, both legal and illegal that cause changes in the way a person thinks, feels and acts. Substance misuse is the use of any drug, which can potentially lead to injury of the individual and/or society. For the purpose of this policy this includes tobacco (including vaping products), alcohol, and illicit drugs such as, cocaine, ecstasy, heroin, LSD, magic mushrooms, cannabis, solvents, benzodiazepines etc. (Illicit drugs mean all illegal drugs together with solvents, magic mushrooms and benzodiazepines, this list is not exhaustive).

Signs and Indicators of Substance Misuse

The identification and recognition of substance misuse is not an easy task as some of the signs may also have explanations linked to normal adolescent development. While it is essential that harmful and potentially fatal behaviours be identified as early as possible, it is equally vital that parents and other authority figures should not label a young person as a drug misuser.

Substance Misuse - Key Considerations

The policy is focused on three key areas:

- Alcohol, tobacco and drug education programmes.
- Managing drug related incidents.
- Training and staff development.

Content

The school is committed to an environment free from drug misuse. It promotes the right of all students and school personnel to be treated with integrity and dignity. The school will:

- Through its curriculum, promote the raising of awareness of all partners on what constitutes drug misuse and the means by which it is dealt with appropriately
- Endeavour to create an environment where open communications are enhanced at all levels, where students and staff are empowered to talk about any concerns they have
- Promote, where necessary, interagency partnership with the HSE professionals and other agencies in raising awareness on substance misuse
- Ensure the provision of a comprehensive programme of education for all students in substance use
- Support student and staff development programmes promoting self-esteem, self-empowerment and self-worth as an integral part of the provision of a comprehensive drug education programme, which will be incorporated into the SPHE/Wellbeing/Guidance programme currently available in the school.

Education

Education on substance use/misuse essentially aims:

- To increase the self-esteem and confidence of young people
- To equip young people with personal and social skills
- To enable young people to make informed, responsible and healthy choices
- To provide honest and age appropriate information on drugs
- To minimise the harm caused by drug use by recommending, and in some cases insisting on, supportive interventions.

Education for all students in substance use for the three years of the Junior Cycle will be provided primarily in the SPHE class. This consists of one class period per week. In the course of this three year structured programme teachers and students will draw on an extensive range of resource materials published by the DES, HSE, other agencies and authors.

The development of responsible attitudes to substance use as members of society will also feature in CSPE and Wellbeing classes over the three years of the Junior Cycle.

The school provides a weekly Wellbeing class to all 4th year students. Wellbeing is also provided on a modular basis in both 5th and 6th years.

A comprehensive programme of education in substance use is cross-curricular in nature in that, in addition to the specific subjects mentioned above, matters relating to substance use may be raised in many other classes e.g. languages, debating, Religious Education, Physical Education.

To support the aims of this policy, teachers involved in SPHE will be offered in-service training pertaining to education on substance misuse when available.

Parents/Guardians have a supportive role to play in regard to our education programmes in relation to this policy. They are expected to:

- Recognise their role as partners with the school in relation to informing and educating their children on this issue.
- Assist and cooperate fully with the school as it seeks to deal justly and effectively with incidents relating to this policy.
- Inform themselves on issues relating to this policy with the assistance of the school.

Managing a disciplinary response to drug related-incidents

The school will respond to incidents involving alcohol, tobacco (including vaping) and substance misuse in a planned and considered way. In certain situations, legal advice will be sought. Due care will be important in deciding on the balance between a pastoral response and a disciplinary response. An appropriate pastoral response to an incident involving substance misuse may involve referral to a support agency. Disciplinary procedures will be implemented if school rules are broken and expulsion may be considered as a last option when other options have not worked.

The school's disciplinary response to alcohol, tobacco and drug-related incidents is set out in its Code of Behaviour, as follows:

- Students are forbidden to smoke and/or vape in school and on the school premises. Any student in breach of this regulation may face suspension from school and referral to the Environmental Health Officer.
- The consumption, possession and/or supply of alcohol and illegal substances are also forbidden in the school, on its grounds and at all school-related activities. Breaches of this regulation may result in suspension from school, referral to the BOM and to the Gardai.

Incidents involving alcohol, tobacco and drug use might include:

- Use or suspected use of alcohol, drugs, tobacco (including vaping products) on the school premises or on a school related activity.
- Coming to school under the influence of alcohol and/or drugs.
- Intoxication/unusual behaviour.
- Disclosure about use.
- Finding these substances or associated paraphernalia.
- Possession and/or supply on the school premises, during school time or during a school activity.

All reports and incidents of substance misuse will be dealt with firmly, sensitively, consistently and confidentiality will apply on a 'need to know' basis.

The Principal/Deputy Principal or designated person will liaise with Gardaí, ideally a Juvenile Liaison Officer, in the event of a confirmed drug incident.

In the interest of the general student body, the school retains the right to search any part of school property if there is any reasonable cause to believe a substance in breach of this policy is present. The following actions may be required;

- Search of a student's locker.
- A request to a student to empty her schoolbag or pockets.

The following conditions will apply:

- Any such search will be authorised by the Principal or Deputy Principal.

- Consent and/or the presence of the parent/guardian should be sought where possible.
- Any search will be undertaken in the presence of two members of staff, with due consideration to the dignity of the student.

If an illegal drug is found, it will be stored securely by the Principal/Deputy Principal while awaiting the Gardaí who will dispose of same. The substance should be handled as little as possible and no attempt should be made to taste or analyse the substance.

Two staff members should be present during any procedures involving handling illegal substances.

Managing a pastoral response to drug related-incidents

In dealing with any alcohol, tobacco and drug-related incidents, the school will seek to combine its necessary disciplinary response with a measured, appropriate and supportive pastoral response in an attempt to facilitate integration back into the school community. Such a pastoral response may include in-school counselling, the support and encouragement of staff, referral to a support agency and the application to the DES for additional resources.

The pastoral care system is the first response to an incident. For some young people their involvement with drugs may be masking some underlying difficulties and for others it may be a phase of experimentation.

- Pastoral care will be offered in response to all incidents
- If the person has a drug problem then referral to an external agency may be recommended
- Parents and staff involved in an incident will be offered support.

General Procedure for Alleged Substance Misuse

It is essential that all school personnel are alert to the potential signs and indicators of substance misuse.

- Remain calm and keep a note of incident/s, noting date, time, place, any witness present, and the context and nature of the alleged incident.
- Inform Principal/Deputy Principal who has the responsibility to investigate allegation and who will then:

(a) Note action taken to date

(b) Document where possible all relevant details and evidence relating to the incident

(c) Inform parents when and if any of the following applies:

1. Any reasonable suspicion of drug use.
2. Person/s alleged to have misused drugs needs support from parents, the school and/or professional support.

The Principal/Deputy Principal may liaise with Guidance Counsellors, Chaplain, Student Care Co-ordination Team (SCCT) and other relevant staff when dealing with the alleged incident. The advice and support of the HSE may also be sought.

General Procedure for alleged dealing of drugs within the school

Dealing refers to the supply of and giving of drugs to another, no money need change hands. It is essential that all school personnel know the signs of drug misuse.

- Remain calm and keep a note of alleged incident/s, noting date, time, place, any witness present, and the context and nature of the alleged incident.

- Inform the Principal/Deputy Principal who has the responsibility to investigate the allegation and who will then

(a) Document any action taken to date.

(b) Document where possible all relevant and evidence relating to the incident.

(c) Inform parents immediately.

The normal disciplinary procedure, as outlined in the Code of Behaviour, will apply. This may result in sanctions up to and including expulsion.

In incidents involving the supply, possession and/or consumption of illegal drugs, it is the policy of the school to inform the Gardaí or the Garda Liaison Officer in the case of a student under the age of 18 years. Garda advice may also be sought about other incidents on a case-by-case basis. The decision to contact the Gardaí will rest with the Principal and other relevant staff.

Emergency Response

Drug taking can have dangerous consequences. In an emergency, the following will apply:

- Teachers should be prepared to deal with an emergency by calling a trained first aider, calling emergency services, notifying the Principal, Deputy Principal or Year Head who will make contact with parents/guardians.

Should any alcohol, tobacco and drug-related incidents persist in relation to any student despite the best efforts at a pastoral response by the school, a report may be prepared by the Principal for the consideration of the BOM.

Visiting Speakers Circular:

A number of organisations and individuals may offer or be asked to speak about drugs to students and parents. Circular 0043/2018 outlines best practice in relation to the use of programmes/external facilitators in promoting wellbeing. The school will follow the guidelines earmarked in this document when considering the use of guest speakers/agencies.

Training and Staff Development

The BOM will support, where possible, in-service for staff on issues concerning substance use.

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4.17 Child protection and vetting of school personnel

Child Safeguarding Statement

Loreto Secondary School, Wexford is a school providing post-primary education to students from 1st Year to Leaving Certificate Year.

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

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

The school will:

- recognise that the protection and welfare of students is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of students;
- fully co-operate with the relevant statutory authorities in relation to student protection and welfare matters
- adopt safe practices to minimise the possibility of harm or accidents happening to students and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with student protection matters.

The school will also adhere to the above principles in relation to any adult student with a special vulnerability.

- 5 The following procedures/measures are in place:
 - In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a student attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DES website.
 - In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the DES and available on the DES website.
 - In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
 - has provided each member of staff with a copy of the school's Child Safeguarding Statement
 - ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - encourages staff to avail of relevant training

- encourages Board of Management members to avail of relevant training
 - the Board of Management maintains records of all staff and Board member training
- In relation to reporting of student protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
 - In this school the Board has appointed the above-named DLP as the “relevant person” (as defined in the Children First Act 2015) to be the first point of contact in respect of the s Child Safeguarding Statement.
 - All registered teachers employed by the school are mandated persons under the Children First Act 2015.
 - In accordance with the Children First Act 2015, the Board has carried out an assessment of any potential for harm to a student while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school’s procedures for managing those risks is attached as Appendix 1 to these procedures.
 - The various procedures referred to in this Statement can be accessed via the school’s website, the DES website or will be made available on request by the school.
- 6 This statement has been published on the school’s website and has been provided to all members of school personnel, the Parents’ Association and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 7 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on 28 February 2018 and reviewed on 11 February 2019, 27 February 2020 and 8 February 2021.

Signed	Title	Date
Sr. Helen O’ Riordan	Chairperson, Board of Management	28 February 2018 11 February 2019 27 February 2020 8 February 2021
Billy O’ Shea	Principal and Secretary to the Board of Management	28 February 2018 11 February 2019 27 February 2020 8 February 2021

Child Safeguarding Written Risk Assessment

Appendix 1 to Child Safeguarding Statement

In accordance with section 11 of the Children First Act 2015 and with the requirement of Chapter 8 of the Child Protection Procedures for Primary and Post-Primary Schools 2017, the following is the Student Safeguarding Written Risk Assessment of Loreto Secondary School, Wexford.

List of school activities

- Daily arrival and dismissal of students
- Recreation breaks for students
- Classroom teaching
- One-to-one teaching
- One-to-one counselling
- Outdoor teaching activities
- Sporting activities
- School outings
- School trips involving overnight stay
- School trips involving foreign travel
- Use of toilet/changing/shower areas in schools
- Annual Sports Day
- Fundraising events involving students
- Use of off-site facilities for school activities
- School transport arrangements including use of bus escorts
- Care of children with special educational needs, including intimate care where needed,
- Care of any vulnerable adult students, including intimate care where needed
- Management of challenging behaviour amongst students, including appropriate use of restraint where required
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE
- Prevention and dealing with bullying amongst students
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extra-curricular activities
- Care of students with specific vulnerabilities/ needs such as:
 - students from ethnic minorities/migrants
 - members of the Traveller community
 - lesbian, gay, bisexual or transgender (LGBT) children
 - students perceived to be LGBT
 - students of minority religious faiths
 - students in care

- students on CPNS
- Recruitment of school personnel including -
 - teachers/SNAs
 - caretaker/secretary/cleaners
 - sports coaches
 - external tutors/guest speakers
 - volunteers/parents in school activities
 - visitors/contractors present in school during school hours
 - visitors/contractors present during after school activities
- Participation by students in religious ceremonies/religious instruction external to the school
- Use of Information and Communication Technology by students in school
- Application of sanctions under the school's Code of Behaviour including detention of students, confiscation of phones etc.
- Students participating in work experience in the school
- Students from the school participating in work experience elsewhere
- Student teachers undertaking training placement in school
- Use of video/photography/other media to record school events
- After school use of school premises by other organisations
- Use of school premises by other organisation during school day
- Provision of canteen facilities to students
- Supervised Study

The school has identified the following risk of harm in respect of its activities
--

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of student being harmed in the school by a member of school personnel
- Risk of student being harmed in the school by another student
- Risk of student being harmed in the school by volunteer or visitor to the school
- Risk of student being harmed by a member of school personnel, a member of staff of another organisation or other person while student participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to bullying of student
- Risk of harm due to inadequate supervision of students in school
- Risk of harm due to inadequate supervision of students while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between student and another student or adult
- Risk of harm due to students inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to students with SEN who have particular vulnerabilities
- Risk of harm to student while a student is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with pupils in appropriate manner via social media, texting, digital device or other manner
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

The school has the following procedures in place to address the risks of harm identified in this assessment

- All school personnel are provided with a copy of the school's Child Safeguarding Statement
- The Child Protection Procedures for Primary and Post-Primary Schools 2017 are made available to all school personnel
- School Personnel are required to adhere to the Child Protection Procedures for Primary and Post-Primary Schools 2017 and all registered teaching staff are required to adhere to the Children First Act 2015
- The school implements in full the SPHE curriculum
- The school implements in full the Wellbeing Programme at Junior Cycle
- The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools
- The school has a supervision policy to ensure appropriate supervision of students during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
- The school has in place a policy and clear procedures in respect of school outings
- The school has a Health and Safety Policy
- The school has a Facilities Manager, two caretakers and contract cleaners
- The school has a Health and Safety Manager
- The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting
- The school has a codes of conduct for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a Special Educational Needs policy
- The school has an intimate care policy/plan in respect of students who require such care
- The school has in place a policy and procedures for the administration of medication to pupils
- The school –
 - Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages Board of Management members to avail of relevant training
 - Maintains records of all staff and board member training
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for students
- The school has in place an ICT policy in respect of usage of ICT by students
- The school has in place a mobile phone policy in respect of usage of mobile phones by students
- The school has a Student Care Co-ordination Team in place to oversee the care of students and to organise the school's response to any critical incidents that might occur
- It is the intention of the school that all students should be afforded privacy whilst using dressing rooms and shower areas. Where it appears that the well-being or safety of students require intervention by an adult, the Board of Management authorises such intervention which would, except in an emergency, be preceded by a vocal alert telling students that an adult is entering a dressing room after a brief period to

allow students dress themselves to a level of decency. Where possible, such intervention should be by a female teacher. A male teacher intervening in such a manner is required to be particularly prudent.

All such interventions must be recorded briefly by the intervening adult in an incident book kept for that purpose in the Principal’s office.

- In the case of all matches, the first person into a dressing room must be a female teacher or female voluntary adult supervisor. She must also be the last to leave the dressing room. Once a female teacher or female voluntary adult supervisor has checked the dressing room and ensured that all students are dressed to a level of decency, a male teacher may enter the dressing room to give a team talk.
- Where possible, there must be two supervising teachers at all matches involving school teams, at least one of whom must be female. Where it is not possible to have two supervising teachers at a match, a voluntary adult supervisor, approved in advance by the Board of Management following satisfactory Garda vetting, may be engaged to assist a teacher. If the teacher is male, the voluntary adult supervisor must be female.
- Teachers must not take students in their cars unless they have specific business or work-related insurance cover to so do. The Board of Management will provide financial assistance to any member of staff taking out such business or work-related insurance. Teachers must never put themselves in a position of being alone in a car with a student.
- It is preferable for male teachers not to be in a one- to- one situation with female students. Where this does happen e.g. learning support, special examination centres, the male teacher must be visible at all times through an open door or a clear glass panel.
- Where female teachers need to talk privately with an individual student, the teacher should be clearly visible to others at all times while the student can be afforded privacy.
- There must be at least one female teacher on every trip.
- On overnight stays, sleeping accommodation should be shared by students of approximately the same age. Interventions by teachers should only take place in the manner set out above for dressing rooms. Teachers intervening in such situations must be fully clothed. Less than full clothing may be necessary in the case of fire, medical emergency.
- First Aid must only be administered by a qualified person. A list of such staff is on public display in the school. It is preferable that First Aid be administered by a female teacher. Where this is not possible, a male teacher may do so provided that he is clearly visible to others at all times.
- In cases of exceptional emergency, all teachers and voluntary adult supervisors are authorised by the Board of Management to do what must be done. Details of such emergency must be recorded in the incident book as set out above.
- The school has in place a policy and procedures in respect of student teacher placements

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

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

This risk assessment has been completed by the Board of Management on 28 February 2018 and reviewed on 11 February 2019, 27 February 2020 and 8 February 2021. It shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

Signed	Title	Date
Helen O’ Riordan	Chairperson, Board of Management	28 February 2018 11 February 2019 27 February 2020 8 February 2021

Billy O' Shea	Principal and Secretary to the Board of Management	28 February 2018 11 February 2019 27 February 2020 8 February 2021
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Checklist for Review of the Child Safeguarding Statement
(Conducted in February each year)

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

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

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

	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the 'Student Protection Procedures for Primary and Post Primary Schools 2017'?	Yes
2. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the 'Student Protection Procedures for Primary and Post Primary Schools 2017'?	Yes
3. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015?	Yes
4. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	Yes
5. Has the DLP attended available student protection training?	Yes
6. Has the Deputy DLP attended available student protection training?	Yes
7. Have any members of the Board attended student protection training?	Yes
8. Are there both a DLP and a Deputy DLP currently appointed?	Yes
9. Are the relevant contact details (Tusla and An Garda Síochána) to hand?	Yes
10. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	Yes
11. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the 'Student Protection Procedures for Primary and Post Primary Schools 2017' and the Children First Act 2015?	Yes
12. Has the Board received a Principal's Student Protection Oversight Report at each Board meeting held since the last review was undertaken?	Yes
13. Since the Board's last review, was the Board informed of any student protection reports made to Tusla/An Garda Síochána by the DLP?	Yes
14. Since the Board's last review, was the Board informed of any cases where the DLP sought advice from Tusla/and as a result of this advice, no report to the HSE was made?	No such cases
15. Since the Board's last review, was the Board informed of any cases where an allegation of abuse or neglect was made against any member of school personnel?	No such cases
16. Has the Board been provided with and reviewed all documents relevant to the Principal's Student Protection Oversight Report?	Yes
17. Is the Board satisfied that the student protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed?	Yes
18. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?*	No such cases
19. Were student protection matters reported to the Board appropriately recorded in the Board minutes?	Yes
20. Is the Board satisfied that all records relating to student protection are appropriately filed and stored securely?	Yes

	Yes/No
21. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the ‘Student Protection Procedures for Primary and Post Primary Schools 2017’	No
22. In relation to any cases identified at question 21 above, has the Board ensured that any notifications required section 5.6 of the ‘Student Protection Procedures for Primary and Post Primary Schools 2017’ were subsequently issued by the DLP?	No such cases
23. Has the Board ensured that the Parents’ Association (if any), has been provided with the school’s Child Safeguarding Statement?	Yes
24. Has the Board ensured that the patron has been provided with the school’s Child Safeguarding Statement?	Yes
25. Has the Board ensured that the school’s Child Safeguarding Statement is available to parents on request?	Yes
26. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	Not applicable
27. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post- primary schools)	Yes
28. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	Yes
29. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	Yes
30. Is the Board satisfied that the Department’s requirements in relation to the provision of a student protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?*	Yes
31. Is the Board satisfied that, from a student protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?*	Yes
32. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school’s Child Safeguarding Statement?	Yes
33. Has the Board sought the feedback of parents in relation to the school’s compliance with the requirements of the student safeguarding requirements of the ‘Student Protection Procedures for Primary and Post Primary Schools 2017’	No
34. Has the Board sought the feedback of students in relation to the school’s student safeguarding arrangements?	No
35. Is the Board satisfied that the ‘Student Protection Procedures for Primary and Post Primary Schools 2017’ are being fully and adequately implemented by the school?	Yes
36. Has the Board identified any aspects of the school’s Child Safeguarding Statement and/or its implementation that require further improvement?	Yes – 33 and 34 above
37. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school’s Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement ?	Yes – 33 and 34 above
38. Has the Board ensured that any areas for improvement that that were identified in any previous review of the school’s Child Safeguarding Statement have been adequately addressed?	Yes

Signed	Title	Date
Sr. Helen O’ Riordan	Chairperson, Board of Management	8 February 2021
Billy O’ Shea	Principal and Secretary to the Board of Management	8 February 2021

Notification regarding the Board of Management’s review of the Child Safeguarding Statement

To: Loreto Parents’ Association, Loreto Secondary School, Wexford.

The Board of Management of Loreto Secondary School, Wexford wishes to inform you that:

- The Board of Management’s annual review of the school’s Child Safeguarding Statement was completed at a Board meeting held on 8 February 2021
- This review was conducted in accordance with the “Checklist for Review of the Child Safeguarding Statement” published on the Department’s ‘website www.education.ie

Signed	Title	Date
Sr. Helen O’ Riordan	Chairperson, Board of Management	8 February 2021
Billy O’ Shea	Principal and Secretary to the Board of Management	8 February 2021

Notification regarding the Board of Management’s review of the Child Safeguarding Statement

To: Loreto Education Trust

The Board of Management of Loreto Secondary School, Wexford wishes to inform you that:

- The Board of Management’s annual review of the school’s Child Safeguarding Statement was completed at a Board meeting held on 8 February 2021
- This review was conducted in accordance with the “Checklist for Review of the Child Safeguarding Statement” published on the Department’s ‘website www.education.ie

Signed	Title	Date
Sr. Helen O’ Riordan	Chairperson, Board of Management	8 February 2021
Billy O’ Shea	Principal and Secretary to the Board of Management	8 February 2021

Vetting of school personnel

Vetting of school personnel is carried out in accordance with DES Circular 0031/2016 that may be accessed on www.education.ie .

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4.18 Medical conditions affecting students

1. Section 4.2 sets out the responsibilities of parents to notify the school at the time of admission of any medical condition affecting a student. The same responsibility exists should a medical condition be diagnosed at any stage after admission. The school's responsibilities and procedures in this regard are also set out in section 4.2.

2. Should a student feel unwell or be injured in the course of the day she should report this fact to her subject teacher who may then refer her to either the Principal or Deputy Principal. No student who feels unwell or is injured should ever be absent from class without the permission of the relevant subject teacher.

The Principal or Deputy Principal will assess the condition of the student who is unwell or injured and, if considered necessary, will arrange for the student to contact a parent. The student will be permitted to go home provided she is collected from the school by a parent or other adult authorised by her parent and signs the book outside the Deputy Principal's office.

The school will not supply any medication or painkillers to students.

3. In emergency cases the school will immediately summon medical assistance. Every reasonable effort will be made to contact a parent at once. Should it be necessary to transfer a student to hospital, a member of staff will accompany the student and remain with her until the arrival of a parent. Parents are liable for the payment of any medical bills.

4. Details of injuries and accidents are recorded by staff members on an Accident Report Form. Completed forms are then retained in the school's Health and Safety Statement for review by the Health and Safety Manager.

5. Students must not attend school if they are suffering from any illness that is contagious or that presents a risk to others.

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4.19 Critical Incident Management Plan (CIMP)

Mission Statement

Truth, freedom, justice, sincerity and joy – as relevant today in Loreto, Wexford as for Mary Ward in 1609.

Introduction

Loreto Secondary School, Wexford aims to ensure that students and staff work in a school community which is respectful, healthy and caring. We aim to protect the wellbeing of our students and staff by providing a safe and nurturing environment at all times. With this in mind, the Board of Management has drawn up a Critical Incident Management Plan (CIMP). This is one element of the school's policies and procedures. This plan outlines the procedures to be followed in the event of a critical incident.

What is a 'critical incident'?

The staff and management of the school recognise a critical incident to be “an incident or sequence of events that overwhelms the normal coping mechanism of the school”. Critical incidents may involve one or more students or staff members, or members of our local community.

The following examples may be defined as a critical incident, although this list is not exhaustive:

- The death of a member of the school community through accident, violence, suicide or suspected suicide or other unexpected death
- An intrusion into the school
- An accident involving members of the school community
- An accident/tragedy in the wider community
- Serious damage to the school building through fire, flood, vandalism, etc
- The disappearance of a member of the school community

Background

In preparing this document, the school has consulted resource documents available to schools on www.education.ie and www.nosp.ie. These include:

- Responding to Critical Incidents Guidelines and Resources for Schools (NEPS 2016)
- Suicide Prevention in Schools: Best Practice Guidelines (IAS, National Suicide Review Group, 2002)
- Suicide Prevention in the Community - A Practical Guide (HSE 2011)
- Well-Being in Post-Primary Schools Guidelines for Mental Health Promotion and Suicide Prevention (DES, DOH, HSE 2013)

Where necessary, the school will use the relevant documents, outlined above, for further guidance and resources.

Aim

The aim of the CIMP is to help school staff to react quickly and effectively in the event of an incident, thereby enabling the school to maintain a sense of control and to ensure that appropriate support is offered to students and staff. By preparing a CIMP, the school endeavours to ensure that the effects on the students and staff will be limited. It is also hoped that the CIMP will allow the school to return to a sense of normality as soon as possible.

Prevention

A critical incident may suddenly overwhelm some, or all, of the school community. The school takes every effort to maintain a healthy and safe school. It has systems and structures in place which help to ensure the safety and resilience of the school community, thus preparing them to cope with a range of events. Some of these measures are listed below:

- Appropriate SPHE, RSE and Wellbeing curriculum provision
- Effective pastoral care systems including Class Teachers, Year Heads, Guidance Counsellors, Chaplain, Special Educational Needs team, Inclusion Support Assistants, SCCT (Student Care Co-ordination Team), SST (Student Support Team)
- Procedures to identify and care for vulnerable students providing support based on the ‘Continuum of support’ approach
- Students identified as being at risk are referred to the appropriate staff member in a timely manner.
- Open communication with home, where necessary
- Student Safeguarding Statement and awareness of Child Protection requirements
- The names of the Designated Liaison Person (DLP) and the Deputy Designated Liaison Person (DDL) are known by school staff
- External speakers, invited in line with circular letter 0043/2018, to talk to students on various topics related to wellbeing, depression and mental health
- Participation in initiatives designed to enhance awareness around wellbeing and mental health, such as the Amber Flag campaign.
- Appropriate referral procedures and interagency liaison
- Meitheal and Cara systems
- A comprehensive set of policies which aim to create a safe school environment, including Suicide Prevention, Substance Use, Health and Safety procedures, Code of Behaviour, Anti – Bullying Policy.
- Staff have access to relevant training, where necessary
- Staff are informed about how they can access support for themselves
- Up-to-date contact details for all members of the school community, readily available if necessary
- Up-to-date medical information on students with allergies, epilepsy etc.

The measures above aim to ensure the physical and emotional wellbeing of the school community.

Critical Incident Management Team (CIMT)

A CIMT has been established in line with best practice. In this school, the members of the Student Care Co-ordination Team (SCCT) constitute the CIMT. The SCCT meets weekly to discuss the needs of students who are suffering from difficulties of any kind. The group then considers an appropriate response, liaising with the student, staff members and home. The overall aim of the SCCT is to review particular cases and allocate support. The group will also address any general concerns concerning the welfare of students.

Membership of the SCCT/CIMT is as follows:

Principal (chair), Deputy Principals, Learning Support Teachers, Chaplain and Guidance Counsellors. Other relevant staff may be added as appropriate.

In the event of a critical incident, the Principal will convene an initial meeting of the CIMT.

Roles and Responsibilities:

In the event of a critical incident, members of the CIMT will be assigned various roles and responsibilities.

Team leader: Principal

Role

- Alerts the team members to the crisis and convenes a meeting
- Coordinates the tasks of the team
- Liaises with the Board of Management, DES, NEPS, SEC
- Liaises with the bereaved family

Garda liaison: Principal

Role

- Liaises with the Gardaí
- Ensures that information about deaths or other developments is checked out for accuracy before being shared

Staff liaison: Principal, Deputy Principals and NEPS

Role

- Leads briefing meetings for staff on the facts as known, gives staff members an opportunity to express their feelings and ask questions, outlines the routine for the day
- Advises staff on the procedures for identification of vulnerable students
- Provides materials for staff (from their critical incident folder)
- Keeps staff updated as the day progresses
- Is alert to vulnerable staff members and makes contact with them individually
- Advises them of the availability of the Employee Assistance Scheme and gives them the contact number.

Student liaison: Principal, Deputy Principals, Year Heads, Guidance Counsellors, Chaplain

Role

- Co-ordinate information from Class and Subject Teachers about students giving cause for concern
- Alerts other staff to vulnerable students
- Provides relevant support materials for students where appropriate
- Looks after setting up and supervision of 'quiet' room where agreed

Community/agency liaison: Learning Support Department, Guidance Counsellors, Deputy Principals

Role

- Maintains up to date lists of contact numbers of
 - Key parents, such as members of the Parents' Council
 - Emergency support services and other external contacts and resources
- Liaises with agencies in the community for support and onward referral
- Is alert to the need to check credentials of individuals offering support
- Coordinates the involvement of these agencies
- Reminds agency staff to wear name badges
- Updates team members on the involvement of external agencies

Parent liaison: Deputy Principals

Role

- Visits the bereaved family with the team leader
- Arranges parent meetings, if held
- May facilitate such meetings, and manage 'questions and answers'
- Manages the 'consent' issues in accordance with agreed school policy
- Ensures that sample letters are typed up, on the school's system and ready for adaptation
- Sets up room for meetings with parents
- Maintains a record of parents seen

- Meets with individual parents
- Provides appropriate support materials for parents where appropriate

Media liaison: Principal

Role

- In advance of an incident, will consider issues that may arise and how they might be responded to (e.g. students being interviewed, photographers on the premises, etc)
- In the event of an incident, will liaise where necessary with the SEC; relevant teacher unions etc.
- Will draw up a press statement, give media briefings and interviews (as agreed by school management)

Administrator: Administration Staff in co-operation with the Principal

Role

- Maintenance of up to date telephone numbers of
 - Parents or guardians
 - Teachers
 - Emergency services
- Takes telephone calls and notes those that need to be responded to
- Ensures that templates are on the school's system in advance and ready for adaptation
- Sends out letters, emails and texts as prepared by the Principal
- Photocopies materials needed
- Maintains records of each critical incident in co-operation with the CIMT

Confidentiality and good name considerations

Management and staff of Loreto Secondary School, Wexford have a responsibility to protect the privacy and good name of people involved in any incident and will be sensitive to the consequences of public statements. Members of school staff will bear this in mind and will seek to ensure that students do so also.

Critical Incident Rooms

In the event of a critical incident, the following rooms / areas of the school will be used:

Room / area	Designated Purpose
Staff Room	Meetings with staff collectively
Sports Hall / Class Rooms	Meetings with students and/or parents collectively
Meeting Rooms 1 and 2	Meetings with the media and with students/parents/staff individually or in small groups
Principal's, Deputy Principals', Guidance Counsellors', Chaplain's offices	Meetings with the media and with students/parents/staff individually or in small groups

Critical Incident Action Plan

Suggested actions:

Short term actions – Day 1

Task
Gather accurate information
Who, what, when, where?
Convene a CIMT meeting – specify time and place clearly
Contact external agencies
Arrange supervision for students
Hold staff meeting
Agree schedule for the day
Inform students – (close friends and students with learning difficulties may need to be told separately)
Compile a list of vulnerable students
Prepare and agree media statement and deal with media
Inform parents
Hold end of day staff briefing

Medium term actions - (Day 2 and following days)

Task
Convene a CIMT meeting to review the events of day 1
Meet external agencies
Meet whole staff
Arrange support for students, staff, parents
Visit the injured
Liaise with bereaved family regarding funeral arrangements
Agree on attendance and participation at funeral service
Make decisions about school closure

Follow-up – beyond 72 hours

Task
Monitor students for signs of continuing distress
Liaise with agencies regarding referrals
Plan for return of bereaved student(s)
Plan for giving of ‘memory box’ to bereaved family
Decide on memorials and anniversaries
Review response to incident and amend plan

Emergency Contact List

Agency	Contact Numbers
Garda	(053) 9165200 or 999/112
Hospital	(053) 9153000
Fire Brigade	999/112
Ambulance	999/112
HSE	Grogan's Road, Wexford (053) 9123533
TUSLA – Ely Hospital	(053) 9123522
Child and Family Mental Health Service (CAMHS)	(053) 9123522
NEPS Teresa Tierney (NEPS Psychologist)	(01) 8892700 (087) 6501578
ASTI	(01) 6040160
Clergy – Fr. Jim Fegan	(087) 2395087
State Exams Commission	(090) 6442770
Employee Assistance Service	1800 411 057

Consultation and Review

This plan was ratified by the Board of Management in January 2019 following consultation with staff, students and parents.

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4.20 School Library

Following the move to the new school building in August 2018, work began on the stocking and organisation of a school library under the direction of an Assistant Principal, Ms. P. Kinsella, assisted by a Library Committee.

The new library opened for student use in August 2019.

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4.21 Arrangements for the wearing of the brown school uniform and the official P.E. uniform

1. All students will come to school in the morning in the brown school uniform. The teachers-in-charge of uniform are authorised to make certain allowances to this in the case of some trips from the school.
2. All students, except those covered by point 3 below, leaving school at the end of the day will wear the brown school uniform. Students leaving school at the end of supervised study may leave in either the brown school uniform or the official P.E. uniform.
3. Students involved in training after school under the direct control of a member of staff may leave the school in the official P.E. uniform. This also applies to students returning to school after the last class following a representative match.
4. The official P.E. uniform consists solely of a plain navy tracksuit bottom, a plain short-sleeve white polo shirt and the red, white and navy tracksuit top.
5. When a P.E. class is timetabled between 8.50 a.m. and morning break, students will change into the official P.E. uniform at 8.50 a.m. and back into the brown uniform at morning break, except in the case of point 8 below.
6. When a P.E. class is timetabled between morning break and lunchtime, students will change into the official P.E. uniform at morning break and back into the brown uniform at lunch time, except in the case of point 8 below.
7. When a P.E. class is timetabled after lunch, students will change into the official P.E. uniform at lunchtime break and back into the brown uniform to leave school, unless involved in training as set out in point 3 above.
8. Students involved in lunchtime sport under the direct control of a member of staff may change into the official P.E. tracksuit at morning break and must return to the brown uniform for afternoon classes unless they have P.E. class in the afternoon or training after school as in point 3 above.
9. Students should be given at least one day's notice if P.E. class has to be cancelled due to a scheduled event e.g. career talk, guest speaker.
10. Students travelling away to a match with a member of staff must wear the brown uniform to school and change into the official P.E. tracksuit at the nearest breaktime to their departure.
11. Lists of girls involved in training under the direct control of a member of staff will be posted in the staffroom and will be regularly updated.
12. The teachers-in-charge of uniform – Year Heads and Deputy Principals - will investigate any alleged breaches of these regulations.
13. The sanction to be imposed by the teachers-in-charge of uniform for a deliberate breach of these regulations may be detention.

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4.22 Healthy Living for Students

Introduction

This school is one that seeks to promote healthy lifestyles for all in a safe, supportive and non-threatening environment. Through its policies, procedures, activities and structures the school aims to create an environment in which:

- People feel valued
- Self-esteem is fostered
- There is respect, tolerance and fairness
- People in difficulty are supported
- There is open and honest communication
- Effort is recognised
- Difference and diversity are valued
- Conflict is handled constructively
- Social, moral and civic values are promoted
- Initiative and creativity are stressed

(Relationship and Sexuality Education Policy)

In the policy development and planning process, Loreto Wexford recognises its responsibilities to the national legislative framework and current Loreto policies. Particular attention is paid to:

- National Physical Activity Plan, (2016)
- National Obesity Policy, (2016)
- National Sexual Health Policy, (2015)
- Healthy Schools' Programme Policy Paper Healthy Schools - Healthy Children 2016
- National Physical Activity Plan for Ireland 2016
- Get Ireland Active 2016
- Loreto Anti Bullying Policy
- Loreto Code of Behaviour
- Loreto Mobile Phone Policy
- Loreto Wellbeing Policy
- Loreto Guidance Policy

Definition

Healthy Living refers to the practices of population groups that are consistent with supporting, improving, maintaining and/or enhancing health. Healthy living of a person can be divided into four categories: social, emotional, behavioural and physical which, when combined, allows individuals to make healthy choices.

Aims

	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	6 th Year
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The aims of this healthy living policy may change annually dependant on the needs of the student cohort as identified in the first term of every school year. These needs will be identified in consultation with all the school stakeholders.

The actions identified, and scope thereof, will be determined by available resources.

Through this current policy, we aim to:

1. Support current curriculum that is being delivered to the study body in relation to the four categories of Healthy Living for Students
2. Increase the participation of students in extra-curricular activities in school
3. Provide information and guidance about recommended nutritional and hydration intake for students
4. Set up a Healthy Living Committee of students to drive the Loreto healthy living lifestyle and to encourage conversation and change for the student cohort.

Personnel

The promotion of healthy living for students is a shared responsibility between students, parents and school staff.

In addition, there is a personal responsibility on each student to inform herself of matters relating to healthy living and to make well-informed choices as to her lifestyle.

The responsibility for leading this healthy living policy has been assigned by the Principal to an assistant principal. For the 2021/2022 and 2022/2023 school years, that assistant principal will be Ms. Ruth Kennedy.

Aim 1: Current Curriculum Provision
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Actions:

Please see below:

Social Screen Time Online gaming Friendships Social Media Online Safety	SS SPHE	SS SPHE/RE	SS\SPHE SPHE SPHE SPHE	SS	SS	SS
Behavioural Drugs Alcohol Sexting Smoking/E Drugs Crime	SPHE SPHE	SPHE SPHE SPHE SPHE SPHE	SPHE SPHE SPHE SPHE SPHE			
Emotional Friendships Sexuality Gender Identity Sexual Health Good Relationships Anxiety Resilience Confidence Exam Stress	SPHE SPHE RE SPHE	SPHE	SPHE SPHE SPHE SPHE SPHE	Well/Man Wellbeing	RSE RSE RSE RSE	RSE RSE Guidance
Physical Nutrition Hydration Exercise Eating Disorders Self Harm Sleep quality Body Image	SPHE/SS SS SPHE/PE/SS SS	SS SS PE/SS	SS/SPHE SS PE/SS/SPHE	SS SS PE/SS	SS SS PE/SS	SS SS PE/SS SS

Current curriculum will be supported by:

- Guest speakers for students
- Workshops on specific topics
- Information boards through-out the school
- The use of the school's social media platforms to provide information to the school community
- Initiatives run in school e.g. themed weeks
- Liaising with students, staff and parents to identify areas requiring particular attention

Aim 2: Increase participation in extra curricular activities

Actions:

- Consultation with students on what activities they would like to see organised.
- Set up a team of TY students to promote and organise activities, particularly at lunch time

- Activity corner to be organised outside the school building
- The use of the school's social media platforms and intercom to provide information to students on the range of extra-curricular activities that are available to students

Aim 3: Further improve nutrition and hydration

Actions:

Students will further be supported when choosing food and drink options in school.

- Consultation with 'Oven Door Catering' will take place to enable students to purchase healthier options at break and lunch
- The re-introduction of vending machines will be considered, but only in a manner that complies with an overall healthy eating and drinking approach
- Food sampling of healthy options will take place to encourage pupils to make good decisions in relation to food

Aim 4: Set up Healthy Living Committee

Actions:

- Establish a Healthy Living Committee comprising 2 student representatives per year group as well as the lead teacher, a Principal or Deputy Principal, a nominee of the Student Care Co-ordination Team and a nominee of the Parents' Council
- The committee should meet at least once per month
- Discuss topics required by the student body
- Organise talks/workshops/themed weeks as considered appropriate by the committee

Review

This policy will be reviewed in May 2023.

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4.23 Administration of Medication

1. Introduction

While the Board of Management has a duty to safeguard the health and safety of students when they are engaged in authorised school activities, this does not imply a duty upon teaching or administrative staff to personally undertake the administration of medication.

The Board of Management requests parents to ensure that the school is made aware in writing of any medical condition suffered by their daughter. This information should be provided at enrolment or at the development of any medical conditions at a later date.

Medication in this policy refers to medicines, tablets and sprays administered by mouth and automatic injection devices (eg. anapen) used in cases of anaphylaxis.

2. Procedure to be followed by parents who require the administration of medication for their children

- a. The parent should write to the Board of Management requesting the Board to authorise a staff member to administer the medication or to monitor self-administration of the medication.
- b. Parents are required to provide written instructions from a General Practitioner (GP) outlining the procedure to be followed in the administration and storing of the medication.
- c. Parents are responsible for ensuring that the medication is delivered to the school and handed over to the Principal or Deputy Principal and for ensuring that an adequate supply is available.
- d. Parents are further required to indemnify the Board and authorised members of staff in respect of any liability that may arise regarding the administration of prescribed medicines in school. The Board will inform the school's insurers accordingly.
- e. Changes in prescribed medication (or dosage) should be notified immediately to the Principal or Deputy Principal with clear written instructions of the procedure to be followed in storing and administering the new medication.
- f. Where students are suffering from life threatening conditions, written instructions from a GP must be supplied by parents to the Principal or Deputy Principal setting out clearly what should and what should not be done in an emergency situation, with particular reference to what may be a risk to the child.
- g. Parents are required to provide a telephone number where they may be contacted in the event of an emergency arising.

3. Procedures to be followed by the Board of Management

- a. The Board, having considered the matter, may authorise a staff member to administer medication to a student or to monitor the self-administration by a student.
- b. The Board will ensure that the authorised person is properly instructed in how to administer the medicine.
- c. The Board will seek an indemnity from parents in respect of liability that may arise regarding the administration of the medicine.
- d. The Board shall inform the school insurers accordingly.
- e. The Board shall make arrangements for the safe storage of medication (in the first-aid room, which is a secure key-coded room) and procedures for the administration of medication in the event of the authorised staff member's absence and in the event of activities taking place off- site.

4. Responsibilities of Staff Members

- a. No staff member can be required to administer medication to a student.
- b. Any staff member who is willing to administer medicines should do so under strictly controlled guidelines in the belief that the administration is safe.
- c. Written instructions on the administration of the medication must be provided.
- d. Medication must not be administered without the specific authorisation of the Board of Management.
- e. In administering medication to students, staff members will exercise the standard of care of a reasonable and prudent parent.
- f. A written record of the date and time of administration will be kept.
- g. In emergency situations, staff should do no more than is obviously necessary and appropriate to relieve extreme distress or prevent further and otherwise irreparable harm. Qualified medical treatment should be secured in emergencies at the earliest opportunity.

- h. Parents should be contacted should any questions or emergencies arise.

Administration of Medicines in Schools Indemnity

Date of indemnity:

Parties to indemnity:

(a) the parents/guardians of:

(b) Billy O' Shea, for and on behalf of The Board of Management, Loreto Secondary School, Pembroke Hill, Wexford, Co. Wexford.

1. The parents are respectively the lawful father and mother or guardians of (name of student), a student of the above school.
2. The student suffers on an ongoing basis from the condition known as (name of condition).
3. The student may, while attending the said school, require, in emergency circumstances, the administration of medication, viz. (name of medication) .
4. The parents have agreed that the said medication may, in emergency circumstances, be administered by such members of staff of the said school as may be designated from time to time by the Board.

It is hereby agreed by and between the parties hereto as follows:

In consideration of the Board entering into this agreement, the parents, as the lawful father and mother respectively of the said student, hereby agree to indemnify and keep indemnified the Board, its servants and agents including without prejudice to the generality the said student's teachers and/or the Principal of the said school from and against all claims, both present and future, arising from the administration or failure to administer the said medicines.

Signed:

(names of parents/guardians)

Date: _____

Billy O' Shea, for and on behalf of the Board of Management, Loreto Secondary School, Pembroke Hill, Wexford, Co. Wexford.

Date: _____

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4.24 Health and Safety Control of COVID-19 Policy for students

1. Introduction

Under the Safety Health and Welfare at Work Act 2005, the Board of Management of Loreto Secondary School, Wexford as employer is required to ensure, so far as is reasonably practicable, the safety, health and welfare at work of all employees of the school. The employer is further required to manage and conduct the school in such a way as to ensure, so far as is reasonably practicable, that individuals at the place of work who are not employees, such as students, parents/guardians, visitors to the school, are not exposed to risks to their safety, health or welfare.

This policy is influenced by the need to minimise the risk of introduction of COVID-19 into the school community and to prevent its spread. Although it is acknowledged that no single action or set of actions will completely eliminate the risk of COVID-19 transmission, adherence to this policy will contribute to the reduction of that risk of transmission.

In accordance with this policy students are expected to comply with the standards of behaviour set out in this policy or as directed by the school to prevent the introduction and spread of COVID-19. The COVID-19 control measures are consistent with current advice from the HSE, the Health and Safety Authority, the Department of Education and Skills and the Department of Foreign Affairs and, as such, may be subject to change. Students and parents/guardians will be notified of any changes to the control measures.

Students are expected to comply with all directions from school staff in relation to the school's COVID-19 control measures. Any failure or refusal to comply with this policy or to follow instructions of school staff should be dealt with in accordance with the school's Code of Behaviour.

Parents/guardians are required to supply the school with a phone number/s of available person/s who can be contacted at all times and who will be available to collect a student from the school should the need arise.

2. Symptoms of COVID-19

Symptoms of COVID-19 are similar to symptoms of cold or flu. The most common symptoms are:

- fever
- cough
- shortness of breath
- loss of sense of smell or taste

More information regarding the most up-to-date signs and symptoms of COVID-19 is available on the HSE website, <https://www2.hse.ie/coronavirus/>.

3. Standards of Behaviour expected of students to help prevent the introduction or spread of COVID - 19 in the school

Students are expected to comply with any control measures directed by the school to prevent the introduction and spread of COVID-19, including, but not limited to:

- maintaining a social-distance of at least 1 metre and where possible, 2 metres, from other students and staff;
- wearing a face covering (applicable at post-primary level). All students at post-primary level, are required to wear a face covering subject to a limited number of exceptions set out in relevant Department of Education guidance. Face coverings must not contain any slogans/logos/images that may cause upset or be deemed offensive to any member of the school community.
- performing hand hygiene with a hand sanitiser on entering the school;
- repeating hand-hygiene at regular intervals throughout the school day and when directed by school staff;
- maintaining good respiratory-hygiene. In this regard students should:
 - cover nose/mouth with a tissue when coughing/sneezing and dispose of used tissue in waste bin and perform hand hygiene
 - cough or sneeze into the inner elbow (upper sleeve) rather than into the hand, if no tissues are available.
 - keep contaminated hands away from the eyes and nose
 - carry out hand hygiene after contact with respiratory secretions and contaminated objects/materials
 - not spit or deliberately cough or sneeze at or towards any other person in the school
- not sharing materials or stationery, such as pens, calculators, rulers, *etc.* with other students;
- not attending school for 14 days after returning from travel out of the country in line with Government guidelines for travel;
- not attending school if displaying COVID-19 like symptoms and remaining out of school for such period as is required in accordance with HSE/GP advice;
- not attending school where tested positive for COVID-19 and remaining out of school for such period as is required in accordance with HSE/GP advice;
- not attending school if identified by the HSE as a person who has been in contact with another person who has contracted COVID-19 and remaining out of school for such period as is required in accordance with HSE/GP advice;
- not attending school if a member of the student's household is displaying COVID-19 symptoms and remaining out of school for such period as is required in accordance with HSE/GP advice
- telling a teacher or other member of staff where a student feels unwell at school. In that regard
 - the student will require to be collected from the school as soon as possible by a parent/guardian or a person designated by the parent/guardian for such purpose.
 - parents must ensure that the school has up-to-date contact details so that they can be contacted by the school if required.
- complying with any other such directions as advised by the DES and/or HSE and communicated to the school community.

Students should be aware that the above is a non-exhaustive list. Students are expected to follow all instructions from staff which aim to prevent the introduction COVID-19 into the school and minimise its spread.

4. Failure to comply with the standards of behaviour

Failure by a student to comply with the standards of behaviour expected to help prevent the introduction and spread of COVID-19 will constitute a breach of the Code of Behaviour of Loreto Secondary School, Wexford and s/he may be subject to sanction up to and including suspension or permanent exclusion.

Any actions or sanctions taken in respect of alleged breaches of the code of behaviour will be carried out in accordance with the provisions of the school's code of behaviour, the requirements of the NEWB Guidelines on Developing a Code of Behaviour and relevant requirements of the Education (Welfare) Act 2000. Sanctions will be proportionate to the nature, seriousness and context of the behaviour.

A student engaging in aggressive, threatening or unacceptable behaviour that creates or increases the risk of COVID-19 infection for staff, other students or visitors to the school may be removed from class and, if necessary, from the school premises with immediate effect, pending any further action to be taken in accordance with the school's code of behaviour.

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5.1 Staffing levels

(a) Teaching staff

The school's total allocation of teachers for the 2021/2022 academic year will be 58.69.

In 2021/2022, three members of staff will be on a career break and four teachers will be job-sharing.

(b) Non-Teaching staff

The BOM is employer to the following non-teaching staff:

- 2 Secretaries
- 2 Receptionists
- 1 Caterer/Supervisor
- 1 Laboratory Technician
- 1 Health and Safety Manager
- 1 Data Protection Officer

(c) Contract staff and service providers

Since the move to the new school building in autumn 2018, the cleaning and maintenance of the buildings has been the responsibility of the Public Private Partnership Company and a Facilities Management Company known as Sensori FM.

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5.2 Teachers and curricular areas

The following table presents the curricular areas of the teaching staff in the 2021/2022 academic year:

Teacher	Curricular areas
1. Ms. K. Beattie	Maths, Business, CSPE
2. Mr. B. Broderick	Maths
3. Ms. T. Browne	English, Geography, CSPE, Wellbeing
4. Ms. J. Busher	Art, Craft and Design
5. Ms. A. Byrne	Business, LCVP, Maths
6. Ms. J. Byrne	Art, Craft and Design
7. Mr. S. Campion	Ag. Science, Science, Biology, Learning Support
8. Ms. M. Carroll	Irish, History, CSPE
9. Mr. D. Cornejo	Irish, French
10. Ms. A. Cotter	Maths, Chemistry
11. Mr. D. Crowdle	Maths, PE
12. Ms. A. Culleton	Religion
13. Mr. E. Cummins	Technical Graphics, Technology
14. Mr. J. Cummins	Geography, History
15. Ms. P. Curran	Science, Biology
16. Ms. F. Davey	English, Religion
17. Ms. E. de Róiste	Irish, History
18. Ms. A. Doyle	Maths, Science, Biology, Wellbeing
19. Ms. O. Doyle	Home Economics
20. Ms. P. Finnerty	Science, SPHE, CSPE, Wellbeing
21. Ms. C. Foley	Guidance Counsellor, Business
22. Mr. C. Goff	English, History, CSPE
23. Mr. G. Grant	Science, Maths, Biology
24. Mr. T. Gunning	Religion
25. Ms. S. Hore	Home Economics
26. Ms. C. Howlin	Home Economics
27. Ms. K. Johns	Geography, English, CSPE
28. Ms. L. Jordan	Religion, History, SPHE
29. Ms. M. Jordan	English, Learning Support, Public Speaking
30. Mr. F. Kavanagh	Music, Religion, Computer Studies
31. Ms. L. Kelly	German, Guidance Counsellor
32. Ms. N. Kelly	Irish, Spanish
33. Ms. R. Kennedy	PE, Wellbeing
34. Mr. B. Kilbride	Physics, Science, Computer Studies
35. Ms. P. Kinsella	German, French
36. Mr. F. Laffan	Technology, Technical Graphics
37. Ms. G. Martin	Home Economics, Religion
38. Ms. E. Mullen	PE, SPHE, Wellbeing
39. Mr. M. Mullen	Learning Support
40. Mr. C. McBride	Religion, History
41. Ms. M. McClean	Business, Learning Support
42. Mr. J. McGinnity	Deputy Principal
43. Mr. A. Murphy	Economics, Business
44. Ms. J. Nolan	Irish, German
45. Ms. S. O' Donoghue	Religion, English
46. Ms. A. O' Gorman	Biology, Chemistry, Science
47. Ms. A. O' Keeffe	Irish, Geography
48. Ms. C. O' Reilly	Deputy Principal
49. Mr. B. O' Shea	Principal

50. Mr. E. O' Sullivan	English, History, Mini Company, Business Studies
51. Ms. L. Pheasey	English
52. Ms. L. Shannon	Irish, German, Wellbeing
53. Ms. C. Skelton	Business, Maths
54. Ms. S. Smith	French, Spanish
55. Ms. H. Smyth	Maths, Business
56. Mr. N. Usher	Irish, History
57. Ms. A. Walton	Music, Choir
58. Ms. T. Whelan	Religion, English
59. Ms. B. Whitty	English, Religion
60. Ms. M. Wilson	English, Learning Support
61. Ms. U. Zimmerman	Japanese, French, German

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5.3 Staff empowerment, involvement, communication, representation and development

As employer, the BOM of Loreto Secondary School, Wexford commits itself to working in a spirit of close co-operation with all members of the teaching and non-teaching staff and to being as supportive as possible of all staff members. The BOM is keen to acknowledge that the excellent reputation enjoyed by the school is due in no small measure to the commitment, understanding and support of all staff, both past and present.

The following arrangements are presently in place so as to ensure the proper empowerment, involvement, communication, representation and development of all members of staff, teaching and non-teaching:

- **Staff meetings - teachers**

Staff meetings are held in accordance with the school calendar that is published annually.

At the start of each school year, the Principal invites the staff to appoint a Chairperson and a Minutes Secretary for all meetings in that year. Items for inclusion on the agenda are submitted to the Principal seven days in advance of each meeting. The Principal then prepares the agenda and circulates it, along with the minutes of the previous meeting, seven days before the next meeting.

It is accepted by all staff that meetings are to be conducted in a respectful and dignified manner and that personal and/or professional criticism of any member of staff is not permitted at such meetings. It is also accepted by all staff that matters of a sensitive or confidential nature that may be discussed at such meetings are to be treated in a professional manner.

Arrangements for staff meetings are kept under ongoing review by the Principal and may be altered following feedback from, and with the agreement of, staff.

- **Staff meetings – administrative staff**

The Principal meets with the administrative staff as a group on a weekly basis

- **Staff meetings – SNA staff**

The Principal, along with a member of the SET Department, meets with the SNAs collectively on a weekly basis

- **Facilities Management**

Along with a Deputy Principal, the Principal holds a weekly meeting with the Facilities Manager

- **Department meetings**

Teachers of each subject area form themselves into departments. Departments meet in accordance with the school calendar throughout the year to address such issues as resource requirements, inservice training, allocation of students to classes and timetabling matters.

- **Trade Union meetings**

Meetings of members of trade unions in the school are called by the respective school steward. All such meetings take place outside of class contact hours.

The BOM recognises the important role played by trade unions in the workplace and commits itself to dealing with union matters, members and representatives in a respectful and professional manner.

The BOM allows the school premises to be used for such meetings during normal opening hours on the understanding that the time and venue for such meetings will not cause inconvenience for non-union members.

- **BOM meetings**

Two members of the teaching staff serve as members of the school's BOM. An Agreed Report on each meeting is placed on the school website by the Principal. BOM meetings are conducted in accordance with the AOM.

- **Communications**

Whilst much information will be communicated to the teaching staff by means of the above-mentioned meetings and by the daily interactions between members of staff, other methods of communication include the following:

Staffroom noticeboards
Email updates from the Principal to all staff
Inter-staff emails
Staffroom announcements
Digital Staffroom – from September 2021
Meetings with departments and/or SLTs

- **Professional Development**

The BOM wishes to be as supportive as possible of members of staff as they seek to develop themselves professionally. To this end, the BOM will:

1. Facilitate the attendance of staff at all relevant inservice training once appropriate substitution arrangements have been approved in advance by the Principal
2. Pay the subscription costs of teachers to subject associations within the context of the annual school budget
3. Pay the costs of supervision for Guidance Counsellors within the context of the annual school budget
4. Provide annual school-based inservice for members of staff on areas of educational interest
5. Make such contributions as budgetary resources allow to the fees and costs of teachers undertaking courses and further study in relation to their professional duties in the school. In this regard, teachers are asked to provide all necessary details to the Principal
6. Appoint a member of the senior management team to promote professional development of staff

- **Grievance Procedures**

Given the large size of the school, it is to be expected that some difficulties may arise from time to time between the different stakeholders.

Accordingly, the BOM commits itself and the school to the operation of the following procedures agreed on and from 1 September 2000 between the JMB and the ASTI:

Grievance Procedure for Voluntary Secondary Schools with a BOM (teaching staff and school management relationships)

Disciplinary Procedure for Voluntary Secondary Schools with a BOM (processing of disciplinary matters relating to the employment of a teacher)

Complaints Procedure for Voluntary Secondary Schools with a BOM (complaints made by parents/guardians or by students who have reached the age of 18 years against a teacher)

Revised Procedures for the Suspension and Dismissal of Principals (September 2009)

Revised Procedures for the Suspension and Dismissal of Teachers (September 2009)

Non-teaching staff

The BOM presently employs the following non-teaching staff:

Secretaries	Ann McClannon and Maria Kehoe
Receptionist	Betty Byrne and Carol Cowman
Lunchroom Catering /Supervisor	Oven Door Catering and Glenda McKiernan
Laboratory Technician	Maria Milliken
Health and Safety Manager	Derek Madden
Special Needs Assistants	Marianne Siggins, Jacinta Purcell and Kellie Stone

The contract of employment for all of these employees is reviewed from time to time by the BOM.

The Principal assigns duties and responsibilities to members of the non-teaching staff on a daily and weekly basis in accordance with their contracts of employment. S/he seeks to support them as fully as possible in their work.

Any dispute or grievance that cannot be settled between the Principal and a member of the non-teaching staff will be referred to the Chairperson, BOM.

The BOM will facilitate the professional development of the non-teaching staff by encouraging them to attend training courses relevant to their work and by covering the cost of same within the context of the annual school budget.

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5.4 Dignity in the workplace – anti-bullying/harassment

1. Introduction

This policy has been adopted to comply with the requirements of Section 6 of the Safety, Health and Welfare at Work Act, 1989. It will be subject to ongoing review by the BOM in light of future Codes of Practice that may be introduced under the Health and Safety legislation, the Employment Equality Act 1998, the Equal Status Act 2000 and the Industrial Relations Act 1990.

The BOM of Loreto Secondary School, Wexford recognises that all staff members - teachers and non-teachers - have the right to a workplace free from bullying/harassment and is fully committed to ensuring that all staff members enjoy that right.

In keeping with our Mission Statement which states that core values of truth, freedom, justice, sincerity and joy shall underpin all relationships, the BOM is committed to providing an environment free from bullying/ harassment and ensuring that such behaviour by any staff member, student, parent or visitor is not tolerated at any time.

It is recognised that bullying/harassment undermines the confidence and dignity of individuals. Victims are at an increased risk of suffering stress and experiencing adverse effects on their career. Bullying/harassment may also affect the school as an organisation in the form of increased sickness/absenteeism, low morale, a tense atmospheres and the formation of cliques or factions.

The BOM wishes to strongly assert the following:

- Bullying/harassment of one staff-member (teaching or non-teaching) by another staff member (teaching or non-teaching) will not be tolerated and is contrary to school policy.
- Bullying/harassment of one student by another student, or one staff member (teaching or non-teaching) by a student will not be tolerated and is contrary to school policy.
- Bullying/harassment of a student by a staff member (teaching or non-teaching) will not be tolerated. It is contrary to school policy and is a serious abuse of authority.
- Bullying/harassment of a staff member (teaching or non-teaching) or student by visitors, or bullying/harassment of visitors to the school by students will not be tolerated.

There is a responsibility on all staff members, but in particular on school management, to ensure a workplace free from bullying/harassment for all other staff members and to be aware of this policy.

Complaints of bullying/harassment will always be treated seriously, confidentially and in a sensitive manner.

Any complaints of bullying/harassment will be fully and properly investigated and, if substantiated, will be regarded as grounds for disciplinary action up to and including dismissal of a staff member or exclusion of a student. An attempt will be made to resolve the complaint informally in the first instance, but if this is not possible, a formal procedure will be invoked. Confidentiality will be ensured, in so far as it is possible, at all times during the investigation for all parties involved.

2. What is bullying/harassment?

Bullying can be defined as repeated inappropriate behaviour, direct or indirect, whether verbal, psychological, physical or otherwise, conducted by one or more persons against another or others, at the place of work or during the course of employment which could reasonably be regarded as undermining the individual's right to dignity at work.

This definition includes harassment which is any act or conduct which is offensive, humiliating or intimidating on a discriminatory ground including spoken words, gestures or the production, display or circulation of written words, pictures or other material

An isolated incident of the behaviour described in this definition may be an affront to dignity at work but as a once off incident is not considered to be bullying/harassment.

Bullying/harassment in the workplace can take a number of forms and the following list is not exhaustive:

- Using aggression, threats
- Shouting abuse or obscenities towards any person
- Horseplay, offensive gestures, language or pictures, gossip
- Unwanted physical contact
- Derogatory or offensive nicknames
- Racist comments
- Unwanted comments on an individual's religious beliefs
- Subjecting a person to constant humiliation, sneering, ridicule or using a person as a constant butt of jokes
- Subjecting a person to unreasonable scrutiny with persistent unwanted criticism about minor matters
- Undermining a person's authority, work or achievements
- Removing – for no justifiable reason – areas of work responsibility from an individual
- Constantly changing the work requirements of an employee without consultation or criticising or reprimanding him/her for not meeting these changes in requirements
- Deliberately withholding information which an employee needs to do his/her job effectively
- Deliberately blocking another staff member's development
- Shunning or marginalising a person, excluding him/her from discussions, decisions, etc. or refusing to deal directly with him/her in the workplace.
- Isolation or non co-operation or exclusion from social activities
- Vandalism of personal property
- Unwanted or abusive telephone calls
- Unwanted or abusive text messaging

Further examples of unacceptable behaviour in the workplace are contained in appendix one to this policy.

3. School Environment & Culture

In keeping with our Mission Statement, the BOM is committed to providing an environment free from bullying/harassment and ensuring that such behaviour by staff members, students or visitors to the school is not tolerated.

In keeping with our ethos, the school shall be a place where staff members and students shall feel secure in a safe environment where all are accepted for themselves and have the freedom to grow and develop self-confidence and self esteem.

Staff members can contribute to an environment at work in which bullying/ harassment is unacceptable through an awareness and sensitivity towards the issue. They can ensure that standards of conduct for themselves and for colleagues do not cause offence.

Training in dealing with incidents of bullying/harassment will be provided where appropriate.

Complaints of bullying/ harassment will be taken seriously and if proven could constitute grounds for disciplinary action. Prompt action will be taken when incidents involving bullying/ harassment take place and come to the attention of management. Fair and equitable procedures will be used in dealing with such complaints both in relation to the complainant and the alleged harasser. These procedures are set out below.

Malicious complaints by students or teachers will be treated as misconduct under disciplinary procedures.

The school authority will endeavour to protect all students and staff members from intimidation, victimisation or discrimination in the event of a complaint being made or while they may be involved in the process of an investigation of bullying/ harassment in the school.

Every effort will be made to guide persons who are victims of bullying/ harassment into therapy/counselling to assist their recovery.

Persons who bully/ harass others will be advised to seek counselling to prevent further incidents of bullying/ harassment arising.

4. Complaints Procedure

It is the opinion of the school that issues of bullying/ harassment are best dealt with within the school. However no aspect of this policy affects any staff member's individual legal rights to take their complaint outside of the school

Informal procedures for staff members

Any staff member who feels that s/he has been or is being bullied/harassed should ask the person bullying/harassing them to stop. It may be possible and sufficient for the staff member concerned to explain clearly to the person engaged in the unwanted conduct that the behaviour in question is not welcome, that it offends them or makes them uncomfortable and it interferes with their work.

In circumstances where it is too difficult or embarrassing for an individual to do this on his/her own behalf, an alternative approach would be for an initial approach to be made by a sympathetic colleague.

Staff may wish school management to appoint designated persons with appropriate skills who may be approached by complainants for this purpose. Such persons would act in confidence as an impartial mediator. They shall have no role in the grievance/disciplinary procedure.

It is important for the recipient of bullying/harassment to keep notes, detailing times and dates of incidents of bullying/harassment and request eyewitnesses, if any, to note them also.

If the matter is still unresolved or if it is not appropriate to resolve the problem informally (because of the severity or continuation of the harassment, for example) it should be raised through the Formal Procedures.

Formal procedures for staff members

Any staff member subjected to bullying/harassment that cannot be dealt with informally may make a formal complaint to the Principal. The Principal will be responsible, on behalf of the BOM, for investigating such complaints and recommending action.

Investigations will be undertaken with the minimum of delay consistent with fairness to both parties. They will be handled with sensitivity and with due respect to the rights of both the complainant and the alleged bully/harasser.

Ultimate disciplinary action is the responsibility of the BOM, taking into account any contractual arrangements which may apply.

Should the Principal be either the complainant or the alleged bully/harasser, or should a staff member not feel comfortable in bringing such a matter to her/his attention, referral should be made to the Chairperson, BOM for investigation.

Formal procedures will be as follows:

- The formal investigation will be conducted by the Principal and by one other person of her/his choosing who must, if requested by the complainant, be the same sex as the complainant.
- Prior to the commencement of the formal investigation, the alleged bully/harasser will be given a copy of the formal written complaint and advised that an investigation will ensue which may lead to disciplinary action.
- Depending on the severity of the alleged harassment the alleged bully/harasser may be suspended with pay pending the investigation.
- Both parties may be accompanied/represented by a colleague or union representative at all interviews/meetings held and these shall be recorded.
- Where a complaint is found to be substantiated, the extent and nature of the bullying/harassment will determine the form of disciplinary action to be taken by the BOM. Such action may include:
 - A verbal warning
 - A written warning
 - A final written warning
 - Suspension from some duties with or without pay
 - Suspension from full duties with or without pay
 - Other disciplinary action short of dismissal
 - Dismissal
- Where disciplinary action is taken following a complaint and subsequent investigation, the bully/harasser retains the right of appeal and the right of natural justice.
- Where a staff member is victimised as a result of invoking or participation in any aspect of the complaints procedure, including action as a witness for another staff member, such behaviour will be subject to disciplinary action.
- Where there has been a conflict of evidence it may be difficult, if not impossible, to establish as fact the full details of the complaint. However, it may be possible to establish behaviour that in the BOM's view is unacceptable.
- The ongoing relationship between individuals involved in an alleged case of bullying/harassment will be monitored by the Principal over a number of months.
- No record of any complaint will be registered on a staff member's file unless the formal procedure outlined above has been invoked.

Students

Where a complaint re bullying/harassment is made against a student, it shall be reported to any of the following: Principal, Deputy Principal, Guidance Counsellor or Class Teacher. Any complaint will be handled under the school's Anti-Bullying Policy.

Visitors

Where a complaint of bullying/harassment is made by or about a visitor to the school this will be reported to the Principal for investigation and subsequent referral by her/him to the BOM.

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5.5 Dignity in the workplace – anti-sexual harassment

1. Introduction

This policy has been adopted to comply with the requirements of Section 6 of the Safety, Health and Welfare at Work Act, 1989. It will be subject to ongoing review by the BOM in light of future Codes of Practice that may be introduced under the Health and Safety legislation, the Employment Equality Act 1998, the Equal Status Act 2000 and the Industrial Relations Act 1990.

The BOM of Loreto Secondary School, Wexford recognises that all staff members - teachers and non-teachers - have the right to a workplace free from sexual harassment and is fully committed to ensuring that all staff members enjoy that right.

In keeping with our Mission Statement which states that core values of truth, freedom, justice, sincerity and joy shall underpin all relationships, the BOM is committed to providing an environment free from sexual harassment and ensuring that such behaviour by any staff member, student, parent or visitor is not tolerated at any time.

It is recognised that sexual harassment undermines the confidence and dignity of individuals. Victims are at an increased risk of suffering stress and experiencing adverse effects on their career. Sexual harassment may also affect the school as an organisation in the form of increased sickness/absenteeism, low morale, a tense atmospheres and the formation of cliques or factions.

The BOM wishes to strongly assert the following:

- Sexual harassment of one staff-member (teaching or non-teaching) by another staff member (teaching or non-teaching) will not be tolerated and is contrary to school policy.
- Sexual harassment of one student by another student, or one staff member (teaching or non-teaching) by a student will not be tolerated and is contrary to school policy.
- Sexual harassment of a student by a staff member (teaching or non-teaching) will not be tolerated. It is contrary to school policy and is a serious abuse of authority.
- Sexual harassment of a staff member (teaching or non-teaching) or student by visitors, or sexual harassment of visitors to the school by students will not be tolerated.

There is a responsibility on all staff members, but in particular on school management, to ensure a workplace free from sexual harassment for all other staff members and to be aware of this policy.

Complaints of sexual harassment will always be treated seriously, confidentially and in a sensitive manner.

Any complaints of sexual harassment will be fully and properly investigated and, if substantiated, will be regarded as grounds for disciplinary action up to and including dismissal of a staff member or exclusion of a student. An attempt will be made to resolve the complaint informally in the first instance, but if this is not possible, a formal procedure will be invoked. Confidentiality will be ensured, in so far as it is possible, at all times during the investigation for all parties involved.

2. What is sexual harassment?

Sexual harassment means unwanted conduct of a sexual nature or other conduct based on a person's sex, which affects the dignity of men and women at work. Examples of sexual harassment include:

- Unwanted physical or verbal advances
- Unwanted touching or physical gestures

- Comments and remarks of a sexual or discriminatory nature
- Written communications of a sexual nature
- Unwanted sexually suggestive jokes
- Offensive telephone calls of a sexual nature,
- Offensive text messaging
- Unwelcome comments about personal appearance
- Demands of sexual favours
- Displays of pin-ups and pornographic material
- Innuendos of a sexual nature or based on a person's sex

This list is not exhaustive.

3. School Environment & Culture

In keeping with our Mission Statement, the BOM is committed to providing an environment free from sexual harassment and ensuring that such behaviour by staff members, students or visitors to the school is not tolerated.

In keeping with our ethos, the school shall be a place where staff members and students shall feel secure in a safe environment where all are accepted for themselves and have the freedom to grow and develop self-confidence and self esteem.

Staff members can contribute to an environment at work in which sexual harassment is unacceptable through an awareness and sensitivity towards the issue. They can ensure that standards of conduct for themselves and for colleagues do not cause offence.

Training in dealing with incidents of sexual harassment will be provided where appropriate.

Complaints of sexual harassment will be taken seriously and if proven could constitute grounds for disciplinary action. Prompt action will be taken when incidents involving sexual harassment take place and come to the attention of management. Fair and equitable procedures will be used in dealing with such complaints both in relation to the complainant and the alleged harasser. These procedures are set out below.

Malicious complaints by students or teachers will be treated as misconduct under disciplinary procedures.

The school authority will endeavour to protect all students and staff members from intimidation, victimisation or discrimination in the event of a complaint being made or while they may be involved in the process of an investigation of sexual harassment in the school.

Every effort will be made to guide persons who are victims of sexual harassment into therapy/counselling to assist their recovery.

Persons who sexually harass others will be advised to seek counselling to prevent further incidents of sexual harassment arising.

4. Complaints Procedure

It is the opinion of the school that issues of sexual harassment are best dealt with within the school. However no aspect of this Policy affects any staff member's individual legal rights to take their complaint outside of the school

Informal procedures for staff members

Any staff member who feels that s/he has been or is being sexually harassed should ask the person sexually harassing them to stop. It may be possible and sufficient for the staff member concerned to

explain clearly to the person engaged in the unwanted conduct that the behaviour in question is not welcome, that it offends them or makes them uncomfortable and it interferes with their work.

In circumstances where it is too difficult or embarrassing for an individual to do this on his/her own behalf, an alternative approach would be for an initial approach to be made by a sympathetic colleague.

Staff may wish school management to appoint designated persons with appropriate skills who may be approached by complainants for this purpose. Such persons would act in confidence as an impartial mediator. They shall have no role in the grievance/disciplinary procedure.

It is important for the recipient of sexual harassment to keep notes, detailing times and dates of incidents of sexual harassment and request eyewitnesses, if any, to note them also.

If the matter is still unresolved or if it is not appropriate to resolve the problem informally (because of the severity or continuation of the harassment, for example) it should be raised through the Formal Procedures.

Formal procedures for staff members

Any staff member subjected to sexual harassment that cannot be dealt with informally may make a formal complaint to the Principal. The Principal will be responsible, on behalf of the BOM, for investigating such complaints and recommending action.

Investigations will be undertaken with the minimum of delay consistent with fairness to both parties. They will be handled with sensitivity and with due respect to the rights of both the complainant and the alleged bully/harasser.

Ultimate disciplinary action is the responsibility of the BOM, taking into account any contractual arrangements which may apply.

Should the Principal be either the complainant or the alleged bully/harasser, or should a staff member not feel comfortable in bringing such a matter to her/his attention, referral should be made to the Chairperson, BOM for investigation.

Formal procedures will be as follows:

- The formal investigation will be conducted by the Principal and by one other person of her/his choosing who must, if requested by the complainant, be the same sex as the complainant.
- Prior to the commencement of the formal investigation, the alleged sexual harasser will be given a copy of the formal written complaint and advised that an investigation will ensue which may lead to disciplinary action.
- Depending on the severity of the alleged harassment the alleged sexual harasser may be suspended with pay pending the investigation.
- Both parties may be accompanied/represented by a colleague or union representative at all interviews/meetings held and these shall be recorded.
- Where a complaint is found to be substantiated, the extent and nature of the sexual harassment will determine the form of disciplinary action to be taken by the BOM. Such action may include:
 - A verbal warning
 - A written warning
 - A final written warning
 - Suspension from some duties with or without pay
 - Suspension from full duties with or without pay
 - Other disciplinary action short of dismissal
 - Dismissal

- Where disciplinary action is taken following a complaint and subsequent investigation, the sexual harasser retains the right of appeal and the right of natural justice.
- Where a staff member is victimised as a result of invoking or participation in any aspect of the complaints procedure, including action as a witness for another staff member, such behaviour will be subject to disciplinary action.
- Where there has been a conflict of evidence it may be difficult, if not impossible, to establish as fact the full details of the complaint. However, it may be possible to establish behaviour that in the BOM's view is unacceptable.
- The ongoing relationship between individuals involved in an alleged case of sexual harassment will be monitored by the Principal over a number of months.
- No record of any complaint will be registered on a staff member's file unless the formal procedure outlined above has been invoked.

Students

Where a complaint re sexual harassment is made against a student, it shall be reported to any of the following: Principal, Deputy Principal, Guidance Counsellor or Class Teacher. Any complaint will be handled under the school's Anti-Bullying Policy (4.4).

Visitors

Where a complaint of sexual harassment is made by or about a visitor to the school this will be reported to the Principal for investigation and subsequent referral by her/him to the BOM.

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5.6 (a) Induction of teachers new to the school

(b) Student teachers

(c) The Droichead Programme

(a) Induction of teachers new to the school
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The Board of Management of Loreto Secondary School, Wexford commits itself to being as supportive as possible of all new teachers as they begin work in the school. To this end, the following measures have been put in place:

- The Principal will meet new teachers as soon as possible after their acceptance of a job offer. At this meeting, the Principal will set out the exact terms of employment, the ethos and tradition of the school and will explain the support structures, both internal and external, that are available. S/he will attempt to answer any questions from new teachers at this meeting.
- The following functions of the Principal have been delegated to a member of the in school management team, Mr. A. Murphy.
 - Responsibility for helping with the induction of newly-qualified teachers, qualified staff new to the school and substitute teachers, in terms of orientation, questions and answers, policies and ethos and general pastoral support, particularly in the new teachers first week in school.
 - Informing the above of school ethos, discipline code, layout of school, timetable, policies, personnel
 - Being available to advise, help and mentor new staff with any problems throughout the year
 - Ensuring compliance by the school with all requirements pertaining to newly-qualified teachers
 - Liaising with 3rd level institutions and Loreto staff re: student teacher placements
 - Ensuring, with the Principal, that all school policies are up-to-date and properly implemented with regard to the induction of staff
 - Attending all relevant in-service training in connection with these responsibilities and reporting back to the Principal on same
 - Supporting and encouraging the ongoing professional development of new staff
- Within one month of taking up employment in the school, the Principal, on behalf of the BOM, will present each new teacher with a comprehensive, written contract of employment.
- Each new teacher will be appointed by the Principal to one or more of the Subject Departments in the school. These Departments meet on a scheduled basis throughout the school year and will assist the professional development of each new teacher.
- The school will facilitate the attendance of new teachers at the annual meeting of new teachers in Loreto schools as organised by the Loreto Education Office. This meeting places particular emphasis on the distinctive Loreto character and ethos.
- The Principal and Deputy Principal will be readily available to support and assist new teachers.
- The Principal, having given prior notification, will visit the classes of new teachers as s/he sees fit in the course of the teacher's first year and will provide formative assessment after each visit.
- New teachers are strongly encouraged to engage in peer collaboration with colleagues e.g. observing other teachers' classes, professional dialogue, inviting colleagues into class to observe teaching.
- The Principal will meet each new teacher at least once per term in the course of their first year in the school. The purpose of these meetings is to offer affirmation of work done, to discuss matters arising

and to develop support strategies in the event of any professional difficulties being encountered. These meetings will form the basis for the determination of new teachers' probationary periods.

(b) Student teachers

Introduction

The Board of Management of Loreto, Wexford acknowledges the following regarding initial teacher education and the role of school placement in this process.

- Positive school placement experiences are critical to ensuring appropriate initial teacher education for all student teachers.
- Close collaboration between schools and Higher Education Institutions (HEIs) is essential to positive and meaningful school placement experiences for student teachers.
- It is desirable that schools host student teachers for placement and, in doing so, provide student teachers with the opportunity to observe teaching and to teach classes independently, in collaboration with suitably qualified practising teachers. School Placement provides a real context for the student teacher's studies and enhances the capacity of the student to link theory and practice.
- In the course of school placement, student teachers require the support of the whole-school community in their journey towards professional competence.
- Hosting student teachers on placement is enriching for the learners in a school, student teachers, cooperating teachers, the wider school community and HEIs. In particular, learners benefit from a greater variety of teaching, learning and co-curricular experiences through the structured participation of student teachers in the school. Furthermore, the school gains access to a variety of newer approaches to teaching and learning through its engagement with student teachers and HEI staff.
- HEI placement tutors benefit from partnership experiences with schools and from being in the actual setting of a school during visits to student teachers.
- It is acknowledged that the whole school community provides important informal support to student teachers, for example, by the welcome it extends to them and by the efforts it makes to include student teachers in general school life experiences, as well as by making school facilities available to them.

Development of Policy

This policy was developed by the Board of Management following consultations with all members of the school community – school management, teachers and other relevant staff, parents and students. This policy was formulated having regard to the increasing number of requests from HEIs and from individuals to provide opportunities for student teacher placements in Loreto, Wexford. It is expected that implementation of this policy will ensure continuity of routine, teaching and learning within the classroom setting, and will also limit disruption to regular school routines. The policy will provide for an equitable and fair allocation of opportunities for student teacher placements throughout the school and should ensure that excessive demands are not placed on any individual class or teacher.

Aims

- To provide an opportunity for student teachers to work with students on a professional level in a structured environment.
- To enable a controlled exchange of teaching methodologies and skills.
- To enable students to be exposed to alternative teaching strategies.
- To support student teachers in their studies.

Commitment to hosting student teachers

Loreto, Wexford is committed to hosting student teachers for school placement and, in this context, adopts without modification, as part of this school placement policy, the Guidelines on School Placement developed by the Teaching Council in consultation with all relevant education partners. (See:http://www.teachingcouncil.ie/_fileupload/Teacher%20Education/School%20Placement/School%20Placement%20Guidelines.pdf).

Implications for the school hosting student teachers on placement

Hosting a student teacher on placement will involve the student teacher observing classes being taught by members of the school's teaching staff. It will also involve student teachers teaching classes, in the first instance, while being observed and supported by the teacher with primary responsibility for the welfare and educational progress of the class (the co-operating subject teacher). Then, as the student teacher's competence develops, the student teacher will move to teaching classes independently in line with HEI requirements and the student teacher's particular stage of development on the Initial Teacher Education (ITE) programme.

Implementation Procedures

- A request for a placement will only be considered following a written request from a HIE or from an individual, accompanied by an up-to-date curriculum vitae, to the Principal. This request will be forwarded to Mr. A. Murphy, a member of the school's management team.
- The school will endeavour to give a fair distribution to each HEI seeking placements.
- In the normal course of events a student teacher will not be accepted during the first two weeks of the school year or during the last 2 weeks of the school year.
- A maximum of 2 student teachers will be accommodated at any one time in the school.
- Only one student teacher per class per year will normally be accommodated.
- Non-probated teachers will not normally have a student teacher in their class.
- Mr. A. Murphy will hand over all details and information on the placement request to the relevant subject liaison teacher/s.
- The subject liaison teacher/s will meet with the relevant subject teachers to consider the request for a placement. The subject liaison teacher will inform Mr. A. Murphy of the department decision within 1-2 weeks or as soon as is practical. Any refusal to accept a placement request must be discussed with the Principal before the applicant is informed.
- The time frame for each individual placement and the protocol involved will be agreed upon with Mr. A. Murphy, the HIE and student teacher prior to the student teacher taking up a placement.
- Mr. A. Murphy will remind the subject liaison teacher, who will then remind the class teachers, of the impending arrival of the student teacher at least 2 weeks in advance.

Scheduling of student teachers on placement

The subject departments will allocate student teachers to co-operating teachers and classes, having regard to:

- the stage the student teacher is at in his/her initial teacher education programme;
- the particular needs of the learners in a particular class;
- the requirement for the student teacher to experience an appropriate range of placement contexts;
- any special circumstances of which the co-operating teacher/s have an awareness.

The student teachers will rotate amongst the staff and subject departments, whenever feasible, to ensure that no one teacher may be asked to accommodate a student teacher placement year after year, unless this is welcomed by the subject department and teachers involved. Repetition of student teachers in subject departments largely depends on the placement requests made to the school.

Induction of student teachers on placement

Student teachers will, prior to commencing their placement, attend an orientation meeting with Mr. A. Murphy to provide information about key personnel, ethos, lay-out and work of the school. Mr. A. Murphy will oversee the initial visit of the student teacher to the school.

This orientation shall involve student teachers being provided with information regarding key school policies, in particular the school's Code of Behaviour, Child Protection, Health and Safety, Homework and Student Teacher Placement Policies.

This orientation will also involve meeting with the relevant subject liaison teacher and co-operating class teachers and obtaining a time-table and the information they will need to begin placement.

Mr. A. Murphy will pre-arrange a meeting between the Principal and the student teacher on the initial visit to the school.

Supports for the student teacher

Many partners have an important role to play in supporting the student teacher while on placement and ensuring that the experience is an appropriate, meaningful and enriching one. Loreto Secondary School, Wexford recognises that the provision of structured support for the student teacher is a key element of school placement. Relationship-building can be facilitated where all partners have clarity in relation to their respective roles and responsibilities.

Roles and Responsibilities of Key Stakeholders

The Department of Education and Skills

Ensures appropriate resources are made available at HEI and school level to support the placement

The Teaching Council

- Coordinates the development and review of national guidelines on school placement, in consultation with the partners in education.
- Provide information, guidance and structured support to host schools and host teachers on all aspects of school placement, including the structure and duration of the placement, school placement activities, and their expectations for the student teacher while on placement.

Higher Education Institutions

- Design, implement and oversee school placement in a spirit of partnership and collaboration with host schools having regard to the Teaching Council's criteria and current national and international research on ITE.
- HEIs will provide detailed information for schools in relation to the duration, structure and timing of the school-based element and will support schools in hosting the student teacher.
- At a minimum, this support will include guidance and documentation so that the cooperating teacher is clear about the HEI's expectations of the student teacher. This may include reference to: the focus of the particular placement, the curricular focus, planning and preparation, the amount of direct teaching, reflection on practice, the evaluative system used by HEI placement tutors for specific placements, guidance on observation of student teachers' teaching, guidance on providing feedback, guidance on non-teaching activities and guidance on observation/engagement placement
- There should be regular professional dialogue between HEI and school staff regarding the school placement. Good practice should be recognised and when difficulties occur, they should be dealt with in a timely manner. Where a student teacher is experiencing difficulty, this should be addressed in a professional and sensitive manner.

HEI Placement Tutors

- Ensure that the student teacher is appropriately supported in all matters pertaining to the placement.

- Observe the student teacher teaching and engage him/ her in a dialogue when giving constructive feedback.
- Discuss with the co-operating teacher good practice in class planning and the use of teaching and learning resources.
- Support the co-operating teacher and student teacher in engaging in reflective dialogue.
- Collaborate with the co-operating teacher(s) and acknowledge his/her role in supporting the student teacher.
- Discuss the student teacher's practice and experience with the co-operating teacher, as appropriate.
- Are open to learning from the Principal, the cooperating teacher(s) and other staff within the school.
- Engage with the Principal in relation to the student teacher's practice and experience, as appropriate.
- Acknowledge the role, work and commitment of the host school and co-operating teachers in supporting student teachers on placement.
- Are cognisant and respectful of the characteristic spirit (ethos) of the school, school policies, the school timetable and any special school-based arrangements.
- Offer additional supports to student teachers experiencing difficulties while on school placement.
- If the HEI tutor requests to meet the Principal or a co-operating teacher this meeting must be scheduled in advance.
- As a matter of professional courtesy, the HEI placement tutor and co-operating teacher collaborate, as appropriate, in relation to any recommendations made or advice given to student teachers.

Student Teachers

- Be professionally presented in terms of attire, appearance and professionalism in the classroom.
- Engage constructively and collaboratively in a broad range of professional experiences as part of the school placement process.
- Meet with the Principal and co-operating teacher(s) to plan the placement having regard to the breadth of activities set out
- Be receptive to a class observation visit, at the discretion of the Principal, in the course of the placement. Please note that in exceptional circumstances the Principal reserves the right to contact the HEI to discuss the progress and the (dis)continuation of the placement of the student teacher.
- Be receptive to advice from the class teacher and/or subject liaison teacher, Principal, or any member of staff, on any aspect of their professional development.
- Report any difficulties to the co-operating class teacher at the earliest possible opportunity
- Recognise their stage in the learning-to-teach process and how this should inform their interactions with the school community.
- In collaboration with the co-operating teacher and other teachers in the school as appropriate, seek and avail of opportunities to observe and work alongside other teachers.
- Take a proactive approach to their own learning and seek and avail of support as a collaborative practitioner.
- Be punctual and remain with the assigned classes during the school day. If asked to step out of a class to meet a supervisor they must ensure the class is supervised.
- Notify the school of any absence by ringing reception on 053-9142783 before 8.30am on the morning of the absence. Where possible the co-operating subject teacher/s should be contacted also.
- Prepare and deliver lessons to a standard commensurate with their stage of development and in line with HEI requirements and the policies of the host school (in particular homework, assessment and other relevant teaching and learning policies). Follow the agreed scheme of work and timetable as discussed with the co-operating class teacher/s.
- Be familiar with the school's Code of Behaviour, Child Protection Policy and other relevant policies and with health and safety regulations, including fire drill procedures and rules for practical rooms
- Always be conscious that learners' needs are paramount and that a duty of care obtains.
- Engage with constructive feedback from HEI tutors, co-operating teachers and principals.
- Engage with other student teachers in the context of peer learning, insofar as practicable.
- Work towards becoming critically reflective practitioners.

- Engage with all in the school community in a respectful and courteous manner.
- Be sensitive to, and adhere to staff-room and work-room routines. The work-room is a designated silent work-space, in so far as is practicable.
- Help out with Visual Arts work, P.E., Computers and Administrative work or any appropriate work the Principal deems helpful to the school. It is envisaged that the student will act as a resource for the teacher and the school, thus making the experience mutually beneficial.
- Recognise that they have much to contribute to the school community.
- Support the characteristic spirit (ethos) of the school. Loreto Wexford is a vibrant and positive school environment. Our ethos is founded on the core values of Mary Ward – justice, freedom, sincerity, joy and truth. All student teachers are expected to reflect this ethos in all their dealings with staff and students.
- Have due regard for the ethical values and professional standards which are set out in the Teaching Council’s Code of Professional Conduct for Teachers.
- Respect the privacy of others and the confidentiality of information gained while on placement.
- Participate fully in each placement to develop their teaching skills and meet the placement requirements of their HEI.

Subject Liaison Teacher

The school is very appreciative of the good will of subject liaison teachers who fulfil this role in a voluntary capacity.

- In a post-primary setting, a student teacher may be placed in a number of different classes and may, therefore, have a number of different co-operating teachers within a subject department. In such circumstances, one teacher may take on a liaison role, seeking feedback from other co-operating teachers and acting as the point of contact for the principal and HEI placement tutor.
- Liaise with the Principal and Mr. A. Murphy on all student teacher placement requests.
- Disseminate all details and information relevant to a student teacher placement within the subject department.
- Meet with the relevant subject teachers to consider the request for placement and inform Mr. A. Murphy of the department decision within 1-2 weeks or as soon as is practical.
- Disseminate the guidance information on observation of the student teacher’s practice issued to schools and placement tutors by HEIs to the relevant co-operating teachers. This guidance will address the following: — the expectations and requirements of the particular placement — conducting observation and providing feedback — engaging with the HEI placement tutor — the role of the student teacher as active agent in his/her own development.
- Liaise with Mr. A. Murphy and the co-operating class teachers for the initial visit of the student teacher to the school.
- Remind the co-operating class teachers, of the impending arrival of the student teacher at least 2 weeks in advance.
- Ensures the HEI Evaluation Forms are completed and returned to the relevant HEI on completion of the placement.

Co-operating Teachers

- The role of the co-operating teacher in providing structured support and guidance to student teachers is pivotal, though it is not evaluative, in terms of assessing the student teacher’s work on behalf of the HEI. A co-operating teacher is a teacher in the placement school who supports and guides the student teacher and who acts as a point of contact between the HEI and the school.
- Structured support may include the provision of advice and guidance, sharing ideas and approaches, co-planning, team teaching, opportunities for student teachers to observe teachers teaching, and opportunities for the student teacher to have his/her teaching observed. Research evidence indicates that observation and feedback are the two most valued elements of structured support.
- The co-operating class teacher/s will provide the student teacher with all relevant information on the initial visit: time-table, details of any sensitive student information e.g. SEN/medical conditions, the class roll, a summary of work covered so far and an outline of what the co-operating class teacher wants the student teacher to cover on their school placement with the class, home-work procedures and subject-related rules and information

- Observation of the co-operating class teacher/s classes may take place, these will have been requested previously
- Each co-operating class teacher will make the subject teacher aware of his/her requirements in terms of the first week of placement e.g. student teachers teaching classes, in the first instance, while being observed and supported by the teacher with primary responsibility for the welfare and educational progress of the class (the co-operating subject teacher). Then, as the student teacher's competence develops, the student teacher will move to teaching classes independently in line with HEI requirements and the student teacher's particular stage of development on the Initial Teacher Education (ITE) programme.
- Introduce the student teacher to: the learners, the classroom, the teacher's plan of work for that class, class rules and procedures, and the roles of other staff directly involved with the learners in the class.
- Afford the student teacher opportunities to observe their teaching (and that of their colleagues).
- Assign the teaching of areas of the curriculum to the student teacher while retaining the primary responsibility for the progress of the learners.
- Discuss the student teacher's planning and resources with him/her, as appropriate.
- Observe the student teacher's practice and provide oral or written feedback to the student teacher in an encouraging and sensitive manner.
- Encourage, support and facilitate the student teacher in: critical reflection on his/her practice, the use of a variety of teaching methodologies and in engaging with and responding appropriately to feedback from learners.
- Encourage the student teacher to seek advice and support where necessary.
- Allow student teachers to teach independently, as their competence develops (in line with HEI requirements for the particular placement), and as deemed appropriate by the co-operating teacher and the principal.
- Work collaboratively with the student teacher, the HEI placement tutor and the school principal.
- As a matter of professional courtesy, the HEI placement tutor and co-operating teacher collaborate, as appropriate, in relation to any recommendations made or advice given to student teachers.
- Co-operating teachers may meet with the HEI placement tutor should they see the need. If the HEI tutor requests to meet the co-operating teacher this meeting must be scheduled in advance.
- Advise the principal of any serious concerns regarding a student teacher's practice or professional conduct.
- Have discretionary time while student teachers teach independently to facilitate engagement with the student teachers at other times.

School Principal

- Lead a whole-school approach to school placement in accordance with the policy formulated by the Board of Management.
- Facilitate student placement, in consultation with appropriate staff and having regard to school capacity.
- Work collaboratively with HEIs and placement tutors to support the school placement.
- Afford the student teacher opportunities to work alongside other teachers.
- Encourage the student teacher to seek advice and support when needed.
- Be available to student teachers for professional support and advice.
- Advise HEIs in a timely manner of any serious concerns relating to a student teacher's practice or conduct.
- Facilitate HEI staff wishing to update their teaching experience, where feasible.
- Facilitate co-operating teachers availing of discretionary time while student teachers are teaching more independently.

In School Management – Special Duties

The following functions of the school principal have been delegated to a member of the in school management team, Mr. A. Murphy.

- Responsibility for helping with the induction of student teachers
- Informing the above of school ethos, discipline code, layout of school, timetable, policies, personnel
- Liaising with 3rd level institutions (HEI's) and Loreto staff re: student teacher placements

- Ensuring, with the Principal, that all school policies are up-to-date and properly implemented with regard to the induction of student teachers
- Attending all relevant in-service training in connection with these responsibilities and reporting back to the Principal on same
- Facilitates the assignment of student teachers to co-operating subject departments as appropriate
- Available to student teachers for professional support and advice.

Board of Management

- Initiate and develop a policy on school placement, in consultation with the whole-school community.
- Ensure that the whole-school community (staff, parents and students) is aware of the school placement policy.
- Ensure that the relevant HEIs are aware of the school's placement policy.
- Review and monitor the implementation of the placement policy.

Parents

- Contribute to the development of a school policy on school placement.
- Recognise the importance of and support the school's commitment to hosting student teachers on placement.
- Receive communication in relation to the school's policy on school placement in a manner which enables them to be supportive of the student teachers while on placement.

Students

- Contribute to the development of a school policy on school placement.
- Recognise the importance of and support the school's commitment to hosting student teachers on placement.
- Receive communication in relation to the school's policy on school placement in a manner which enables them to be supportive of the student teachers while on placement.

Supporting students experiencing professional difficulties

Support for the student teacher who may be experiencing difficulty in classroom practice is particularly important and should be given at the earliest possible opportunity during the placement. It should be designed to enable him/ her fulfil the requirements of the placement.

While the HEI is primarily responsible for supporting student teachers experiencing difficulties, a collaborative approach to such support is important and is in the best interests of learners.

Where serious concerns are identified in relation to a student teacher's practice or professional conduct, the co-operating teacher should advise the school principal at the earliest possible opportunity.

In such circumstances, the Principal should notify the HEI and facilitate appropriate interventions. These may include timely additional supports being put in place for the student teacher.

Continuing professional development for staff involved in supporting/facilitating student teacher placement

The school's Board of Management seeks to promote and facilitate the participation of school staff in continuing professional development programmes essential to ensuring the successful operation of student teacher placement in the school.

Communication of the Student Teacher School Placement Policy to the school community

The Policy is published on the school website (www.loretoewexford.ie) in the School Plan section.

Policy review

This policy will be reviewed by the school management authority periodically.

Date of Policy Adoption

This Policy was adopted by the Board of Management on 13 April 2016.

(C) The Droichead Programme

Droichead, the induction programme supported by the Department of Education and Skills and The Teaching Council, supports the learning of Newly Qualified Teachers (NQTs) during the induction phase of their career. Throughout the Droichead process, the NQT will be supported by a Professional Support Team (PST). The PST consists of experienced colleagues, who have completed the relevant training. Their role is to support the NQT in whatever way possible, providing support and encouragement where needed.

While the Droichead framework is now the official induction process for NQTs, the school has always placed an emphasis on ensuring that new members of staff are welcomed and supported. For example, the following procedures are in place:

- The Principal will meet new teachers as soon as possible after their acceptance of a job offer. The Principal will set out the exact terms of employment, the ethos and tradition of the school and the support structures available to the teacher. He will also attempt to answer any questions the teacher may have.
- A member of the leadership and management team, has the responsibility for helping with the induction of new teachers and student teachers. This teacher will be available to help new teachers to the school, throughout the year.
- The teacher will be a part of one or more of the Subject Departments in the school. Subject Departments meet regularly throughout the year. Established teachers, within these departments, will be available to new members of staff, should subject specific issues arise.
- The Principal and Deputy Principals will be readily available to support and assist new teachers.
- The Principal will meet with each new teacher at least once per term in the course of their first year in the school. The purpose of these meetings is to offer affirmation of the work done, discuss any issues and provide support.
- Each new member of staff will be provided with a comprehensive teacher's handbook. This book contains information about the history and ethos of the school, relevant policies and practical information around the organisational structure of the school. All new teachers are requested to familiarise themselves with the content of this handbook and guard it safely.

Professional Support Team (PST)

In this school, the PST consists of Ms. Michelle Jordan (English and Learning Support teacher) and Mr. John Mc Ginnity (Deputy Principal). In line with Droichead Policy 2017, the overall role of the PST is to:

- a. guide and advise the NQT during school-based induction, in the first stages of their professional journey
- b. form a joint declaration with the NQT that they have participated in a quality teaching and learning process.

More specifically, the PST members in this school will share some of the following responsibilities:

- To liaise with the PST members regarding inputs to staff on the Droichead process
- To engage in action planning with the NQT in relation to Droichead standards

- To co-ordinate the induction plan and activities
- To organise Droichead Release Time for induction activities
- To brief school staff, parents and Board of Management on the nature and purpose of the school's involvement in Droichead, as required
- To ensure the Droichead Outline is current for each NQT
- To provide professional and pedagogical support for the NQT
- To support the PST members and NQT(s)
- To outline the PST's role at the initial meeting
- To liaise with other staff members in relation to opportunities for the NQT to visit/observe in their classrooms and work alongside them
- To enable and empower the NQT to seek/source answers to questions
- To brief the NQT on the nature and purpose of the Droichead process within the school
- To provide support for planning and preparation for teaching and learning by NQTs
- To establish clear boundaries for the PST/NQT relationship
- To clarify school policies and procedures for the NQT
- To invite teachers to be a member of the school PST
- To attend Droichead professional development
- To work in partnership with the NQT in the classroom e.g. observation and discussion
- To liaise with the National Induction Programme for Teachers (NIPT) Associate/Regional Development Officer (RDO)
- Where practical, to liaise with other schools in the area for the purposes of observing and sharing practice
- To accept and give feedback in a constructive, open and professional manner
- To co-ordinate the overall Droichead process in collaboration with the PST members and the NQT, including communicating meeting schedules and agendas and the co-ordination of Droichead Release Time
- To keep records including copies of timetables and substitution records as well as induction plans, as part of the Droichead process
- To form a consensus in relation to the joint declaration and sign Form D, if appropriate
- To co-ordinate the conclusion of the Droichead process with the NQT and other PST members
- To ensure that the Droichead process is carried out appropriately in the school and to develop a whole-school policy on induction.

The Droichead process is a collaborative one. Accordingly, the NQT and the PST will work together, learning from each other. The process is not designed to be evaluative but rather supportive, encouraging and reflective.

The NQT

Through their engagement in the Droichead process, the NQT will:

1. have engaged professionally with school-based induction and additional professional learning activities.
2. have shown their professional commitment to quality teaching and learning for their pupils/students.
3. have engaged in reflective practice that supports their professional learning and practice, both individually and collaboratively.

Based on above, the NQT will sign a joint declaration with the PST, that they have participated in a quality teaching and learning process.

In order to complete the Droichead process, the NQT has specific responsibilities that he/she must carry out. These are outlined below:

- To fill in the DR1 Form on www.teachingcouncil.ie, retain the confirmation email and forward a copy to PST
- To attend one cluster meeting per term as per the indicative timeframe agreed with the PST
- To ensure Form D is stamped at cluster meetings and fully completed before sending to the Teaching Council
- To reflect on and evaluate practice with regard to the Teaching Council's Code of Professional Conduct
- To be aware of the continuum of professional development and his/her own responsibilities therein
- To participate fully in the school's induction programme and to undertake the elements of the programme
- To work in partnership as part of a school team
- To be aware of all school policies and procedures
- To observe more experienced teachers practice and be observed by the PST
- To learn from the established good practice of teachers in the school and/or elsewhere
- To consider the professional feedback of the Principal, PST and other staff who advise about teaching and learning
- To accept and give feedback in a constructive, open and professional manner
- To be thoroughly prepared for all lessons and to have long and short term planning available and up-to-date
- To develop a reflective professional portfolio, Taisce, which will provide a focus for professional conversations central to Droichead, and allow the NQT to identify areas in which he or she may need support or guidance. It may be created as a hard copy or electronic document which supports the process of reflection begun at third level
- To engage in Action Planning in collaboration with the PST
- To collaborate with the PST to identify area(s) of interest for future professional learning (*Cosán*)
- To attend professional development sessions and contribute to group learning by participating fully
- To be fully cognisant of the duty of care to all students in the school
- To accept responsibility for seeking help and advice
- To maintain the school's professional ethos in terms of appearance and conduct
- To reflect with the PST, participate in a quality teaching and learning process and sign a joint

declaration (Section 2 - Form D), as appropriate.

Loreto Secondary School - Droichead 2018/19 - Standards

The Teaching Council has set out standards to support the Droichead process, in guiding the NQT, with the PST, in relation to their professional learning and practice. The standards will guide the NQT and PST in ensuring that they have participated in a quality teaching and learning process.

Suggested indicators of good practice and corresponding school context examples are provided by NIPT to complement the Standards. Where a PST opts to use indicators and examples, it is advised to refine them according to the unique school context.

Standard 1: The NQT has engaged professionally with school-based induction and additional professional learning activities		
Standard 1	Indicators of good practice the NQT will work towards:	Examples relevant to Loreto Secondary School, Wexford
	Take a proactive approach to his or her own learning and to reflect on his or her practice	<ul style="list-style-type: none"> • Read and familiarise oneself with school documentation, policies, procedures, mission statement and ethos • Reflect with the PST on lessons, observations and planning • Identify NQT's needs through a needs analysis with the PST • Actively seek advice/support from PST and teaching colleagues • Implement changes, based on advice received, where appropriate • Be willing to engage with professional development through CPD • Remain up to date on developments within chosen subject area • Reflection on teacher's own practice. It may also involve structured reflection with others to improve the quality of teaching and learning in the school • Reflect on feedback from PST, students and others in a critical, constructive way.
	Participate constructively in a broad range of professional experiences	<ul style="list-style-type: none"> • Participate in professional conversations in an honest and open manner at school level • Engage in focussed observations and action planning • Complete additional professional learning activities and share reflections, thoughts and possible concerns with the PST • Actively participate in and contribute to staff meetings and become familiar with school initiatives and activities, e.g. school musical, liturgical celebrations, school committees • Participate fully and assist in the implementation of actions arising from staff meetings etc. • Participate in subject department planning • Liaise and plan with Learning Support department and/or Guidance Counsellors, where necessary • Become familiar with and follow school procedures, seeking clarity where needed • Attend cluster meetings

		<ul style="list-style-type: none"> • Enable inclusion in the classroom • Identify areas needing development for their own professional learning, and agree action plans.
	Works well as part of a team and contributes to the professional conversations with the PST	<ul style="list-style-type: none"> • Work with teaching colleagues in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences • Plan and contribute to class group planning (schemes of work) • Participate fully in staff meetings • Be honest and open during professional conversations (pre/post-observation) and action planning with PST members • Collaborating with teaching colleagues and school support staff in a respectful and professional manner.
	Engages fully in the life of the school commensurate with his or her stage on the continuum of teacher education	<ul style="list-style-type: none"> • Actively participate in staff meetings • Attend all PST meetings, subject department meetings and staff meetings • Participate in school based CPD • Promote good and courteous behaviour in the classroom and around the school in line with school's Code of Behaviour, its ethos and mission statement • Take an active part in school activities such as school outings, assemblies, liturgical events and school initiatives • Volunteer for sub-committees where appropriate, e.g. school planning group, policy review committees etc.
	Seeks and avails of opportunities to observe and work alongside other teachers, availing of support and engaging with constructive feedback from the PST	<ul style="list-style-type: none"> • Be open to and participate in co-teaching when appropriate • Be willing to engage in observation of experienced teachers classroom practice adhering strictly to confidentiality protocols • Engage in focussed observations and discussion of classroom practice by PST • Show evidence of self-learning • Engage in professional conversations with the PST, identify areas needing development and agree action plans to include review date, if necessary • Implement changes agreed in classroom practice, if required • Share short and long term plans and take advice on board when appropriate • Cooperate fully with induction activities and Droichead Outline Plan • In a context of mutual respect, be open and responsive to constructive feedback regarding practice and, if necessary, seek appropriate support, advice and guidance • Show evidence of being a reflective practitioner.

Standard 2: The NQT will have shown their professional commitment to quality teaching and learning for their pupils/students

Standard 2	Indicators of good practice the NQT will work towards:	Examples relevant to Loreto Secondary School, Wexford
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	<p>Engages in long-term and short-term planning, and practises in line with school policies (in particular homework, assessment and other relevant teaching and learning policies) and the relevant national curriculum/syllabus or specification</p>	<ul style="list-style-type: none"> • Takes time, particularly at the start of the year, to read the teacher’s handbook and become familiar with school policies • Collaborates with the SEN department at the beginning of each year to identify those students who made have additional needs • Long term and short term plans are developed and prepared in line with subject syllabi/specifications • Short term planning contains learning outcomes and intentions which are specific, measurable, attainable, realistic and time framed • Subject planning with teachers in the same subject department informs teacher’s practice • Planning addresses differences in students’ abilities, backgrounds and learning styles • Planning includes a range of assessment methods • Progress records are maintained in line with school policy • An appropriate range of resources which are matched to the learning intentions and learning activities are prepared • The teacher accepts primary responsibility for the progress of all students and collaborates with support teachers in planning for the needs of individual students.
	<p>Uses a range of appropriate teaching methodologies, resources and assessment techniques commensurate with his or her stage of development</p>	<ul style="list-style-type: none"> • An appropriate range of teaching methodologies are used • Teaching methods are appropriate and relevant to the students’ learning needs ensuring progression in students’ learning • Content of lessons is appropriate to level of students’ development • An appropriate range of suitable resources is used to support teaching and learning • An appropriate range of assessment methods are used • Self-reflection is used as a tool to inform choice of appropriate teaching methodologies. • The students are motivated and enjoy learning • Teacher provides support and guidance to help students achieve expected learning outcomes and intentions • The teacher uses assessment outcomes to modify teaching methods, pace and content • Show evidence of trying to meet the needs of the students • Show evidence of referral to the syllabus/specification/subject plan • Conducts his or her teaching in line with the school ethos, mission statement and Mary Ward values.
	<p>Structures and paces lessons appropriately</p>	<ul style="list-style-type: none"> • The teacher shares the learning intentions with the students • Lessons are well prepared with the aim of achieving predicted learning intentions • Lessons are structured (introduction/development/conclusion) and include opportunities for development of concepts and skills • Lessons are paced appropriately, recognising that not all students work at the same pace • Time is managed to allow for direct teaching and active participation • Plans are adjusted to meet the needs of their class to ensure quality teaching and learning

	Provides for differences in pupil/student abilities, backgrounds and learning styles	<ul style="list-style-type: none"> • Lessons provide appropriate challenge for a range of students in the class • Content, approaches, learning tasks and activities are differentiated to meet the needs of the range of students' ability • Establishes a safe classroom environment where students can make mistakes and are encouraged to seek help when needed • The teacher monitors the development of each student's learning and provides additional attention and support as necessary • The teacher works well with SNAs to support the learning of individual students • Uses varied assessment strategies to cater for all abilities
	Covers an appropriate range of material	<ul style="list-style-type: none"> • Build new content on previous learning and take account of the students' learning environment • Carefully selects material that is appropriate to the age and abilities of the students • The students display evidence of progression throughout the year
	demonstrates good classroom management skills	<ul style="list-style-type: none"> • The teacher promotes good behaviour through appropriate management systems and in line with school Code of Behaviour • The teacher cultivates a caring, positive relationship with students through appropriate use of encouragement, praise and positive feedback • High expectations of quality student engagement in learning are expected • Students engage purposefully in learning activities • An attractive, stimulating learning environment is created through seating/displays • Classroom and resources are well organised, accessible and used effectively • Where issues arise, the teacher keeps accurate records of such incidents
	Engages with all of the school community, including parents, in a respectful and courteous manner, having due regard for the values and standards set out in the Code of Professional Conduct for Teachers and for the school's Code of Behaviour, Child Protection Policy and other relevant policies	<ul style="list-style-type: none"> • Be familiar with the Designated Liaison Person and Designated Deputy Liaison Person • Abide by the Code of Professional Conduct for Teachers • Plan and prepare for all meetings with parents and record as appropriate • Be familiar with main school policies, and comply with same, including Code of Behaviour, Anti-Bullying, Health and Safety, Homework, etc. • Comply with Child Protection policy, procedures and practices within the school to ensure students' safety and welfare • Engage with all school personnel, secretaries, caretaker and cleaning staff in a respectful, professional and courteous manner • Communicate effectively with parents and colleagues with regard to students' achievement, behaviour and well-being

		<p>in a manner that is professional, collaborative and supportive</p> <ul style="list-style-type: none"> • Engage with outside agencies where appropriate • Shows a duty of care to students at all times
	<p>Supports, guides and motivates pupils/students towards the achievement of quality learning outcomes, including written work</p>	<ul style="list-style-type: none"> • High expectations are set for the students, in line with their learning styles and abilities • Provides contexts for learning that are challenging and enjoyable, and encourages, motivates and affirms students in their learning • Gives students regular feedback, both orally and through accurate marking and encourages students to respond to the feedback • Sets goals that stretch and challenge students of all backgrounds, abilities and dispositions • Provides opportunities for students to engage in a range of learning experiences including active, cooperative and discovery learning and discussion • Maintains student records and assessments • Has systems in place for motivating the students • Ensures that students, including those at risk of underachieving, are attaining well and make good progress relative to their prior levels of achievement • Assigns and monitors appropriate written work, including homework in line with school policy • Strives to enable the development of a range of skills including the students' intrapersonal/interpersonal skills, their higher order and critical thinking skills and enables the development of their ability to apply these skills.
	<p>Demonstrates an ability to exercise professional judgement in dealing with a range of issues and situations</p>	<ul style="list-style-type: none"> • Informs the Principal/Deputy Principal(s)/Year Head/Class Teacher of any issues that may arise, as appropriate • Completes an accident/incident report where necessary • Prioritises students' safety at all times, ensuring that the classroom environment is safe and tidy • Ensures that students can use machinery/equipment safely before using them • Manages classroom discussions and interactions sensitively and effectively • Acts professionally by maintaining confidentiality and keeping in mind the dignity of the student and his/her family • Makes informed decisions when faced with unexpected situations in the classroom and school environment • Has an appropriate understanding of the needs of all students, including those with special educational needs; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them • Has regard for the need to safeguard students' well-being in accordance with Child Protection policy, procedure and practice within the school • Takes responsibility for improving teaching through ongoing professional development, responding to constructive feedback regarding their practice, seeking appropriate support, advice and guidance as necessary • Engages professionally with learning support teachers, resource teachers and colleagues in order to inform oneself of the needs, capabilities and goals.

Standard 3: The NQT will engage in reflective practice that supports their professional learning and practice, both individually and collaboratively		
Standard 3	Takes a proactive approach to his/her learning and to reflect on his/her own practice	<ul style="list-style-type: none"> • Reflect with the PST on lessons, observations, conversations and planning • Engages in the process of portfolio-based learning • Reflects on classroom practice in a considered, constructive manner, with a view to improving the learning of the students • Identifies and plans for areas in which they may need further support or guidance • Identifies key learning moments from additional professional learning activities • Actively seek advice/support from PST members, teaching colleagues and members of school management, if deemed necessary • Be willing to engage with courses and team teaching activities • Be willing to help with extra-curricular activities to promote his/her own learning and the learning experience of the students.
	actively engages with colleagues in the context of the school as a professional learning community, and sought their guidance and support when necessary	<ul style="list-style-type: none"> • Makes every effort to familiarise him/herself with school policies and implements them in the classroom • Converses with colleagues on school procedures and policies, where clarity is needed. • Takes responsibility for their own learning by seeking guidance and support where necessary.
	engages in the creation and development of <i>Taisce</i> . As a self-directed learner, and to support reflective practice, recorded key learning moments and insights from the <i>Droichead</i> process	<ul style="list-style-type: none"> • Takes note of key learning moments/events throughout the year and keeps a record of such events • Reflect on their own practice through <i>Taisce</i> and learns from classroom experiences over the course of their time in school.

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6.1 Links with the local community

Loreto Secondary School, Wexford is proud of the excellent links that it has forged with the local community in both the town and county in so many different ways:

- Local businesses provide work experience opportunities every year for TY and LCVP students.
- Members of the local community frequently visit the school to give talks/lectures on different careers and specialist topics, to assist with annual mock-interviews for senior students and to provide assistance with games training.
- Local businesses are supportive of the school in facilitating visits by students, most notably those in LCVP, to their premises.
- Local businesses and groups frequently support the school by way of sponsorship and contributing to occasional fund-raising activities.
- The priests of Clonard Parish very generously facilitate the use by the school of Clonard Church for the Start-of-Year School Mass, Christmas Carol Service and Graduation Mass.

The school is also committed to playing its part in the enhancement of the local community in the following ways:

- School facilities have been rented out to Wexford Hockey Club
- Students and staff are active fundraisers for and participants in many local and national charities e.g. the Society of St. Vincent de Paul, Bóthar, Trócaire, the M.S. Society, Rehab, Hope Foundation, Loreto missions, Crumlin Childrens' Hospital, GOAL, the Chernobyl Project, Oxfam, Meals on Wheels, to name but a few.
- The school's purchasing policy is to source as many as possible of its supplies and requirements i.e. printing, stationery, furniture and fittings, from suppliers in Wexford town and county as long as such suppliers are financially competitive and provide an acceptable service. The school is also obliged to adhere to the terms of public procurement as set out by the FSSU.

Loreto Secondary School, Wexford is also committed to maintaining good relations with all other primary and post-primary schools.

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7.1 Leadership and Management (with effect from 19 May 2020)

Leadership and Management in Post-Primary Schools

1. Revised structures for Leadership and Management in Post-Primary Schools were introduced in January 2018 under the terms of DES circular letter 03/2018.

2. The school has the following numbers of leadership and management positions in the 2020/2021 academic year:

Position	Number of posts
Principal	1
Deputy Principal	2
Assistant Principal 1	7
Assistant Principal 2	9
Programme Co-ordinator	1

3. The Board of Management (BOM) initiated a biennial review of the school's Leadership and Management Framework in March 2020 that involved consultation with the teaching staff by means of email survey and discussions at the Leadership and Management Group. The results of this consultation were considered by the BOM before a revised framework was formally adopted by the Board on 19 May 2020.

4. The Board of Management will arrange for another biennial review of the Leadership and Management Framework in the school in April 2022.

5. A Leadership and Management Group (LMG), comprising the Principal, Deputy Principals and six of the Assistant Principals/Programme Co-ordinator, will meet monthly to monitor and review the day-to-day and strategic management of the school. The six representatives of the Assistant Principals/Programme Co-ordinator will be selected in August each year and will serve on the LMG for a full school year. At least three of the six representatives will be from the Assistant Principal 1 category. Every third meeting of the LMG will be open to all post holders. The work of the LMG will be communicated monthly to all staff by a member of the group who will be appointed as Secretary.

6. Whilst all holders of Leadership and Management positions have individual roles and responsibilities as set out below, it is expected that they will all co-operate closely with each other in discharging same.

7. Each post holder will be required to conduct an annual review of his/her specific areas of responsibility in accordance with the terms of DES circular letter 03/2018.

8. If further Leadership and Management positions become available before the next biennial review in April 2022, the roles and responsibilities attaching to them will be decided by the Board of Management following consultation with the teaching staff.

The roles and responsibilities comprising the Framework are as follows:

Principal – Billy O' Shea

The Principal will perform the duties set out in sections 19, 22, 23 and 26 of the Education Act 1998 and in sections 11, 14, 18, 20, 21, 23 and 25 of the Education (Welfare) Act 2000.

The Principal acts as Secretary to the BOM.

The Principal works with the Deputy Principals to form the school's senior management team. This team meets weekly to plan activities in the short term and to monitor the longer term development of the school in accordance with its published School Plan and School Improvement Plan.

Specific areas of responsibility of the Principal are as follows:

Academic matters

- Organising the school calendar for ratification by the Board of Management
- Timetabling of classes
- Allocation of teachers to classes
- Deciding on subject options
- Deciding on the school's examinations policy
- Approving guest speakers for students
- Approving school tours and outings
- Deciding on the suitability of programmes offered by external sources
- Deciding on and giving approval for extra-curricular activities

Students

- Ensuring that students are familiar with the school's Code of Behaviour
- Allocating students to classes
- Creating a supportive environment
- Organising a system of pastoral care
- Adjudicating in disputes between teachers and students
- Arranging for the keeping of attendance records
- In co-operation with the Deputy Principal, liaison with the Education Welfare Officer assigned to the school
- Maintaining contact with parents in relation to student behaviour
- Evaluating academic performance and reporting to students and parents
- Suspending students for serious breaches of discipline
- In co-operation with the Deputy Principals, being "on call" to assist supervising teachers before school each morning, at breaktime and at lunchtime
- Supporting the Students' Council, Prefects' Council, Justice and Peace Group, Meitheal and Cara leaders in their respective roles in its role

Staff

- Appointing non-teaching staff
- Assigning duties to teachers and ancillary staff
- Guidance and direction of teachers and other staff
- Monitoring the performance of newly-appointed teachers and other staff so as to be in a position to advise the Board as to their suitability
- Disciplining/suspending non-teaching staff
- Liaising with the ASTI School Steward and Staff Representatives on matters relating to the school
- Consultation with staff wherever practicable

Parents

- Providing parents with a copy of the school's Code of Behaviour before registering a student
- Obtaining the parents' consent to the school's Code of Behaviour
- Organising the time, date and format of Parent-Teacher meetings
- Arranging for the reporting to parents re: student academic performance
- Organising events which encourage parents to maintain contact with the school
- Liaising closely with the Parents' Association
- Organising the operation of the DES School Books Grant Scheme for Needy Pupils

Responsibility for fire drills – in co-operation with the school's Health and Safety Manager

- Outlining to staff and students the rules and procedures regarding the emergency evacuation of the school

- Follow-up visits to classes, where necessary, after each fire drill to discuss any problem that may have arisen
- Discussion of any fire drill problems with staff
- Ensuring that a fire exit notice is placed in each room
- Overall responsibility for monitoring fire drill at least twice per year

Organising of venues/ catering for the following school events

- 4th year Graduation Night
- 6th year Graduation Night
- 1st year Information Night
- Pre-Parent/Teacher Meetings (for staff)
- Special tea/coffee break (for staff)
- Special events e.g. distinguished visitors

Public Relations, Website and App:

- Organising coverage in the media of important school announcements and events in consultation with Board of Management and staff
- Developing, maintaining and updating an effective school website and App in co-operation with secretarial staff

Organisation of school book lists

Preparation of book lists for all students and the publication of such lists on the school website before 31 May each year

Student Diary

Preparation of the Student Diary before mid-August each year

Teacher's Handbook

Preparation of the Teacher's Handbook before mid-August each year

Lockers

- In co-operation with secretarial and caretaking staff, distribution of lockers to all students in late August
- Monitoring of lockers throughout the year e.g. security, damage and dealing with any matters that might arise
- Ensuring that all lockers are emptied by students at the end of May and left in a good condition

Leadership and Management Group

The Leadership and Management Group, whose members are the Principal, Deputy Principals, Assistant Principals and the Programme Co-ordinator will meet monthly to monitor and review the day-to-day and strategic management of the school.

Deputy-Principal – Chris O' Reilly

The role and duties of the Deputy Principal are outlined in DES Circular 4/98.

The Deputy Principal works with the Principal to form the school's senior management team. This team meets weekly to plan activities in the short term and to monitor the longer term development of the school in accordance with its published School Plan and School Improvement Plan.

In this school, the Deputy Principal has the following specific professional duties:

Anseo System and Student Attendance Officer – Years 4, 5 and 6

- Overall co-ordination of all workings of the Anseo system
- Providing staff with daily lists of all absent students from the Anseo system
- Overall monitoring of students' compliance with the requirements of the Anseo system and the imposing of disciplinary sanctions on students who repeatedly fail to comply with the Anseo system
- In co-operation with the relevant Assistant Principals, arrange for the presentation of certificates of attendance to all students whose cumulative absence in a given year do not exceed 3 days
- In relation to students in years 4, 5 and 6:
 - When a student is absent for 5 consecutive days, to telephone the student's home in a spirit of pastoral care and to then inform the relevant Class Teacher of the reason for the absence
 - When a student's cumulative absences in any given school year exceed 10 days, to write to the student's parents to inform them of this and to seek an opportunity to discuss the matter with parents
 - In co-operation with secretarial staff, to ensure that the reason for every student absence in these year groups is properly and promptly entered on the Anseo system

Supervision and Substitution

- Organisation of supervision and substitution rotas in compliance with DES circulars
- In co-operation with the Principal, being "on call" to assist supervising teachers before school each morning, at breaktime and at lunchtime

Computerised School Reports

Ensuring that computerised school reports are properly completed by all teachers at Christmas, following mock examinations and in June

Reasonable accommodation at State examinations – shared responsibility with other Deputy Principal

- Co-operating with teachers, parents/guardians and the Principal to identify students in respect of whom special arrangements need to be made in Junior and Leaving Certificate examinations on the following grounds:

Specific learning difficulty

Visual difficulty

Hearing difficulty

Physical difficulty

- Completing and forwarding all relevant documentation and forms to the State Examinations Commission (SEC) in respect of such students, in close co-operation with the Principal and relevant teachers
- Informing all interested parties of the decisions of the SEC in relation to these applications
- Ensuring, in co-operation with the Principal, that the school has all necessary resources and personnel in place to facilitate any special arrangements sanctioned by the SEC.

Uniform

To ensure the consistent implementation of the school's uniform policy in 4th, 5th and 6th years

Other duties

- Assisting the Principal in the day-to-day management of the school
- Deputising for the Principal in his absence
- Promoting an appropriate curriculum and methods of instruction which recognise the diverse aptitudes and needs of students
- Dealing with student discipline in accordance with the Code of Behaviour and liaising with home as required

- Being available to staff members re any school problems and working with them to overcome such problems, sometimes in an advisory capacity
- Liaising with the school steward in matters relating to the school
- Ensuring the smooth movement of students throughout the school at change of class time

Deputy-Principal – John Mc Ginnity

The role and duties of the Deputy Principal are outlined in DES Circular 4/98.

The Deputy Principal works with the Principal to form the school’s senior management team. This team meets weekly to plan activities in the short term and to monitor the longer term development of the school in accordance with its published School Plan and School Improvement Plan.

In this school, the Deputy Principal has the following specific professional duties:

Education

- To develop an in-depth understanding of national developments in relation to educational matters – teaching, learning, assessment, evaluation, curriculum, access and provision, DES circulars and DES inspection reports
- To actively liaise with all school partners – staff, students, parents and Board of Management - to ensure that they are made aware of national developments in education and to facilitate discussion thereof
- To engage in academic research to assist in the school’s educational development and to provide all necessary quantitative tools for this purpose
- To work with the Principal and the School Planning Group to review, update and implement all school policies and procedures
- To work with the Principal in leading all school partners, particularly subject departments, through an ongoing, thorough and meaningful self-evaluation process so as to maximise the teaching and learning outcomes for all, with particular reference to the following:
 - Continuing Implementation of School Self-Evaluation 2016-2020 - DES Circular 0040/2016
 - School Self-Evaluation Guidelines 2016-2020 Post-Primary - DES Inspectorate
 - Looking at Our School 2016. A Quality Framework for Post-Primary Schools - DES Inspectorate
- To observe and report on best practice in other educational environments, both domestic and international
- To fulfil all responsibilities in accordance with the ethos and traditions of a Loreto school
- To work with subject departments in implementing the new Junior Cycle curriculum and assessment models
- To generate the Junior Cycle Profiles of Achievement (JCPA) for all Transition Year students

Staff Support

- To lead the school’s participation in the Droichead programme in support of newly-qualified teachers
- Working with the senior management team, to support all staff in their professional responsibilities by understanding and, where possible, responding to their needs, particularly with regard to ongoing professional development

Parents’ Council / Association

To liaise with members of the Parents’ Council / Association to ensure its efficient and effective operation as an important constituent body within the school community

Timetabling

In accordance with requirements and allocations supplied by the Principal:

- To generate subject option groupings for 2nd and 5th year students by February each year
- To generate the school timetable for all year groups and teachers by Easter each year

Reasonable accommodation at State examinations – shared responsibility with other Deputy Principal

- Co-operating with teachers, parents/guardians and the Principal to identify students in respect of whom special arrangements need to be made in Junior and Leaving Certificate examinations on the following grounds:

Specific learning difficulty

Visual difficulty

Hearing difficulty

Physical difficulty

- Completing and forwarding all relevant documentation and forms to the SEC in respect of such students, in close co-operation with the Principal and relevant teachers
- Informing all interested parties of the decisions of the SEC in relation to these applications
- Ensuring, in co-operation with the Principal, that the school has all necessary resources and personnel in place to facilitate any special arrangements sanctioned by the SEC.

Other duties

- Assisting the Principal in the day-to-day management of the school
- Deputising for the Principal in his absence
- Promoting an appropriate curriculum and methods of instruction which recognise the diverse aptitudes and needs of students
- Dealing with student discipline in accordance with the Code of Behaviour and liaising with home as required
- Being available to staff members re: any school problems and working with them to overcome such problems, sometimes in an advisory capacity
- Liaising with the school steward in matters relating to the school
- Ensuring the smooth movement of students throughout the school at change of class time

Assistant Principal 1.1 – Siobhan O’ Donoghue
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Year Head – 1st Year

The responsibilities of the Year Head are as follows:

1. To get to know all students in the year group in order to support them pastorally as they progress through the school. A Year Head will remain with the same group of students as they move from 1st to 3rd years inclusive.
2. To co-ordinate the work of class teachers in the year group so as to maintain a uniform and consistent approach to matters that may arise
3. To assist class teachers in dealing with any discipline or pastoral issues that might arise before referral, if necessary, to the Deputy Principal or Counsellors
4. To ensure that any alleged instances of bullying are brought to the immediate attention of the Deputy Principal
5. To monitor the attendance of students in the year group in the following manner:
 - a. When a student is absent for 5 consecutive days, to telephone the student’s home in a spirit of pastoral care and to then inform the relevant class teacher of the reason for the absence

- b. When a student's cumulative absences in any given school year exceed 10 days, to write to the student's parents to inform them of this and to seek an opportunity to discuss the matter with parents
- c. When a student's cumulative absences in any given school year exceed 20 days, to notify the Education Welfare Officer, as required by law, and will continue to liaise with parents and the student in an attempt to encourage more regular attendance
- d. In co-operation with secretarial staff, to ensure that the reason for every student absence in the year group is properly and promptly entered on the Anseo system
- e. In co-operation with the Deputy Principal, to arrange for the presentation of certificates of attendance to all students whose cumulative absence in a given year do not exceed 3 days
6. To ensure the consistent implementation of the school's uniform policy in the year group
7. To attend meetings of the Academic Council when the tracking of 1st year students is being discussed
8. To liaise closely with the Meitheal Co-ordinator and leaders in relation to the welfare of 1st year students
9. To liaise closely with the Student Care Co-ordination Team in relation to 1st year students, attending meetings of the team when required
10. In co-operation with a Deputy Principal, to meet parents/guardians of students in the year group to discuss matters of disciplinary or pastoral concern

Assistant Principal 1.2 – Josie Byrne
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Year Head – 2nd Year

The responsibilities of the Year Head are as follows:

1. To get to know all students in the year group in order to support them pastorally as they progress through the school. A Year Head will remain with the same group of students as they move from 1st to 3rd years inclusive.
2. To co-ordinate the work of class teachers in the year group so as to maintain a uniform and consistent approach to matters that may arise
3. To assist class teachers in dealing with any discipline or pastoral issues that might arise before referral, if necessary, to the Deputy Principal or Counsellors
4. To ensure that any alleged instances of bullying are brought to the immediate attention of the Deputy Principal
5. To monitor the attendance of students in the year group in the following manner:
 - a. When a student is absent for 5 consecutive days, to telephone the student's home in a spirit of pastoral care and to then inform the relevant class teacher of the reason for the absence
 - b. When a student's cumulative absences in any given school year exceed 10 days, to write to the student's parents to inform them of this and to seek an opportunity to discuss the matter with parents
 - c. When a student's cumulative absences in any given school year exceed 20 days, to notify the Education Welfare Officer, as required by law, and will continue to liaise with parents and the student in an attempt to encourage more regular attendance
 - d. In co-operation with secretarial staff, to ensure that the reason for every student absence in the year group is properly and promptly entered on the Anseo system
 - e. In co-operation with the Deputy Principal, to arrange for the presentation of certificates of attendance to all students whose cumulative absence in a given year do not exceed 3 days
6. To ensure the consistent implementation of the school's uniform policy in the year group
7. To attend meetings of the Academic Council when the tracking of 2nd year students is being discussed
8. To liaise closely with the Student Care Co-ordination Team in relation to 2nd year students, attending meetings of the team when required
9. To liaise closely with the Cara Co-ordinator and leaders in relation to the welfare of 2nd year students

10. To meet parents/guardians of students in the year group to discuss any matters of concern

In co-operation with a Deputy Principal, to meet parents/guardians of students in the year group to discuss matters of disciplinary or pastoral concern

Assistant Principal 1.3 – Patricia Kinsella
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Year Head – 3rd Year

The responsibilities of the Year Head are as follows:

1. To get to know all students in the year group in order to support them pastorally as they progress through the school. A Year Head will remain with the same group of students as they move from 1st to 3rd years inclusive.
2. To co-ordinate the work of class teachers in the year group so as to maintain a uniform and consistent approach to matters that may arise
3. To assist class teachers in dealing with any discipline or pastoral issues that might arise before referral, if necessary, to the Deputy Principal or Counsellors
4. To ensure that any alleged instances of bullying are brought to the immediate attention of the Deputy Principal
5. To monitor the attendance of students in the year group in the following manner:
 - a. When a student is absent for 5 consecutive days, to telephone the student's home in a spirit of pastoral care and to then inform the relevant class teacher of the reason for the absence
 - b. When a student's cumulative absences in any given school year exceed 10 days, to write to the student's parents to inform them of this and to seek an opportunity to discuss the matter with parents
 - c. When a student's cumulative absences in any given school year exceed 20 days, to notify the Education Welfare Officer, as required by law, and will continue to liaise with parents and the student in an attempt to encourage more regular attendance
 - d. In co-operation with secretarial staff, to ensure that the reason for every student absence in the year group is properly and promptly entered on the Anseo system
 - e. In co-operation with the Deputy Principal, to arrange for the presentation of certificates of attendance to all students whose cumulative absence in a given year do not exceed 3 days
6. To ensure the consistent implementation of the school's uniform policy in the year group
7. To attend meetings of the Academic Council when the tracking of 3rd year students is being discussed
8. To liaise closely with the Student Care Co-ordination Team in relation to 3rd year students, attending meetings of the team when required
9. In co-operation with a Deputy Principal, to meet parents/guardians of students in the year group to discuss matters of disciplinary or pastoral concern

11.

Assistant Principal 1.4 – Patricia Curran
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Information Technology (IT) Co-ordinator:

(A) Maintenance and Development of IT Hardware and Software

In co-operation with external IT service providers, school management and staff:

- Ensuring that all IT equipment is in good working condition
- Maintaining an asset register of all IT equipment owned by the school

- Developing and maintaining a process for the systematic replacement of IT equipment in line with prescribed procurement procedures, school requirements and budgetary resources

(B) Teaching and Learning

- Organisation of continuous professional development for teachers in how best to implement the potential of IT in the classroom, especially in relation to E-portfolios
- Researching of best IT practice in other schools and the dissemination of same to the teaching and administrative staff
- Ensuring that all students are properly set up on Office 365 and are aware of its educational advantages and potential
- Managing of all Office 365 email accounts in co-operation with Assistant Principal 2.1 below
- Creating an awareness of and ensuring compliance with all copyright requirements
- Ensuring that all students and staff are aware of the school's IT Acceptable Use Policy and collecting and maintaining records of all signed documents in relation to same

Assistant Principal 1.5 – to be appointed
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Over-arching student profiling system and Academic Council

- To organise the operation of the school's over-arching student profiling system that will track the academic progress of all students
- To utilise existing and newly-developed software to input and record all data on students: scores from national schools, 1st year assessment tests, house examinations, mock examinations, state examinations, CATS
- To chair an Academic Council to systematically review student performance and to liaise with staff, students, parents, Board of Management and outside agencies, as appropriate, regarding possible interventions at both individual student and whole-school levels
- To evaluate the academic performance of the school's students when compared with national educational outcomes
- To organise the annual Academic Awards Ceremony that will highlight outstanding academic achievement in years 2,3, 5 and 6

School Library

Formation and co-ordination of a Library Committee, representative of all stakeholders, to discharge the following responsibilities:

- The transfer of relevant books from Spawell Road to the new school at Pembroke Hill
- The stocking of the library on an initial and ongoing basis
- The making of appropriate arrangements for the day-to-day running of the library
- The undertaking of an annual review of the effectiveness of the library

Literacy Link Teacher

- Attending all relevant training in relation to the promotion of literacy in schools
- Advising all teaching staff of measures that can be taken to promote literacy on a cross-curricular basis
- Organising school-based initiatives to promote literacy among students
- Conducting tests to assess levels of literacy among students

Assistant Principal 1.6 – Joe Cummins
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Organisation of mock examinations

- Checking price lists

- Calculation of cost of mock examinations for Junior and Leaving Certificate students
- Taking orders for examination papers and rechecking numbers with teachers
- Ordering examination papers from one or more examination boards
- Ordering answer books for students
- Organising the checking and counting of examination papers when delivered to the school
- Ensuring that the correct sets of papers are made ready for each examination
- Responsibility for payment to exam boards
- Follow-up if there are any complaints of missing scripts or any other difficulties
- Checking, packing and dispatching mock-examination scripts

Co-ordination of teacher supervision and centres for mock examinations

- Draw up timetables for Leaving and Junior Mock Examinations
- Distribute timetables to each 6th and 3rd year basic classroom and also to the staff room, the Principal, secretary and the receptionist
- Choosing suitable exam centres
- Assigning exam centres to each exam class group
- Relocating teachers and classes who usually use exam centres for class to alternative classrooms
- Assigning alternative basic classrooms to class groups
- Making copies of all new arrangements available at reception and in the secretary's office.
- In consultation with the secretary, a master supervision timetable is drawn up and checked before posting in the staff room
- Informing teachers of the amount of teachers needed for supervision for each class period
- Checking that all centres are covered for supervision
- Holding 6th year and 3rd year information assemblies one week prior to the Mock Exams
- Informing caretaker of exam centres and the number of desks and chairs needed in each centre
- Intercom announcements regarding the change of lunchtime and any other related information
- Posting exam timetables in exam centres one day prior to the beginning of the mock exams
- Ensuring that all students are in the correct exam centre and sitting in alphabetical order on the morning of the first exam
- Being available to deal with any problems that may arise during the course of these exams

Summer Exams

- Liaison with teachers re: setting and typing of examination papers
- Collecting examination papers, checking and putting them in order for each examination
- Ensuring that examination papers are ready for distribution at examination time to supervisors
- Arranging the timetable for examinations
- Choosing exam centres for 1st, 2nd, 4th and 5th year groups
- Assigning centres to each exam class group
- Informing caretaker of number of chairs and desks needed in each exam centre
- Choosing classrooms for 6th year and 3rd year groups
- Copies of new timetables to be given to the Principal, Deputy Principals, secretary and receptionist
- Being available during the course of these exams should any problems or queries arise

Assistant Principal 1.7 – Michelle Jordan
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Education

1. Assisting the Deputy Principal in matters relating to Classroom Based Assessments, Subject Learning Assessment Review meetings, other areas of learning and the publication of the Junior Cycle Profile of Achievement
2. Promoting and overseeing the implementation of assessment for learning techniques in all year groups

Promoting Inclusion on a Whole-School Basis in accordance with the school's mission statement and ethos

- Creating a whole-school understanding of inclusion
- Facilitating professional dialogue around inclusion-related issues
- Highlighting and promoting inclusion at a whole-school level, e.g. awareness days, organising events, addressing meeting of parents and students
- Organising continuous professional development for teachers to meet the special educational needs of students
- Liaising as required with a student's home in the discharging of these responsibilities
- Responsibility for the Inclusion Award at annual school prize-giving
- Developing lunchtime activities to promote inclusion among students
- Promote/develop/encourage team teaching and peer tutoring using the co-operative learning model
- Disseminate student assessment information in an accessible way for staff

Assistant Principal 2.1 (Acting) – Finbar Laffan

Operation of the detention system

- Preparing detention lists for completion by the staff
- Sending letters to parents/guardians informing them of the time, date and reason for their daughter's detention
- Spot-checking by phone to ensure the receipt of detention letters
- Filing copies of each detention letter
- Dealing with queries from parents/guardians concerning particular detentions
- Organising a classroom for each detention period
- Supervising students during the detention period of one hour
- Organising work to be done during detention
- Dealing with students who fail to attend for detention in consultation with the Deputy Principal

Information Technology (IT)

- Managing of all Office 365 email accounts in co-operation with Assistant Principal 1.4 above
- Ongoing development of the school's capacity to provide efficient and effective methods of remote teaching and learning for staff and students in co-operation with Assistant Principal 1.4 above

Outreach to the local community

Co-ordinating the Log-On Learning Programme for members of the local community in co-operation with Transition Year Co-ordinators and students – organising, advertising and booking courses; development of course content; certification

Assistant Principal 2.2 – Ann O' Gorman
--

Meitheal Co-ordinator

- To publicise the Meitheal programme in April each year to those students who are eligible to act as Meitheal leaders in the following school year
- To arrange interviews for all Meitheal applicants leading to the selection of leaders prior to the end of May each year
- To arrange and provide for suitable leadership training for all students chosen to act as Meitheal leaders, such training to be completed before the end of August each year
- To allocate Meitheal leaders to groups of 1st year students at the annual Introduction Session for 1st year students and to provide 1st year students with an understanding of how the programme works at that time
- To ensure that the Meitheal leaders are available to help the 1st year students in every way possible from the end of August to the end of March each year, in particular during the first two weeks of the school year, and also on the occasion of the incoming 1st year students' tour of the school in late May

- To ensure that meetings between the Meitheal leaders and their 1st year groups take place in an orderly manner, with the prior knowledge of the teaching staff and at times causing minimal disruption to the school timetable
- To facilitate the organisation of an annual social event in conjunction with the Meitheal Co-ordinator in St. Peter's College
- To liaise with the Year Head in relation to any relevant matters that might be brought to light by the Meitheal leaders
- To make all necessary arrangements for a Graduation Ceremony for outgoing Meitheal leaders at the end of March each year
- To liaise with other schools with regard to the implementation of the Meitheal programme so as to share experience and best practice

Cara Co-ordinator

- To organise and monitor the Cara system whereby the previous year's Meitheal leaders provide a peer support role as Cara leaders to 2nd year students in a manner broadly similar to the Meitheal system for 1st year
- To bring any matters of concern to the attention of the Year Head

Assistant Principal 2.3 – David Crowdle
--

Co-ordination of Facilities Usage in the new school

In consultation with staff and the Principal, to draw up timetables for the use of school facilities as set out below and to communicate same to all stakeholders:

- Sports hall
- Fitness Room
- GAA pitch
- All-weather pitch
- IT rooms

In relation specifically to the Fitness Room, to draw up and implement a Code of Practice for all users of this facility and to arrange for appropriate supervision when this facility is in use.

In co-operation with the Board of Management, to liaise with outside users of school facilities as required.

Numeracy Link Teacher

- Attending all relevant training in relation to the promotion of numeracy in schools
- Advising all teaching staff of measures that can be taken to promote numeracy on a cross-curricular basis
- Organising school-based initiatives to promote numeracy among students
- Conducting tests to assess levels of numeracy among students

Assistant Principal 2.4 – Catriona Foley

Organisation of Summer Prizegiving ceremonies

- Collecting of perpetual trophies and having them engraved
- In consultation with staff, gather nominations of students for prizes
- Preparation of certificates for prefects, attendance and special awards in co-operation with secretarial staff
- Purchasing of prizes, heads of school mementoes and P.E. trophies
- Preparation of prize list for Principal and Deputy-Principal
- Assisting at prizegiving ceremonies
- Reviewing of prizegiving each year

School Self-Evaluation (SSE) - Surveys

In co-operation with the School Planning Group:

- To devise, conduct and report on annual surveys of students, parents and staff to assess and inform the implementation of the School Improvement Plan

In co-operation with the teaching staff:

- To devise, conduct and report on surveys of students in relation to teaching and learning so as to inform best practice

Assistant Principal 2.5 – Brendan Broderick
--

Students' Council

- Arranging the elections to the Students' Council by the end of the first week in September each year
- Organising training for Students' Council members as soon as possible after September elections
- Liaising between the Students' Council, management and staff on an ongoing basis
- Organising and implementing an annual action plan for the Students' Council
- Attending meetings of the Students' Council to ensure their efficient organisation
- Liaising with outside bodies to support and strengthen the role of the Students' Council
- Ensuring that regular updates on the work of the Students' Council are supplied to the Principal for inclusion on the school website

Prefects' Council

- To ensure the election of a Prefects' Council i.e. 2 prefects from each year group, by mid-September each year
- To ensure the smooth operation of the prefect system
- To continually seek to develop and support the role of the prefect system in consultation with staff and students
- To organise the queuing system and cleaning of the lunch room on a daily basis
- To organise activities to increase the bonding of students both within and between year groups
- To provide training in peer mediation to allow prefects to deal more confidently with minor conflicts that may arise in class
- To provide written updates and photos on school events for inclusion on the school website

Assistant Principal 2.6 – Alan Murphy
--

Responsibility for helping with the induction of

(a) newly-qualified teachers

(b) qualified staff new to the school

(c) student teachers

(d) substitute teachers

(e) non-teaching staff

- Informing the above of school ethos, discipline code, layout of school, timetable, policies, personnel
- Being available to advise, help and mentor new staff with any problems throughout the year
- Ensuring compliance by the school with all requirements pertaining to newly-qualified teachers
- Liaising with 3rd level institutions and Loreto staff re: student teacher placements
- Ensuring, with the Principal, that all school policies are up-to-date and properly implemented with regard to the induction of staff
- Attending all relevant inservice training in connection with these responsibilities and reporting back to the Principal on same

Staff Wellbeing

- Informing staff of events and initiatives aimed at promoting wellbeing
- Organising events at school level to promote staff wellbeing

Assistant Principal 2.7 – Tom Gunning
--

Healthy Living for Students

- Responsibility for overseeing the review and implementation of the school's Healthy Living policy for students
- Monitoring the school's vending machines on a regular basis to ensure compliance with this policy

Mentoring for the teaching staff

- Create a culture whereby mentoring is seen as an embedded process within the overall practice of SSE and professional growth
- Promote awareness amongst the teaching staff of the benefits of peer mentoring
- Provide staff with appropriate CPD on how to engage in the mentoring process
- Create awareness on how to deliver feedback to colleagues in a safe and appropriate environment
- Discuss the importance of confidentiality during and after the mentoring process
- Encourage all teaching staff to try mentoring at least once during the 2019/20 academic year
- Liaise closely with school management in the furtherance of mentoring in the school

Assistant Principal 2.8 – Ruth Kennedy

Public Relations

A shared role with the Principal with the following specific responsibilities:

- The development of a permanent photographic record of school life and activities for display in the school
- Developing and maintaining an active and appropriate social media presence for the school
- Establishing and maintaining links with Loreto, Wexford past-students with a view to establishing a formal Past-Students Union for the mutual benefit of members and current staff and students

Assistant Principal 2.9 – Elaine Mullen
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Internal Communication

Preparing a weekly newsletter for circulation to all staff, both electronically and by staffroom noticeboard, outlining details of forthcoming school activities e.g. event, date, times, students and teachers involved.

Student Lockers

In co-operation with the Deputy Principals and secretarial staff:

- Prepare the allocation of lockers and locks to students in advance of their return to school
- Ensure that lockers are well maintained throughout the year, reporting any issues to the FM staff
- Regular monitoring of the locker areas to ensure that it is tidy and that students are using the lockers correctly
- Identify students who do not have locks and discuss this with them
- Ensure that lockers are emptied by students at the end of the school year and left in a good condition

- Deal with any matters relating to lockers.

Programme Co-Ordinator – Ursula Zimmermann

Overall Role

The overall role of Programme Co-ordinator in this school is to play a significant part in the ongoing development, implementation and assessment of the Transition Year (TY) Programme and Leaving Certificate Vocational Programme (LCVP). Reporting directly to the Principal, the Programme Co-ordinator will work closely with school management and staff in fulfilling this role. In addition, the Programme Co-ordinator will keep under active review the possibility of successfully introducing any other Leaving Certificate programme that may be of advantage to the students in the school and that can be accommodated within the quantum of teaching and financial resources that are available to the school.

As TY is a compulsory programme for all students in the school and because the numbers taking LCVP are considerably smaller, it is expected that the greater part of the role will relate to TY. In this particular role, the Programme Co-ordinator may be assisted by two members of staff who will each be given a limited reduction in class contact hours, subject to the availability of resources. From September 2020, the class contact time of the Programme Co-ordinator will be reduced by 6 class periods (4 hours) per week. This will increase to 9 periods per week (6 hours) from September 2021.

The level of allowance for Programme Co-ordinator will be that of an Assistant Principal I post where the number of students is 100 or more.

Responsibilities

In relation to Transition Year, the Programme Co-ordinator will have the following specific responsibilities:

1. Arranging for the compilation and publication of a high-quality Transition Year Handbook for distribution each August to TY staff, students and parents. This handbook will contain details of the following:
 - a. The rationale behind TY
 - b. TY aims and objectives
 - c. Comprehensive details of each subject/module – course content, duration, methods of assessment, resources, differentiation, teaching methodologies
 - d. Annual calendar of events and trips (subject to minor variations)
 - e. Consent Form for all trips
 - f. TY costs and methods of payment
 - g. TY booklist and details of required materials
 - h. Easter TY tour
 - i. School exchange programme
 - j. Work experience
 - k. Student assessment
 - l. School Self-Evaluation of TY
 - m. Programme Co-ordinator contact details
2. Working in close co-operation with school management and staff to ensure that the full TY programme is implemented as set out and in as efficient a manner as possible
3. Arranging for the holding of three TY staff meetings per year to monitor the implementation of the programme and to provide for ongoing development
4. To survey the views of TY staff, students and parents in relation to the programme twice per year and to recommend any adjustments arising from this self-evaluation
5. Organising TY Introduction Meetings for students and parents each August and September respectively
6. Organising the TY Graduation Ceremony in May each year

In relation to the Leaving Certificate Vocational Programme, the Programme Co-ordinator will have the following specific responsibilities:

1. Providing all relevant information about LCVP to TY students and parents in January each year as part of the school's process of selecting subjects for Leaving Certificate
2. Working in close co-operation with school management and staff to ensure that the full LCVP is implemented as required and in as efficient a manner as possible
3. Arranging for the holding of three LCVP staff meetings per year to monitor the implementation of the programme and to provide for ongoing development
4. To survey the views of LCVP staff, students and parents in relation to the programme twice per year and to recommend any adjustments arising from this self-evaluation
5. To develop links with the local community to facilitate the implementation of the programme

With regard to any other possible Leaving Certificate programme e.g. Leaving Certificate Applied Programme (LCAP), the Programme Co-ordinator will have the following specific responsibilities:

1. In the course of the first term each year, liaising with school management and staff to assess the need for any such programme and the ability of the school to provide such a programme with reference to staffing and financial resources
2. Should the decision be made in the first term to proceed with any such programme, the Programme Co-ordinator will provide all necessary information to TY students and parents in January each year as part of the school's process of selecting subjects for Leaving Certificate
3. Should such a programme proceed,
 - a. Working in close co-operation with school management and staff to ensure that the full programme is implemented as required and in as efficient a manner as possible
 - b. Arranging for the holding of three staff meetings per year to monitor the implementation of the programme and to provide for ongoing development
 - c. To survey the views of programme staff, students and parents in relation to the programme twice per year and to recommend any adjustments arising from this self-evaluation
 - d. To develop links with the local community to facilitate the implementation of the programme

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7.2 Organisational climate

The school commits itself to providing an organisational climate with the following key characteristics:

Friendly

As a health promoting school (section 1.4), every effort will be made to ensure that all interactions between members of the school community will be based on a spirit of friendliness. We endeavour to ensure that the school will be a happy place for all and that enquiries to the school will be handled in an open and friendly manner.

Efficient

Given its large size, it is imperative that the school be organised in as efficient a manner as possible. To this end, the school will make the maximum possible use of computer hardware and software in its operations, will be mindful of best practice within the world of education, will maintain close links with its sister schools in the Loreto network and will avail of all relevant in-service training and support facilities for the professional development of its staff, both teaching and non-teaching.

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7.3 Communication structures between home and school

Home and school are the primary and secondary educators of students. As such, it is vital that communications between home and school are of a high standard. To ensure that this is the case, Loreto, Wexford has the following structures in place:

- Each student is allocated a Class Teacher for each of her years in the school. As well as monitoring attendance and behaviour, the Class Teacher also takes a pastoral interest in each student's welfare. It is vital that parents convey any relevant information to the Class Teacher. An appointment, if necessary, can be arranged with the Class Teacher by contacting Reception.
- With effect from 2018/2019, a Year Head will be appointed to students in 1st, 2nd and 3rd years whose overall role will be to co-ordinate the care and management of students in her/his year group.
- Parent-teacher meetings take place on an annual basis. These meetings give teachers and parents the opportunity to review each student's overall progress in school. Notice of such meetings is given at the start of each year in the school calendar.
- Subject teachers will also be only too pleased to meet parents on an appointment basis throughout the year should the need arise.
- The Principal, Mr. O' Shea, and the Deputy Principals, Ms. O' Reilly and Mr. Mc Ginnity, are available to meet parents on an appointment basis throughout the year or, in case of emergency, at any time through the day.
- The school organises a number of Information Talks for parents each year in relation to the following matters:
 - (a) 2nd and 3rd year subject choices
 - (b) 5th and 6th year subject choices
 - (c) Transition Year
 - (d) Incoming 1st year students
 - (e) Parents of 1st year students
 - (f) Going to College
 - (g) European Tour
 - (h) French and German Exchange Trips
 - (i) Pastoral issues – organised by the SCCT
- The Guidance Counsellors, Ms. Foley, Mr. O' Sullivan and Ms. Kelly, and the Learning Support Co-ordinating Teachers, Ms. Wilson, Ms. Jordan and Mr. Mullen, are also available to meet parents by appointment.
- Reports on students' academic performance are issued to all parents in December, to the parents of 3rd and 6th year students in April following mock examinations and to the parents of 1st, 2nd and 5th year students in June. Certificates of Achievement are presented to 4th year students each May.
- Details of activities and news are posted on a weekly basis to the school's website – www.loreto-wexford.com.
- The Principal places a letter to all families on the school's website at least five times each year to update them on major news and development items. Each family receives a text alert to inform them of these letters.
- The BOM issues an Annual Report on the Operation of the School to all families.
- The school organises both an Autumn and a Spring general meeting of parents to provide information on a range of school and national educational developments.
- For families without internet/broadband access, a paper copy of all news updates and letters may be obtained on request from Reception.
- The school operates a text message system for parents regarding their daughter's attendance and any special announcements.
- In December 2009 the school installed a new software system called e-portal to give all families instant access to a range of information relating to their daughters i.e. attendance, timetable, reports, special notices. All families are issued with their unique username and password that will allow them to access this information on a "24/7" basis from anywhere in the world. As a result, school communications will be greatly-enhanced and there will be a considerable financial saving to the school in terms of postage and stationery.

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7.4 Parents' Association

The BOM and staff recognise, facilitate and assist the Parents' Association of Loreto Secondary School, Wexford in compliance with section 26 of the Education Act, 1998.

The Board acknowledges the valuable contribution that parents can make to the effectiveness of the school and considers their meaningful involvement in the operation of the school to be a valuable part of the education process.

The general objective of the Parents' Association is to promote the interests of the students and parents in the school, in co-operation with the BOM, Principal, teachers and students, by offering advice and by adopting a programme of activities, in consultation with the Principal, which will promote the involvement of parents in the operation of the school.

The BOM warmly welcomes the meaningful involvement of the Parents' Association in the following specific areas:

1. The development of healthy eating initiatives for students
2. The ongoing review of school policy development through its participation in the school's development planning sub-committee
3. The organising of educational talks for parents
4. The organising of social events for parents
5. Preparations for the capital development programme in the school
6. Developing a close working relationship with the Students' Council

The BOM has ratified the constitution of the Parents' Association (Appendix 6).

The Principal, Deputy Principals and a representative of the teaching staff may attend any meeting of the Parents' Association in a non-voting capacity.

In compliance with the [Guidelines for Financial Management in Voluntary Secondary Schools](#) as issued by the JMB Financial Support Services Unit in January 2006, the following procedures must apply:

- The Parents' Association may maintain its own bank account subject to BOM approval and subject to the same control procedures applying to school finances
- The Parents' Association must present an annual financial report to the BOM at the end of each school year (31 August) for inclusion in the school's audited accounts
- All funds expended by the Parents' Association for the benefit of the school should be channelled through the school account

A member of the senior management team meets with officers of the Parents' Association on a regular basis and attends regular meetings of the Parents' Association in furtherance of all of the above.

The Principal and Deputy Principals address the general body of parents on matters of educational concern twice a year in the form of Spring and Autumn meetings.

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7.5 Planning, monitoring and evaluation structures

The school's planning, monitoring and evaluation structures operate as follows:

- Curricular planning, monitoring and evaluation are undertaken on a departmental basis as set out in section 3.4.
- Planning, monitoring and evaluation for Transition Year and LCVP are undertaken by a Programme Co-ordinator who works in consultation with teachers, Deputy Principals and Principal.
- The full teaching staff meets in plenary session on at least four occasions each year to plan, monitor and evaluate school activities and to discuss policy matters.
- The school provides inservice training for the full teaching staff each year on areas of professional development. To this end, the school works in close co-operation with outside agencies specialising in the delivery of educational inservice .
- Student planning meetings - Head Girls, Prefects, Students' Council, Prefects' Council, Meitheal and Cara - are organised.
- The Parents' Association meets monthly during term time to review matters of concern to parents and to plan their activities.
- The BOM meets monthly during term time to review, plan, monitor and evaluate all matters under its remit.
- The planning necessary to ensure the smooth day-to-day running of the school is undertaken on an ongoing basis by the Principal and Deputy Principal working in very close co-operation with the teaching and non-teaching staff.
- Following consultation and research, draft policy documents are submitted by the School Planning Group on an ongoing basis to the staff and to parent and student representatives for their consideration prior to final determination by the BOM.
- Details of the school's self-evaluation procedures and outcomes are to be found in part two of this school plan.

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7.6 Organisation of the school calendar

The annual school calendar is determined by the BOM in compliance with DES/JMB/ASTI policy, the Co. Wexford School Transport Service and in consultation with staff.

The school must be in operation for a minimum of 179 days each year including the period of the State Examinations in June for which 12 days are allocated.

The school calendar is circulated to all members of the school community each year by means of the school website. Any amendments to the calendar will be posted on the website.

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7.7 Administrative personnel and school hours

A. School hours

Bell Times from 14 October 2020

Monday, Tuesday

08.45	Morning Bell
08.50	Class 1
09.30	Class 2
10.10	Class 3 or Break 1
10.25	Class 3
10.50	Break 2
11.05	Class 4
11.45	Class 5
12.25	Class 6 or Lunch 1
13.05	Class 6 or Lunch 2
13.45	Class 7
14.25	Class 8
15.05	Class 9
15.45	End of classes
16.05	Study 1
17.25	Break
17.35	Study 2
18.15	Close 1
19.15	Close 2

Wednesday, Thursday, Friday

08.45	Morning Bell
08.50	Class 1
09.30	Class 2
10.10	Class 3 or Break 1
10.25	Class 3
10.50	Break 2
11.05	Class 4
11.45	Class 5
12.25	Class 6 or Lunch 1
13.05	Class 6 or Lunch 2
13.45	Class 7
14.25	Class 8
15.05	End of classes
15.25	Study 1
16.40	Break
16.50	Study 2
18.10	Close 1 and Break
18.20	Study 3
19.10	Close 2

School office hours are from 7.45 a.m. to 4.15 p.m.

Supervised Study is available on an optional basis to students and operates after school, Monday to Friday inclusive. The teachers-in-charge for 2021/2022 are Mr. Laffan and Mr. Usher.

B. Further information:

Chairperson, BOM	Sr. Helen O' Riordan, IBVM
Principal	Billy O' Shea
Deputy Principals	Christine O' Reilly and John Mc Ginnity
Guidance Counsellors	Catriona Foley, Lorraine Kelly and Enda O' Sullivan
Programme Co-ordinator	Ursula Zimmermann (assisted in TY by Hilary Smyth and Anna Culleton)
Chaplain	Fr. Jim Fegan, P.P., Ballindaggan
Lay Chaplain	Linda Jordan
School Secretaries	Ann McClannon and Maria Kehoe
Receptionists	Betty Byrne and Carol Cowman
Lunchtime Catering / Supervisor	Oven Door Catering and Glenda McKiernan
Laboratory Technician	Maria Milliken
Health and Safety Manager	Derek Madden
Data Protection Officer	Rachel Power
Facilities Manager/Staff	Peter Murphy/Terry Fitzpatrick and Nick Casey

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7.8 Maintenance of the school plant and resources

The maintenance of the existing school plant is the responsibility of the Public Private Partnership Company and the Facilities Management Company.

The Principal meets the Facilities Manager each week to monitor and plan all matters relating to the maintenance of the school plant and resources.

The Principal liaises with staff to report maintenance issues to the Public Private Partnership Company and the Facilities Management Company by means of a dedicated Helpdesk.

The BOM and the Principal liaise as required with the Loreto Schools Properties Manager and with the school's Health and Safety Manager, Derek Madden.

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7.9 Creating an environmentally-friendly school

New School Building at Pembroke Hill

Staff and students moved to the new school building in August 2018.

The Green School Committee remained very active since then. It got to know the new building and was prominent in highlighting the need for the full school community to differentiate between recycling and food waste bins.

It undertook a survey of students' travel to school movements and highlighted a number of issues of concern on the approach to the new school.

Along with the Students' and Prefects' Councils, as well as the Justice and Peace Group, the committee negotiated with the school catering company, Oven Door, to reduce the use of plastic in the school.

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7.10 Health and Safety Statement / Emergency Procedures

Health and Safety

The Board of Management of Loreto Secondary School, Wexford is committed to safeguarding the health and security of staff and students as well as of visitors to the school premises. In addition to the Loreto philosophy of care underpinning this Statement, the Board of Management seeks to be compliant with the Safety, Health and Welfare at Work Act 2005 which imposes a statutory duty on employers to ensure the health and safety of their employees whilst at work.

Employees also have a statutory duty to take care of themselves and others who may be affected by their acts or omissions. In addition to the legislative duties in safety, health and welfare, the normal duty of care is a natural overriding duty. The Board of Management will ensure that adequate resources, both financial and otherwise, are made available to provide for safety, health and welfare.

The Principal (Billy O' Shea), in his role as Safety Officer will, in conjunction with the Health and Safety Manager (Derek Madden), the Facilities Manager (Peter Murphy) and Staff Safety Representative oversee the efficient implementation of the Health and Safety Policy, with the cooperation of the whole school community,

Risk assessments are carried out and regularly reviewed. Staff and temporary contractors are provided with appropriate information, so as to ensure their own safety and those who may be affected by their actions.

Accidents and dangerous occurrences are recorded. Adequate first aid, firefighting facilities and equipment are available on site. Staff are made aware of actions to be taken in case of emergency.

This statement is made available on request to all staff, students, Parents' and Students' Councils and contractors employed by the school. It is also published on www.loretowexford.com

The Board of Management is responsible for the implementation of this policy statement.

This Health and Safety / Emergency Procedures Statement was ratified by the Board of Management of Loreto Secondary School, Wexford on 8 October 2018. It will be reviewed each year.

Sr. Helen O' Riordan,
Chairperson, Board of Management.

Responsibilities of Employees

All employees are reminded that the Safety, Health and Welfare at Work Act 2005 imposes a duty upon them while at work to:

- take responsibility for the Safety, Health and Welfare of him/herself and of all other parties who may be affected by acts or omissions at work.
- co-operate with the Principal to such an extent as will enable management to comply with all relevant statutory provisions.
- use in such manner so as to provide the protection intended, any suitable appliance, protective clothing, convenience, equipment or other means or object provided (whether for their own use or for use by them in common with others) for securing their safety, health and welfare while at work.
- report to the Principal or Safety Representative, without unreasonable delay, any defects in plant, equipment, or system of work, which might endanger safety, health or welfare.

Staff should encourage students to report hazards or potential hazards.

Responsibilities towards Third Parties

The Safety Officer, in co-operation with the Facilities Manager, will ensure that:

- all third party visitors including contractors, visitors and other members of the general public are made aware of all relevant hazards and also the notices pointing to means of escape from the building
- where contractors and sub-contractors are on the premises, that staff and students likely to be affected are made aware of the potential hazards arising from the work being undertaken.
- the contractor or sub-contractor's equipment is in good repair and in a safe condition.
- the contractor or sub-contractor has furnished a copy of his/her Health and Safety Statement.

The Health and Safety Manager

The school's Health and Safety Manager is Derek Madden.

Appointed by the Board of Management, he visits the school at least twice per term i.e. a minimum of six visits per school year.

He has the following responsibilities:

1. To ensure that the terms of this Health and Safety / Emergency Procedures Statement are implemented in full.
2. To advise the Board of Management and staff on all relevant matters relating to Health and Safety.
3. To submit a written report to the Board of Management within one week of each visit detailing the work carried out on the visit and recommendations for further action.

The Safety Representative

At Loreto Secondary School, Wexford the Safety Representative is Mr. Mark Mullen. Suggestions for improvements in Safety and Health matters should be conveyed to him or to the Principal, as Safety Officer. Mr. Mullen is afforded the following rights under legislation.

- To make representations on Safety, Health and Welfare at the place of work.
- To investigate accidents and dangerous occurrences.
- To make oral or written representations to inspectors and to receive advice and information from an inspector of the National Authority.
- To carry out inspections, with prior agreement with the Principal
- To investigate potential hazards (again with prior notice and approval) and complaints made by staff that s/he represents.
- To accompany an Inspector from the National Health and Safety Authority on an inspection tour other than one which is as a result of an accident.

Training and Information

To ensure safety for all, the Board of Management is committed to ensuring that all employees are aware of policies and procedures. This includes the identification of the risks associated with hazardous situations or substances with which they may come in contact. Demonstrations are given in the risks associated with firefighting, the use of firefighting equipment and areas of evacuation of the premises. Certain employees are trained for action in an accident situation and in first aid treatment.

A short programme of induction, provided by the Health and Safety Manager, will take place for new employees joining the staff. This programme will include:-

- a tour of the premises for familiarisation purposes.

- fire emergency procedures, location of exits, assembly points and training on firefighting apparatus.
- a discussion of the hazards in the work place and the preventative measures in force.
- an outline of the new employees safety responsibilities.

Guidance on Health and Safety Rules for Staff

Because of the constantly changing environment in the workplace it is not possible to write rules for all aspects of Safety, Health and Welfare at work, but by reading and understanding those listed here you will be helping to comply with your legal duty and contributing to the safe running of our operation. If you do not understand what is expected of you or if you are not sure of our safety rules, you are encouraged to consult the Principal.

WORKPLACE

- Ensure that a means of access to and from the place of work remains free from obstruction at all times and from slipping and tripping hazards.
- Do not leave cables or hoses trailing across floor unless absolutely necessary and then only if the appropriate warning is used.
- It is important that your work area is kept clear and tidy and that you pay attention to the general housekeeping of the workplace by regularly removing rubbish and waste.
- All spillages must be cleaned up as soon as possible.

MACHINERY AND EQUIPMENT

- Do not operate any machinery or use equipment unless you have been authorised to do so.
- Do not clean any moving machinery or carry out repairs or maintenance work unless a risk assessment has been carried out and a safe system of work is in operation.
- Do not use machinery without effective guards and safety devices in place and ensure that proper use is made of them.
- Report any defect in machinery, equipment guards or safety devices immediately to the Facilities Manager.

PROTECTIVE CLOTHING AND EQUIPMENT

- You must properly use all protective clothing and equipment provided for your personal protection. Any unsuitable, defective or lost item must be immediately reported.

NOTICES

- You must read and comply with all notices, instructions, hazard and warning signs provided for your information.

FIRE

- Make sure you are familiar with the fire procedures in place in the school.
- Report any damage to firefighting equipment immediately.
- Be aware of the procedure if you discover an unplanned fire or a fire out of control. Raise the alarm immediately.
- Be aware of the position of the nearest firefighting appliance and how to use it, provided you do not put yourself in danger.

HAZARDOUS SUBSTANCES

- Make sure you have sufficient information on any hazardous substances before use.
- Always read the instructions. Only use substances in accordance with their instructions.
- With substances in containers, only use substances in the original containers and do not transfer substances from one to another if it does not have the correct labelling on it.
- Make sure you return the substance to its designated safe storage area when finished.
- Only dispose of waste substances as instructed.

Employer Hazard Reporting and Recording

REPORTING

The following circumstances must be reported verbally immediately to the Principal or Facilities Manager:

- If you discover a fire.
- If you have an accident, injury or illness which affects your ability to carry out your work.
- If you see an accident, or injury sustained by a non-employee.
- If you see any potential accident, incident or dangerous occurrence.
- If any guards or safety devices are ineffective, defective or have been removed.
- If protective clothing or equipment is inadequate, ineffective, damaged or missing.
- If a fault occurs to any machinery, plant or equipment which will affect its safe operation.
- If you have not been provided with suitable information with regard to the safe operation of machinery, plant or equipment.
- If you are not provided with suitable hazard information for a substance.
- If you are not aware of the correct way of using and handling a substance.
- If there is a spillage of a hazardous substance.

RECORDING

As stated above all hazards will be reported verbally to the Principal or Facilities Manager without delay and the action and the priority it will receive will be decided. This verbal report will be followed immediately with a written report in the designated school format. The report is then assessed and an investigation may be carried out if deemed necessary.

General Risk Assessments

Health and safety can be successfully managed by first identifying the hazards, measuring and evaluating the risks associated with the hazards, removing or controlling the risks, followed by educating all exposed to the risk.

Hazard is taken to mean any substance, material or practice which has the potential to cause harm to the safety, health or welfare of employees at work and others effected by that work. Risk is taken to mean the potential to cause harm in the actual circumstances of use and the likelihood of that potential being realised.

Suitable assessments of the risks to the health and safety of employees and others affected by their work activities, is undertaken at Loreto Secondary School, Wexford, in compliance with legislation by:-

- identifying all hazards with a potential to cause harm to employees and others affected by their work.
- evaluating the probability and severity of injury or damage.
- restricting access to a danger area for all who have not received adequate instruction.
- analysing the options for eliminating, reducing or controlling risks and then taking appropriate action.
- reviewing the assessments periodically
- keeping records of the significant findings of risk assessments and identifying employees who may be especially at risk.
- appointing competent persons to assist in complying with statutory duties for safety, health and welfare.

Main General Hazards at Loreto Secondary School, Wexford

The following **general hazards** have been identified:

- ❖ Bullying or Threatening Behaviour
- ❖ Fire Hazards
- ❖ Electrical Equipment
- ❖ Handling Disciplines
- ❖ Slips and Falls

To reduce the risks, these hazards are outlined in more detail below together with the suggested means of eliminating or mitigating the risk associated with each.

❖ Bullying or Threatening Behaviour

Incidents where any staff member or student is abused, threatened or assaulted by a fellow staff member/student or other third party in circumstances arising are treated as major hazards at Loreto Secondary School, Wexford. Staff looking after premises, working alone, home visiting, dealing with students with behavioural difficulties, looking after money or valuables, dealing with angry parents or relatives are recognised as being at risk. Such incidents will be fully investigated in accordance with the school's Anti Bullying Policy and its Dignity in the Workplace Policy.

❖ Fire hazards.

Formal evacuation procedures will be carried out at least twice yearly and evidence will be logged. These procedures are posted throughout the school. Portable firefighting equipment will be checked on a yearly basis and evidence of these checks will be recorded. All fire points will be kept clear at all times and will be highlighted. Exits and entrances will be kept un-locked during normal operating hours. They will be kept clear at all times and will be adequately signposted. Fire Evacuation Procedures are outlined below.

❖ Electrical Equipment.

The Board of Management recognises the inherent hazards associated with electricity and make provisions for the safety of all employees from any association with the generation, transformation, conversion, switching, controlling, regulation, storage, transmission, distribution and use of electrical energy in their workplace in compliance with Electricity Acts 1927 - 1988.

The following precautions will apply:

- All electrical equipment will be suitably identified and live parts will be covered.
- Precautions will be taken by earthing or automatic disconnection, to prevent danger from any exposed conductive part that may become live.
- Good practice will apply when choosing and using electrical portable tools.
- Over-current protective devices will be fitted.
- Only appropriately qualified trained personnel will work on electrical equipment.

❖ Manual Handling.

Appropriate organisational measures will be taken to avoid the need for manual handling of loads.

❖ Slips and Falls

Floors will not be made slippery by polishing or otherwise. If necessary, a non-slip polish will be specified. Washing of floors, as far as is possible, will be conducted outside school hours. Warning signs of work in progress on floors will be displayed. Trailing leads will be avoided where possible or will be highlighted by notice.

Risk Assessments

The following pages contain specific risk assessments and form an important part of Loreto Secondary School, Wexford's Health and Safety Policy. Risks are assessed as to their severity rating, as follows:

Low (L)	Near miss or incident of negligible injuries - scratch bruise, scald etc.
Medium (M)	Minor to medium damage - bone break or fracture, minor illness
High (H)	Loss of limbs, eyes serious illness or fatality

Physical Education and Sports Activities

Risk Assessment.... Medium

Hazards: Falls, physical contact, skin abrasion, equipment collapse

Safety Precautions and Controls

- No outdoor shoes will be used in the sports hall
- Floors will always be clear and dry.
- PE mats will be regularly inspected
- Brackets, securing ropes, wall bars will be checked for security.
- Vaulting horses, beams and benches will constantly be monitored for tears, cracks, splinters and particularly for steadiness.
- Shower area will continually be checked for missing tiles, sharp edges, water lodgment. Showers and foot baths will be disinfected as required.
- Outdoor playing pitches will be maintained free of any stones or debris and will be maintained, as far as practicable, in a level state.
- Goal posts will be regularly monitored with regard to the following dangers:
- Home Economics - Risk Assessment..... Medium

Home Economics

Risk Assessment.... Medium

Hazards: Gas inhalation, burns, cuts, food related and hygiene problems, fire.

Safety Precautions and Controls

- The gas supply to individual cookers will be isolated when not in use, and the supply to the room will be isolated and locked when the room is not in use.
- Oven doors will be properly sealed and gas rings checked for fear they have not blown out after being lit.
- The teacher will ignite the ovens, to ensure that there is not an accidental build-up of gas. Each electric oven and other apparatus will be electrically disconnected when not in use.
- The electric supply to the room will be disconnected when the room is not in use.

Other hazards to avoid in HE Rooms are:

- Splashes from deep fat fryer hot oil, meat mincer entanglement, contact with bowl cutter blades, contact with food processor and mixer blades
- Other precautions to take are:
- Clean up liquid and food spillages immediately, wear non-slip shoes, do not wear bracelets or dangling jewelry, wear hair tied back and covered, use oven gloves for handling hot dishes, wear aprons (or overalls to cover open pockets that might catch saucepan handles).

Science

Risk Assessment.... High

Hazards: Burns, explosion, carcinogenic, toxic, flammable corrosive or irritant substances, skin irritation, chemical inhalation or ingestion, electric shock

Safety Precautions and Controls

- The gas supply to all individual outlets will be isolated when not in use.
- The supply to each room will be isolated in a controlled locked state, when no equipment is in use and when the room is empty.
- The electrical supply to each piece of apparatus is isolated when not in use and the main supply to the room is isolated and locked when the room is not in use.
- Gas cylinders will not be stored below ground level and their storage area will be well ventilated. The valves on empty cylinders will always be closed to prevent ingress of air and the possible creation of an explosive mixture.
- Chemicals in use may be toxic, carcinogenic, flammable, oxidising, corrosive harmful or irritant. To prevent any adverse reactions these must be stored in a safe manner.
- Material safety Data Sheets will be available for all chemicals supplied and chemicals will be stored in a well ventilated locked store.
- Flammable chemicals will be stored in fire resistant cabinets.
- Incompatible chemicals will not be stored near one another.
- Minimum stocks of all chemicals will be retained.
- No redundant hazardous chemicals will be retained
- All chemical containers will be labelled including hazard symbol, safety phrase and risk phrase
- Chemical containers will be constantly checked for possible leaks

Art

Risk Assessment.... Low

Hazards: Cuts and Bruises, Skin Irritation

Safety Precautions and Controls

- Guillotines will have approved guards.
- All sharp instruments will have sheaths fitted.
- Only air dried clays will be used
- All paints, adhesives, glazes etc., will be labelled with appropriate hazard symbol, safety and risk phrases, if required. These will be safely locked away when not in use.

Maintenance Work (Caretakers) Risk Assessment.... High

Hazards: Electrical shock, Burns, Tripping and falling over cable, Struck by materials Contact with moving parts of machinery or portable power tools, fumes from hot work, falls from a height, repetitive strain injury

Safety Precautions and Controls

For electrical work:

- Standard practice for all electrical work is to be on "Dead" services. Work on live services will be only carried out by a qualified electrician
- Employees are to report any defect in plant and equipment or which they become aware. Be familiar with first aid treatment for electrical shock
- All equipment must be maintained in good condition and properly guarded.

For plumbing work:

- Materials should be delivered next to the point of use.
- If necessary, dust masks should be used when cutting into walls or floors.
- All equipment is to be in good condition and properly guarded.
- All portable electric equipment is to operate at 110 V.

- Material Safety Data Sheets are to be available for all lubricants, sealants or other chemicals.
- Soldering, welding or other hot work should be done in well ventilated areas.
- Portable fire extinguishers should be available when performing any hot work.
- A check of the work area should be made one hour after the completion of any hot work.

For painting work:

- Only scaffolds, which are properly erected and conform to requirements of pertinent section of the Safety Statement, will be used by painters.
- All ladders are to be in good condition and secured prior to use.
- Non-oil based paints are to be used whenever possible. If oil based paints are used ensure good ventilation.
- Avoid direct contact with paint whenever possible.
- Material Safety Data Sheets for all paints used will be made available
- All paint-spray equipment will be maintained in good condition and regularly inspected and cleaned. Quantities of paints and thinner/spirits on site will be held to a minimum and be safely stored.
- Painters will be provided with, and must use, properly set up equipment to avoid awkward postures and undue strain during work.

Grounds Care and Maintenance

Risk Assessment.... High

Car parking will be safer if staff take adequate care with the handling of their own vehicles. Staff should draw to the attention of the Principal or Facilities Manager any incidents of non-school personnel using this facility. A clear thoroughway will be left at all times for ambulance or the fire brigade.

Continuous monitoring of the grounds for the following hazards will be carried out:

Wearing of tarmac and ensuing “pot holes”, missing drain covers, broken or protruding paving stones, leaves, litter or other debris, large stones or other impediments.

Proper care and maintenance will at all times be given to tools and equipment used in this area. Faulty goods will not be used and will immediately be taken out of commission.

There are certain physical hazards that may possibly be associated with specific equipment and should be given particular attention:

Grass Mowers

- Make sure area is clear of stones and other loose debris
- Do not mow with people in close proximity
- Do not leave mower unattended with power on
- Do not mow with light footwear.
- Always keep mower flat on the grass.
- Switch off mower before moving it across roads and pathways.
- Mow across slopes, never up and down.

Hedge Cutters and Strimmers

- Check safety switch mechanism regularly.
- Wear eye and face protection
- Check guarding systems
- Do not use in proximity of bystanders.

Plant areas such as boiler house, oil tanks, gas tanks, workshops will always be kept in a tidy safe manner. No goods of any sort will be stored in a boiler house. Hazardous plant areas will be locked at all times. These areas, particularly, electrical switch gear areas, will have appropriate hazard signs posted.

Containers of dangerous substances must be correctly labelled at all times. This label should contain information on the precautions necessary as well as an orange label with the appropriate hazard symbol. Substances should not be transferred to an unlabelled container at any time.

Office

Risk Assessment.... Medium

Hazards: Slips, trips, falls, struck by objects, equipment hazards,

Safety Precautions and Controls

- All office equipment is positioned so as to avoid risks of falls or collisions.
- All power, telephone, computer or other equipment cables are positioned so as to avoid risks of falls. These will be taped or fastened under furniture or along base boards. A cable cover will be fitted if necessary.
- Adequate means of access and egress from the workplace is provided, including means of escape in the event of fire, which will have emergency exit signs.

Employees who use computers as a significant part of general work will receive training on the general use and adjustment of their workstation if necessary and will have the right to opt for an eye exam at the school's expense, before commencing display screen work and at regular intervals thereafter.

Office Staff using computers should be aware of the following precautions to ensure risks are minimised:

- The area in front of the keyboard is sufficient to provide support for the hands of the operator. Document holders should be arranged to minimise frequent head and eye movement.
- If required, footrests will be provided.
- Desks and screens are arranged so that any bright lights are not reflected in the screen. Curtains and blinds are provided to cut out all unwanted light.

Filing Cabinets can be a hazard for Office Staff. It is possible for fingers to be trapped between a drawer and cabinet, to trip over open drawers.

Risks are minimised by staff observing the following safe practices:

- Store heavier items in the bottom drawer
- Start with the bottom drawer when setting up files
- Never open more than one drawer at a time
- Use drawer handles when opening cabinets
- Always close file drawers after use

Emergency procedures

One

Fire Drill is an important exercise. All staff and students should be so familiar with the procedure that, in the event of a real emergency, they will automatically follow it and evacuate the building quickly and safely. Checking of students at the Assembly Area is a very important part of Fire Drill and should only take a few minutes.

The Principal is responsible for fire-drill procedure in the school. S/he will liaise closely with teachers in discharging this responsibility.

In the event of an emergency/fire drill the following procedure should be followed by all:

- A fire drill will be immediately preceded by an intercom announcement by the Principal stating that a fire drill is about to commence.

- If it is not a drill, the Facilities Management Team will call the Fire Brigade and wait to direct it to the location of the fire.
- Teachers not in class should proceed to the Assembly Area to assist with checking and supervising.
- All subject teachers in class should:
 - a. Count the number of students in the room. Remind the students to remain calm and behave in an orderly fashion.
 - b. Direct the students out by the appointed exit to the Assembly Area at the front of the school.
 - c. Follow the students and close the door.
 - d. Students being taught by Ms. Maddock at the time of an emergency/fire drill will be counted by her as they leave the classroom. She will communicate this figure to her nearest teaching colleague who will then lead Ms. Maddock's students to the nearest exit and then count them at the emergency assembly point.
- Students and staff with mobility issues should proceed to one of the refuge points inside the building and await the arrival of fire personnel.
- The Facilities Management Team will do a final check of the building to ensure that everyone has left.
- If the Facilities Management Team encounter any person at a refuge point, they will communicate with them and take note of the exact location.
- Student toilets will be checked by the Secretary and Receptionist, as follows:

Secretary:	Ground floor, 1 st floor
Receptionist:	2 nd floor
- When the students arrive at the Assembly Area at the front of the building they will line up in their subject group and will be counted by their subject teacher. Each subject teacher must ensure the number here corresponds with the number s/he had in the classroom with the exception of incapacitated and accompanying students as set out above.
- Subject teachers will then stand at the top of the line of students in her/his care and will inform the Deputy Principal of the outcome of both counts.
- The next most senior teacher will co-ordinate the checking in the absence of the Deputy Principal.
- When checking is complete, all must wait for the 'All Clear' instruction to be given by the Principal to return to class.
- If any person was found at a refuge point, the Facilities Management Team will inform the Deputy Principal of the location and number.
- To facilitate the exit from the Assembly Area, students will return in the following order: 1st year, 2nd year, 3rd year, 4th year, 5th year and 6th year.
- Students will return to the building by means of the emergency door used when exiting the building.
- In the event of an emergency occurring outside of class time, students will line up in alphabetical order in their basic class groups at the Assembly Area. The 5th and 6th year classes will line up in their administrative groupings e.g. 5.1, 5.2 etc., 6.1 6.2 etc.
- Should an emergency arise in the course of Supervised Evening Study, ground floor toilets should be checked by a female staff member. Counting of students in the Assembly Area will be conducted by the supervising teacher who will liaise with a member of the Facilities Management Team. This team member must give the "All Clear" instruction before the building can be re-entered.

- The Principal will discuss any issues arising from fire drill procedures with relevant groups as necessary.

Two

When emergency First Aid is required, the following call will be made over the intercom seeking the assistance of a qualified First Aid person:

Code F, followed by name of room/area

Three

When the use of a defibrillator may be required, the following call will be made over the intercom seeking the assistance of a qualified person:

Code D, followed by name of room/area

Annual Health and Safety Plan

Item	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
BOM Sign Off on H&S Resource for the coming Academic Year	X										
Update Safety Statement for new school	X										
Review General Emergency Plan for New School		X									
BOM approve new Safety Statement			X								
External User Group H&S Rules for new school approved		X									
External User Group H&S Rules issued to users, signed and returned.			X								
Conduct new Risk Assessments		X									
Meet with Principal – review this plan and any other H&S issues, accidents, etc.	X	X	X	X	X	X	X	X	X	X	X
Meet with Facilities Manager – Review H&S inspections and	X	X	X	X	X	X	X	X	X	X	X

planned maintenance including Fire alarm, Fire Extinguishers, Emergency Lighting, Personnel Lift, Gas Proving, Defibrillators, other statutory items.											
Audit Contractor Controls – Permit to Work, Method Statements, Insurance, Safety Statement, Competency.			X			X			X		
Review H&S at BOM Meetings – Review progress of this plan and any other relevant H&S issues.				X				X			X
Run Fire Drill Days		X					X				
Run Fire Drill Evenings			X					X			
Conduct H&S Inspection of School	X	X	X	X	X	X	X	X	X	X	X
General presentation to staff on H&S	X										
H&S Induction for new Staff		X									
Review of Medical Conditions listing – draw up Personal Emergency Evacuation Plans (PEEP) as necessary – includes Staff.		X									
Manual Handling Training for relevant staff		X									
Fire Extinguisher training			X								
H&S Talks for LCVP students									X		
Ongoing plan of Risk Assessment review		X		X		X		X		X	
Health and Safety Review of the plan for school trips											
Health and Safety							?				

Review of the plan for large School Events (i.e. Musical)												
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Key: Amber = Planned, Green = Complete, Red = Overdue.

Item	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Health and Safety Review of the proposed Employers for Work Experience – headline review only, letter supplied to employers, possible hazardous workplaces identified.			X								
Invite staff to join Health and Safety Committee (Facilities Manager Co-Opted, H&S Consultant acts as Chair).	X										
Run Health and Safety Committee meetings			X			X			X		
Complete actions from Health and Safety Committee				X			X			X	
First Aid Refresher training - Review		X									
Defibrillator training											
Review Canteen Food Safety records			X				X			X	
Compile disaster/contingency plan after move to new school			X?								
Develop a Security Policy for new school		X									
Annual Health and Safety Audit to assess compliance with the plan and develop the next year's plan											X
Monitoring of and responding to Accident/Incident Reports	X	X	X	X	X	X	X	X	X	X	X

Key: Amber = Planned, Green = Complete, Red = Overdue.

References

This plan was developed to meet the criteria suggested in the following documents:

Guideline and Managing Safety and Health and Post Primary Schools Part 1 – HSA

Guideline and Managing Safety and Health and Post Primary Schools Part 2 – HSA

Department of Education and Science Circular – DES 18 2018

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7.11 Smoke-free workplace

Purpose

Second-hand smoke, also known as Environmental Tobacco Smoke (ETS) or passive smoke, is a cause of disease, including lung cancer and heart disease, in third parties. Neither the simple separation of smokers and non-smokers within the same air space, nor the provision of ventilation, can eliminate exposure to second-hand smoke and the consequent health effects of such exposure. This policy has been developed to protect all students, employees, service users and visitors from exposure to second-hand smoke, to ensure compliance with legal obligations and to ensure a safe working environment.

Policy

On and from 29 March 2004, it is the policy of Loreto Secondary School, Wexford that all of its enclosed workplaces are smoke-free and that all students and employees have a right to work in a smoke-free environment. Smoking is prohibited throughout all enclosed workplaces and on the school grounds with no exceptions. This policy applies to all employees, students, consultants, contractors and visitors to the school.

Implementation

Day-to-day responsibility for policy implementation rests with the Principal and/or Deputy Principal. All staff and students have an obligation to adhere to and facilitate the implementation of this policy.

The Principal and/or Deputy Principals shall inform all employees, students, consultants and contractors of the policy and their role in the implementation and monitoring of the policy.

Infringements

Infringements will be dealt with, in the first instance, under existing disciplinary procedures. Those who contravene the law prohibiting smoking in the workplace are also liable to prosecution.

Smoking cessation

Information on how to obtain help quitting smoking is available from the National Smokers' Quitline on callsave 1850 201203 or the Health Promotion Department of local Health Boards.

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7.12 Insurance

Responsibility for insuring the school building rests with the PPP Company.

The BOM must ensure that the school furnishings and equipment are adequately insured. It must ensure that all such insurances are effected and maintained as are necessary to safeguard the school, the Board and the Trustees against all public liability and against the consequences of negligence on the part of any person employed by the Board or any defect in the buildings, premises, furnishings or equipment of the school whereby loss or damage might result to any person in or upon the school premises. The Board is obliged to make adequate budgetary provision for all insurance policies.

The Board will review the terms of all school insurance policies each September/October.

The Board's current insurance brokers and consultants are Arachas, The Courtyard, Carmanhall Road, Sandyford Industrial Estate, Dublin 18. All policies are presently underwritten by Church and General Insurance, part of the Allianz Group.

Although not obliged to do so, the Board also makes provision in its annual budget to cover the full cost of 24 hour personal accident insurance for all students. Details of this cover are available on request from the Principal. Claim forms are also available from the Principal.

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7.13 Role and responsibilities of the Board of Management (BOM)

The BOM consists of eight persons. Four are appointed by the Trustees, the Loreto Sisters. Two are elected by the permanent members of the teaching staff. The parents of students in the school elect two of their number to the Board. In addition, the Principal acts as Secretary to the Board without voting rights. The term of office of each Board is three years. The present Board serves until 14 October 2022.

Current Board members:

Trustee nominees

Sr. Helen O' Riordan (Chairperson)
Ms. Barbara Foley
Mr. Pat Quigley
Mr. Danny Gayer

Parent nominees

Mr. Liam Gaynor
Ms. Annette Cahalane

Teacher nominees

Ms. Aoife Doyle
Ms. Siobhán O' Donoghue

The role of the Board is to fulfil all functions assigned to it by the Education Act 1998, the Education Welfare Act 2000 and the Loreto Sisters as Trustees. The procedures for discharging this role are set out in the Articles of Management for Catholic Secondary Schools.

The Manual for Boards of Management of Voluntary Secondary Schools sets out in detail the specific responsibilities of the Board in relation to the following:

- The Trustees
- The DES
- School Finance
- Staff, both teaching and non-teaching
- Curriculum
- Students
- Parents
- The School Plan

A copy of this manual is available for inspection by arrangement with the Principal.

Agreed Reports of Board meetings are placed on the school's website.

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7.14 Financial management and accountability

The BOM is directly answerable to the Trustees for its financial administration of the school. The Board will not enter into financial commitments for which it has made inadequate provision in its annual budget and which would result in the Trustees incurring liability for unforeseen and unapproved debts.

School accounts must be available for inspection by the Minister for Education and Skills insofar as they relate to monies provided by the State.

The Board ensures that proper accounts of all income and expenditure are kept and that an annual audit is conducted in accordance with best accounting practice.

The Board submits a forward budget and financial report to the Trustees on an annual basis. The Board must ensure that expenditure does not exceed income.

The Board receives a Financial Report at each monthly meeting.

The Finance Sub-Committee comprises the Principal and four other persons appointed by the Board on an annual basis and meets generally once per term. Currently on this sub-committee with the Principal are Mr. Liam Gaynor, Ms. Ann McClannon, Ms. Maria Kehoe and Ms. Catriona Foley.

The Board ensures that all payments are made by cheque, signed by the Principal and one other person approved by the Board.

The school will comply as fully as possible with the Guidelines for Financial Management in Voluntary Secondary Schools as published by the JMB Financial Support Services Unit (FSSU) in January 2006 and with all bulletins issued by the FSSU.

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Appendix 1

Notification to parents by teachers of a school tour/field trip

In compliance with the school's Health and Safety Statement, teachers who are planning to bring students away from the school on a tour/field trip are required to give advance written notification of same to parents. Before a student can travel on such a tour/field trip, the organising teacher(s) must receive a signed Consent Form (Appendix 2) from parents.

The following information should be given in the notification to parents:

- Date of tour/field trip
- Purpose of tour/field trip
- Details of cost and methods of payment
- Details of any part of the tour/field trip not covered by school insurance
- Time of departure from the school
- Itinerary details
- Estimated time of return to the school
- Duration for which there will supervision by a teacher after the return to the school
- Details of any drop-off points on the way back to the school – any such points must be well-lit and public places e.g. shop, garage.
- Statement that the bus will not wait for students to be collected from such drop-off points
- Statement requiring students to adhere fully to the school's Code of Behaviour while on the tour/field trip
- Request to students to bring mobile phones on the tour/field trip for use in the event of emergency or to notify parents of a later than expected return to the school or drop-off points
- The school's mobile phone number to contact a teacher on the tour/field trip – emergency use only
- Request to parents to provide written notification to the organising teachers of any medical conditions that may affect a student's participation in the tour/field trip
- Statement that the school reserves the right not to bring students on a tour/field trip in the event of their being medically unfit - this determination will be made by The Principal following the receipt of medical advice
- Statement that the school will not be liable for administering medication to any student on the tour/field trip
- Contact telephone number of a teacher to deal with any enquiries from parents prior to the tour/field trip
- Date by which the Consent Form must be signed and returned to the organising teacher(s)

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Appendix 2

Consent Form for a school tour/field trip

Having read the letter concerning the proposed tour/field trip to _____ on _____ ,
I/we wish to confirm that I/we fully accept the details as set out therein.

I/we give permission for my/our daughter to go on this tour/field trip.

I/we enclose with this Consent Form details of any medical conditions that may affect my/our daughter's
participation in the tour/field trip.

Student's name: _____

Signature(s): _____
Parent/guardian

Parent/guardian

Date: _____

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Appendix 4

Policy Review Schedule

<u>School Year</u>	<u>Policies for formal review</u>
2006/2007	1. Admission
	2. Parents' Association
	3. Student empowerment, involvement and representation
	4. Guidance
	5. Class Teacher system and Student Care Co-ordination Team
	6. Transition Year
2007/2008	1. Curricular provision
	2. Student attendance
	3. Admission
	4. In-school management
	5. Anti-bullying
	6. Health and Safety Statement/Fire Drill
	7. Student attendance
	8. Class Teacher system and Student Care Co-ordination Team
	9. Homework
2008/2009	1. Code of Behaviour
	2. Admission
	3. In-school management
	4. Student empowerment, involvement and representation
	5. Mission Statement
	6. Transition Year
	7. Uniform
	8. Green School
2009/2010	1. Learning Support
	2. Green School
	3. Student empowerment
	4. Updating of older policies
2010/2011	1. School self-evaluation: curriculum
	2. School self-evaluation: communications
	3. Child Protection and vetting of school personnel
	4. Transition Year
	5. In-school Management

2011/2012	1. School self-evaluation: communications
	2. School self-evaluation: teaching and learning
	3. Internet Acceptable Use
	4. Child Protection and vetting of school personnel
	5. Healthy Eating
	6. Admission
	7. In-school management
	8. Information and Communication Technology
2012/2013	1. School self-evaluation and improvement plan
	2. Literacy and numeracy
	3. In-school management
	4. Cyber-bullying
	5. Child Protection
	6. Administration of medication
	7. Curriculum – Junior Certificate reform
	8. Well-being in school
2013/2014	1. School self-evaluation and improvement plan - implementation
	2. Literacy and numeracy - implementation
	3. In-school management
	4. Admission Policy
	5. Anti-bullying Policy
	6. Curriculum – Junior Certificate reform
	7. Consideration of WSE-MLL Report
	8. Whole School Guidance
	9. Relationships and Sexuality Education – School Policy
	10. Assessment Policy
2014/2015	1. School self-evaluation and improvement plan - implementation
	2. WSE-MLL Report - implementation
	3. Literacy and Numeracy - implementation
	4. In-School Management
	5. Admission Policy
	6. Healthy Eating and Exercise
	7. Curriculum – Junior Certificate reform
	8. Mobile phones
	9. TL 21
	10. Student Leadership
2015/2016	1. School self-evaluation and improvement plan - implementation
	2. WSE-MLL Report - implementation
	3. Literacy and Numeracy - implementation
	4. In-School Management
	5. Admission Policy
	6. Curriculum – Junior Certificate reform
	7. Whistleblower Policy
	8. Data Protection
	9. Healthy Eating/Exercise Policy
	10. Induction of staff new to the school/Student Teachers
2016/2017	1. School self-evaluation and improvement plan - implementation

	2. WSE-MLL Report - implementation
	3. Literacy and Numeracy - implementation
	4. Child Protection Policy
	5. Anti-Bullying Policy
	6. In-School Management
	7. Admission Policy
	8. Curriculum – Junior Certificate reform
	9. Data Protection
2017/2018	1. ICT Policy
	2. Internet Acceptable Use Policy
	3. Code of Behaviour
	4. Inclusion / Special Educational Needs
	5. Health and Safety Statement / Emergency Procedures
	6. Curriculum – Junior Certificate reform
	7. School self-evaluation and improvement plan (SIP) - implementation
	8. WSE-MLL and Subject Inspection Reports - implementation
	9. Anti-Bullying Policy
	10. Whole School Guidance
2018/2019	1. Whole School Assessment
	2. Attendance
	3. Inclusion of Students with Special Educational Needs (SEN)
	4. Code of Behaviour / Mobile Phones
	5. Health and Safety Statement / Emergency Procedures
	6. Curriculum – Junior Cycle Reform, Leaving Certificate Applied Programme
	7. School self-evaluation and improvement plan (SIP) - implementation
	8. WSE-MLL and Subject Inspection Reports - implementation
	9. Whole School Guidance
2019/2020	Suicide Prevention
	Substance Use
	Student Empowerment and Representation
	Leadership and Management (April 2020)
	Whole School Assessment
2020/2021	School Plan, 2021 - 2025
2021/2022	Set out in contents section

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Appendix 5

The Constitution of the Students' Council of Loreto Secondary School, Wexford.

A - Name

This body shall be known as 'The Students' Council of Loreto Secondary School, Wexford.'

B- Aims

To promote the educational interest and general welfare of the students of Loreto Secondary School, Wexford, and to foster good relations between parents, teachers, and students.

C - Objectives

1. To uphold the right of Voluntary Denominational Schools to exist, achieve parity of treatment with state run schools in a pluralist democratic society.
2. The maintenance of the rights of students to consultation and information on Government / school educational policy.
3. To promote student involvement in the development of school policies.

D – Structures

1. The council shall respect the professional aspects of school administration and work. Any relevant concerns should be referred to the appropriate persons in accordance with school policy.
2. Membership of the Students' Council will be as follows:
 - Three representatives from each year group in the school with 150 students
 - Two representatives from each year group in the school with 120 students
 - Head Girl (ex-officio member)
 - Deputy Head Girl (ex-officio member)
3. Members of the council will be elected in the first week of September each year at assemblies organised by the Principal and/or his representative.
4. Successful candidates will be required to sign a contract before their appointment to the Students' Council can be confirmed by the Board of Management.
5. Vacancies in the council shall be filled by election. Casual vacancies may be filled by co-option.
6. No member may serve longer than 2 consecutive years, but after this may be eligible for re-election.
7. Training for all council members will take place as soon as possible after elections in September.
8. For each meeting an agenda must be prepared, minutes recorded and all reports must be agreed on before being put on website.
9. Officers of the council shall consist of; Chairperson, Vice-Chairperson, Secretary, Treasurer, and PRO. They shall be elected at the first meeting of the new council each September.
10. The Principal and/or another member of the school's In-School Management team may attend all meetings of the Students' Council in a non-voting capacity.
11. Members failing to attend four consecutive meetings without adequate reason shall be deemed to have resigned.
12. Motions for amendments of the constitution-
 - a) May only be presented at an extraordinary meeting of student's council.

- b) Must be presented to the secretary at least two weeks prior to such meetings.
- c) Must be passed by two-thirds majority of those present.

E - Finance

1. The council shall not primarily be a fund-raising body.
2. All funds collected shall be used only for the furtherance of the aims of the council.
3. The Student's Council may obtain their own independent bank account and the two authorised signatories will be the Chairperson and the Treasurer.
4. The Student's Council shall contribute to presents for staff or students, but will not give amounts exceeding €75.
5. The council will have the facilities to use software to record accounts in a proper manner.
6. An Income and expenditure Account must be submitted to the Board of Management by the 31st of August each year.
7. The Board of Management will make a grant of up to €500 available to the council in each school year. This grant will be drawn down on receipt by the Principal of invoices in respect of pre-approved expenditure.

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Appendix 6

The Constitution of the Council of the Parents' Association of Loreto Secondary School, Wexford.

A - NAME

This body shall be known as “The Loreto Parents’ Council”

B - AIMS

To promote the educational interest and general welfare of the students of Loreto Secondary School, Wexford, and to foster good relations between parents/guardians, teachers and students.

C - OBJECTIVES

1. To uphold the right of Voluntary Denominational Schools to exist, achieve parity of treatment with state run schools in a pluralist democratic society.
2. The maintenance of the rights of parents/guardians to consultation and information on Government educational policy.
3. To be aware of and to keep parents/guardians of students attending the school informed of the challenges of running a Voluntary Secondary School, and of current educational trends.
4. To promote parents’ involvement in the development of school policies.

D – STRUCTURES

1. The Council shall respect the professional aspects of school administration and work. Any relevant concerns should be referred to the appropriate persons in accordance with school policy.
2. Membership of the Council shall be confined to parents/guardians of students attending Loreto Secondary School, Wexford.
3. The Council shall consist of a maximum of eighteen parents/guardians. Other parents/guardians may be co-opted on to sub-committees as required.
4. Each academic year group should be represented by at least one parent/guardian on the Council.
5. Vacancies arising on the Council shall be filled by election at the Annual General Meeting. Casual vacancies may be filled by co-option.
6. No member may serve longer than 3 consecutive years without standing for re-election.
7. Both parents/guardians of any one family may not serve concurrently on the Council.
8. The Annual General Meeting shall generally be held on the first Monday in October each year, or within 2 weeks of that day.
9. Notice of the Annual General Meeting, with forms seeking nominations for Council vacancies, shall be given to parents/guardians at least 21 days in advance of such meeting.
10. Parents/guardians of first year students shall be informed of this Constitution and advised of the Annual General Meeting at least 21 days in advance of the meeting.
11. Candidates for election to the Council must indicate their willingness to serve on the Council to the Secretary before the Annual General Meeting.
12. Candidates for election must attend the Annual General Meeting, unless valid reason is tendered to the Secretary prior to the opening of the meeting.
13. Subject to the provisions of paragraphs 3 and 7, the Council shall have the right to co-opt up to 5 parents/guardians to the Council by majority Council decision to fill any casual vacancies that may arise.
14. The Principal and/or a representative of the teaching staff may attend Council meetings in a non-

voting capacity.

15. Parents' representatives on the Board of Management are automatically members of the Parents' Council.

16. Officers of the Council shall consist of Chairman, Vice-Chairman, Secretary, Treasurer, and PRO. They shall be elected each year at the first meeting following the Annual General Meeting and cannot hold office for more than 3 consecutive years.

17. Members failing to attend four consecutive meetings without adequate reason shall be deemed to have resigned.

18. Motions for the Annual General Meeting shall be submitted in writing to the Secretary at least 14 days before the meeting.

19. An extraordinary General meeting of all parents/guardians may be called by a

A) two-thirds majority of the Council

or

B) written request, signed by at least 80 parents/guardians, stating the reasons for such request including the text of the proposed resolution(s).

20. Such a meeting shall be held not less than 10 days and not more than 30 days following the receipt of such a request by the Secretary.

21. The organisation of the election of parents' representatives to the Board of Management shall be the responsibility of the Board of Management, with the election itself held every 3 years at the Parents' Council's Annual General Meeting.

22. Two parents/guardian representatives shall be elected, preferably one male and one female.

23. Motions for amendments to the Constitution-

a) may only be presented at an Extraordinary General Meeting of parents/guardians or at the Annual General Meeting.

b) must be presented in writing to the Secretary at least 2 weeks prior to such meeting.

c) must be passed by a two-thirds majority of those present.

E – FINANCE

1) The Council shall not primarily be a fund-raising body, and will be funded by an annual contribution collected from the parents.

2) Subject to paragraph 4, this section, there must always be a credit balance of at least €10 in the Council's Bank Account at the end of each financial year.

3) Strictly subject to paragraph 1, this section, and the approval of the Board of Management, the Council shall not have borrowing powers without the consent of a two-thirds majority of the parents present at an Extraordinary General Meeting, of which due notice to seek such powers has been given.

4) In the event of a dissolution of the Council, all funds in hand shall be disposed of at the discretion of the Board of Management.

5. All funds collected shall be used only for the furtherance of the aims of the Council.

6. Accounts shall be prepared annually for submission to the Secretary of the Board of Management by 31st August and an updated report presented at the Annual General Meeting.

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9.1 Introduction to school self-evaluation and timescale

(with extracts from “School Self-Evaluation – Guidelines for Post-Primary Schools”, Department of Education and Skills, November 2012)

School self-evaluation (SSE) is a collaborative, reflective process of internal school review whereby The Principal, Deputy Principal and teachers in consultation with The Board of Management, parents and students engage in reflective enquiry on the work of the school. School self-evaluation involves reflecting on the school’s aims, considering criteria for success within the school’s context, and determining appropriate methods for judging the quality of educational provision in the school. It is an evidence-based process which involves gathering evidence from a range of sources to make judgements about the work of the school with a view to bringing about improvements in its students’ learning. It requires a school to address the following key questions with regard to an aspect or aspects of its work:

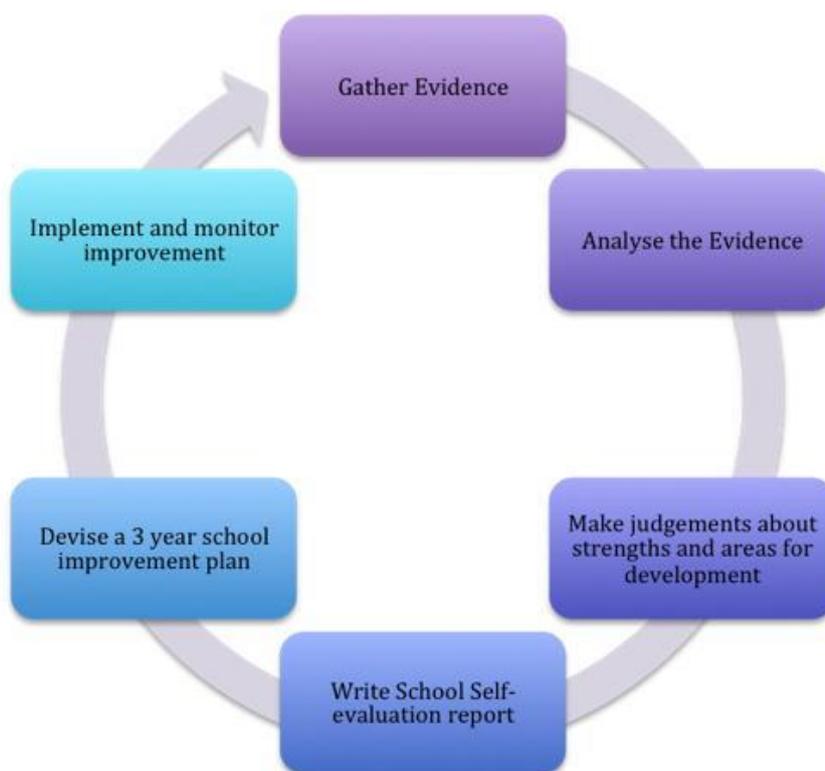
- How well are we doing?
- How do we know? What evidence do we have?
- How can we find out more?
- What are our strengths?
- What are our areas for improvement?
- How can we improve?

The key principles of school self-evaluation are outlined below:

Collaborative, inclusive	Effective school self-evaluation involves Principals, Deputy Principals, teachers and boards working together in a climate of trust and respect, in consultation with parents and students, to bring about school improvement.
Leadership	Effective school self-evaluation requires effective leadership.
Reflective	Effective school self-evaluation involves schools thinking critically about the aims and priorities of the school and what needs to be done to bring about improvements in their students’ learning.
Evidence based	Decisions taken during effective school self-evaluation are based on sound, reliable and specific information or evidence.
Flexible	Flexibility, creativity and a willingness to rethink, revise and redesign ways of doing things on the part of teachers, Principals, Deputy Principals and school managers are features of effective school self-evaluation.
Continual, ongoing	Each step of effective school self-evaluation is part of an ongoing cycle focused on improving the work of the school and the learning of the students. Evaluation findings inform school improvement plans and strategies for improvement, the impact and effect of which are in turn evaluated.
Improves teaching	Effective school self-evaluation is focused on making a positive, measurable and significant difference to the quality of teaching in the school.
Improves students’ learning	Effective school self-evaluation is focused on making a positive, measurable and significant difference to the learning of the students and the work of the school.
Communication	Effective school self-evaluation provides the school with a mechanism to engage in open and transparent communication with the entire school community.

The framework below highlights the cycle of school self-evaluation. It is important to note that the process is iterative in that it facilitates repeated cycles of analysis or a return to a previous stage of the cycle as required.

The school self-evaluation cycle – the six-step process



SSE is not new to Loreto, Wexford for the following reasons:

- Results obtained by students in state examinations have been closely analysed by the Principal, Board of Management and subject departments for a long number of years with performance compared to national outcomes in more recent years
- All subject departments evaluate and update their plans and methodologies on an annual basis
- The School Planning Group conducted a survey of parents, students and staff on the area of communications in April/May 2011
- Evaluation questionnaires are given to 4th year parents, students and staff every year

Mindful of best practice and the requirements set out in the Draft Guidelines, the Board of Management commits itself to overseeing a meaningful and ongoing process of school self-evaluation cross a wide range of criteria.

The BOM, at its April 2012 meeting, determined that the focus of attention in 2012/2013 will be on teaching and learning, adhering to the overall scheme as set out in the draft guidelines, as follows:



Timescale

Date	Action
February 2012	Appointment of the school's first Education Officer, Ms. Lorraine Kelly
March 2012	<ol style="list-style-type: none"> 1. Ms. Kelly addresses the staff and the Parents' Council at separate meetings on (1) the role of the Education Officer (2) School Self-Evaluation (3) Junior Cycle reform 2. The School Planning Group begins to draft a questionnaire for all parents
April 2012	Ms. Kelly addresses the Students' Council and the Board of Management on the above topics
	The BOM adopts Teaching and Learning as its first dimension for self-evaluation in 2012/2013
May 2012	Through the school planning group, the BOM surveys parental views on teaching and learning in the school by means of an online survey

	from 4 to 11 May
June 2012	Teaching and Learning: School Evaluation Report (Parents) published on school website
September 2012	Through the school planning group, the BOM surveys the views of immediate past-students i.e. the “Class of 2012” on teaching and learning/quality of provision in the school by means of an online survey from 28 September to 16 October
November 2012	Teaching and Learning: School Evaluation Report (Past-students) published on school website
December 2012	Teaching and Learning: School Evaluation Report (Teachers) published on school website
April 2013	School Improvement Plan, 2013 - 2016, formally approved by the Board of Management and published on the school website
May 2013	Progress in the implementation of recommendations of previous DES subject evaluations – summary
October 2013	Publication of Whole-School Evaluation – Management, Leadership and Learning (WSE-MLL) Summary of Inspection Report
March 2014	Survey Report on School Uniform
April 2014	Survey Report on Lunchtime Activity
May 2014	Survey Report on Healthy Eating/Vending Machines
May 2014	Survey Report on School Tour
December 2014	Whole-School Evaluation – Management, Leadership and Learning (WSE- MLL) Progress Report on the implementation of recommendations and suggestions
May 2015	Literacy: School Self-Evaluation Report and School Improvement

	Plan
May 2015	Numeracy: School Self-Evaluation Report and School Improvement Plan
October 2015	Teaching and Learning: School Evaluation Report (5 th and 6 th year parents and students) published on school website
May 2016	Under the direction of the School Planning Group, a team of teachers is established to initiate a round of school self-evaluation consultations leading to the development of a new School Improvement Plan covering the period from September 2016 to August 2020.
January 2017	Publication of the School Self-Evaluation Report and Improvement Plan for 2016 – 2020
May 2017	Publication of a School Self Evaluation Report: Progress on School Improvement Plan for Numeracy 2015-2017
May 2017	Publication of a School Self Evaluation Report: Progress on School Improvement Plan for Literacy

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9.2 Teaching and Learning: School Evaluation Report (Parents), May 2012

1. Introduction

1.1. Focus:

A school self-evaluation of teaching and learning in Loreto Secondary School, Wexford was undertaken from February 2012 to May 2012. The evaluation methods used involved eliciting the views of teachers, parents, students and management. One evaluation tool employed was that of an online questionnaire for parents. This questionnaire was posted on the school's website from Friday, 4 May to Friday, 11 May 2012. The number of responses was 228 and all of these responses were anonymous. A second evaluation tool utilised was a focus group type of research. The focus group research was carried out through guided discussions of our school planning group. This planning group consists of representatives from the student, parent, staff and management bodies.

During the evaluation, teaching and learning in the following curricular areas were evaluated, to some degree.

- Literacy
- Numeracy
- Learning to learn/ study skills
- Management of students' behaviour
- Teaching approaches
- Extra- curricular activities
- Homework
- "Free"/ study classes
- Sources of career guidance
- Assessment/ reporting/ parent- teacher meetings
- Grinds

This is an objective report on the findings of the questionnaire. This report will now be considered by the school, and its response to the findings will be addressed in the School Improvement Plan to be published in September 2012.

It is also worth noting that all school partners have been informed during this evaluation period of the school's dedication to actively participating in school self- evaluation so as to maintain and/ or improve standards of teaching and learning. Teachers have been briefed on the evaluation themes set out in the Department of Education and Skills Draft Guidelines for School Self- Evaluation and have agreed to pay special attention to evaluating teaching approaches, students' engagement in learning and attainments in literacy and numeracy, in the next academic year.

1.2. School Context

Loreto Secondary School, Wexford prides itself on its dedication to contributing positively to the holistic development of each individual student. As such, it places great importance on all aspects of school life including curricular and extra- curricular activities. Its aim is to achieve the highest possible standards in teaching and learning, while always bearing in mind Frances Teresa Ball's vision that the students will be encouraged to "go and set the whole world on fire with the love of God".

2. Findings

The responses from the online parents' survey were as follows:

Respondents:

Of the 228 responses,

- 74% were mothers,

- 11% were fathers,
- 1% were guardians and
- 13% were joint responses by parents/guardians.

Year groups:

- 25% were submitting information on 1st year students,
- 16% on 2nd year students,
- 20% on 3rd year students,
- 14% on TY students,
- 13% on 5th year students and
- 12% on 6th year students.

Teaching and Learning/ General:

- 95% of respondents claimed that, overall, teaching is good in the school.
- A further 95% of respondents stated that academically, their daughter is doing well in the school.
- 94% believe that their daughter is doing well socially in the school.

Discipline:

- 90% perceive the school's management of students' behaviour to be good.
- 99% of respondents regard themselves as being aware of the code of behaviour and school rules.

Assessment/ Reporting/ Parent- Teacher Meetings:

- 81% of respondents claimed that school reports give an accurate picture of how their daughter is doing.
- 78% believe that the school keeps them well informed of their daughter's academic progress.
- 70% say that teachers regularly check written work.
- 91% affirm that their daughter's academic progress is well monitored by regular testing in the school.
- 73% assert that there are good arrangements for parent- teacher meetings.

Homework:

- 68% of respondents maintain that their daughter gets the right amount of homework,
- 15% think their daughter gets too much,
- 11% claim they get too little,
- 6% don't know.

Numeracy skills:

- 87% believe their daughter to have good numeracy skills,
- 86% say their daughter can understand a bus/ train timetable,
- 88% claim that their daughter can manage her money well.

Literacy skills:

- 96% of respondents affirm that their daughter has good literacy skills,
- 65% say their daughter regularly reads a book for enjoyment,
- 49% believe that their daughter has a good knowledge of current affairs,
- 98% assert that their daughter's laptop skills are either good or adequate,
- 57% of Tablet skills are either good or adequate,
- 90% of MP3/4 Player skills are either good or adequate,
- 85% of Smartphone skills are either good or adequate.

Grinds:

- 78% of respondents state that their daughter currently receives no grinds.

Career investigation:

- The most common method used by students to investigate career paths is by joint investigation with their parents: 64%,
- The second most common is by self- investigation: 47%,
- And thirdly by information provided in the school: 33%

Note: Respondents had the option of selecting more than one checkbox, so percentages add up to more than 100% in this question.

Study skills:

In relation to whether their daughter receives adequate direction in developing good study skills,

- 42% of respondents claimed yes,
- 33% said no and
- 25% said they don't know.

Extra- curricular activities:

- 87% of respondents either highly value or value the extra- curricular programme.

“Free”/ Study classes:

- 48% believe that their daughter receives very few “free” classes each week.
- 34% believe that their daughter receives more than a few “free” classes and
- 18% claim they don't know.

Open- ended questions:

The most common/recurring themes in the open ended questions of the questionnaire are as follows:

(please note that despite respondents being asked not to name any individuals, some respondents did so, and as such, their comments have been discarded from this report)

- Giving more time to the explicit teaching of study skills/ time management/ study plans/ revision, especially from an early stage.
- Reducing the amount of “free” classes.
- Increasing the amount of supervised study, for example: during Croke Park days, Saturday study, and during Easter (for exam years).
- SPHE syllabus is perceived as being very positive in the enhancement of the social skills of students.
- More support in higher level Maths/ Accounting/ Irish.
- More focus on bullying/ internet safety/ etiquette/ good manners/ hygiene on a regular basis.
- Retreat in 6th year/ 1st year supervised disco seen as beneficial events.
- Greater collaboration between teachers with regard to setting homework/ tests so that overload/ stress is minimised.
- High dedication of teachers/ appreciation of school's role in daughters' lives.
- Giving constructive advice/ feedback in corrections/ correct all homework/ follow up on misunderstandings in homework.
- All subject teachers covering the same topics so nobody is playing “catch up” the following year.
- More career guidance and from an earlier age.

3. Summary of school self- evaluation findings

3.1. Strengths:

The above findings indicate that Loreto Secondary School, Wexford has significant strengths in the following areas:

- Teachers' practice and approaches.
- Management of students' behaviour.
- A high value is placed by parents on extra- curricular activities.

3.2. Areas of potential development:

The following areas are prioritised for improvement:

- Teaching of study skills: Learning to learn.
- Literacy skills: Current affairs/ reading for enjoyment/ Tablet skills. (note that the school planning group is currently drafting a whole-school literacy and numeracy policy also)
- Extent of career guidance provision.

3.3. Legislative and regulatory requirements:

The following legislative and regulatory requirements need to be addressed:

- On-going review of the school plan, to incorporate "learning to learn". (Section 21 Education Act 1998).
- On-going review of the whole- school guidance plan. (Section 21 Education Act 1998)
- Drafting of a whole- school Literacy and Numeracy Plan. (National Literacy and Numeracy Strategy: Literacy and Numeracy for Learning and Life 2011- 2020).

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9.3 Teaching and Learning: School Evaluation Report (Past-students), November 2012

1. Introduction

1.1. Focus:

A school self- evaluation of Teaching and Learning and Support Services in Loreto Secondary School, Wexford was undertaken in September/ October 2012. The main evaluation tool employed was that of an online questionnaire for the out-going 6th year students who had just completed the Leaving Certificate in June 2012. This questionnaire was posted on the school's website from Wednesday, 26 September until Tuesday, 16 October 2012. The number of responses was 55 (i.e) 50% of the year-group, and all of these responses were anonymous. A second evaluation tool utilised was a focus group type of research. The focus group research was carried out through guided discussions of the school planning group. This planning group consists of representatives from the student, parent, staff and management bodies. This group, in conjunction with the Education Officer, discussed the findings of the survey and will use the results as a basis for a School Improvement Plan.

During the evaluation, the following curricular areas were evaluated to some degree.

- Literacy
- Numeracy
- Learning to learn/ study skills
- Management of students' behaviour
- Teaching approaches
- Extra- curricular activities
- Homework
- "Free"/ study classes
- Sources of career guidance
- Assessment/ reporting
- Grinds
- Support services

This is an objective report on the findings of the questionnaire. This report will now be considered by the school, and its response to the findings will be addressed in the School Improvement Plan to be published in the near future.

(Please note: it had previously been anticipated that an Improvement Plan would be published in September 2012 following the Parents' Survey of May 2012. However, it has since been decided by the school's Planning Group to first of all ascertain both students' and teachers' views, before an Improvement Plan is drafted. This allows for triangulation of data and gives the school a sounder collection of evidence.)

1.2. School Context

Loreto Secondary School, Wexford prides itself on its dedication to contributing positively to the holistic development of each individual student. As such, it places great importance on all aspects of school life including curricular and extra- curricular activities. Its aim is to achieve the highest possible standards in teaching and learning, while always bearing in mind Frances Teresa Ball's vision that the students will be encouraged to "go and set the whole world on fire with the love of God".

2. Findings

The responses from the online students' survey were as follows:

Teaching and Learning/ General:

- 93% of respondents claimed that overall, teaching was good in the school.
- 89% of respondents stated that academically, they did well in the school.
- 91% believe that they did well socially in the school.
- 96% would recommend Loreto to a family member or close friend.

Discipline:

- 91% perceived the school's management of students' behaviour to be good.

Assessment/ Reporting:

- 44% said that most teachers regularly checked their written work.
- 40% claimed that some teachers regularly checked their written work.
- 16% believed that few teachers regularly checked their written work.
- 80% affirmed that their academic progress was well monitored by regular testing in the school.

Homework at Junior Cycle:

- 18% believed they got too much homework.
- 4% claimed they received too little.
- 71% stated they received the correct amount.
- 7% did not know.

Homework at Senior Cycle:

- 44% claimed they received too much homework.
- 7% believed they received too little.
- 47% thought they received the correct amount.
- 2% did not know.

Numeracy skills:

- 69% of respondents believed that the school helped them to develop good numeracy skills.
- 25% claimed that the school did not help them to develop good numeracy skills.
- 5% did not know.

Literacy skills:

- 91% claimed that the school helped them to develop good literacy skills.
- 9% said the school did not help them to develop good numeracy skills.
- 96% of respondents stated that their PC/ Laptop skills were either good or adequate.
- 66% claimed that their tablet skills were either good or adequate.
- 90% affirmed that their MP3/4 Player skills are either good or adequate.
- 77% claimed that their Smartphone skills were either good or adequate.

Grinds at Junior Cycle:

- 29% received grinds in one subject.
- 15% in two subjects.
- 0% in more than two subjects.
- 56% received no grinds.

Grinds at Senior Cycle:

- 40% of respondents received grinds in one subject.
- 27% in two subjects.
- 5% in more than two subjects.
- 28% received no grinds.

Career investigation:

- The most common method used by students to investigate career paths was by self- investigation: 78%,
- The second most common was by joint investigation with their parents/ guardians: 42%,
- And thirdly by information provided in the school: 35%

Note: Respondents had the option of selecting more than one checkbox, so percentages add up to more than 100% in this question.

Study skills:

In relation to whether the students received adequate direction in developing good study skills,

- 40% of respondents claimed yes,
- 44% said no and
- 16% said they did not know.

Extra- curricular activities:

- 83% of respondents either highly valued or valued the extra- curricular programme.

“Free”/ Study classes:

- 80% stated that they did not have a lot of “free” classes each week.
- 18% believed that they had a lot of “free” classes each week and
- 2% claimed they did not know.

Support Services:

One- to- One Counselling:

- 29% of respondents who used this service found it either good or adequate.
- 18% believed it to be poor.
- 5% said they did not know and
- 48% stated that this question was non- applicable, therefore they did not avail of the service.

Support from Class Teacher:

- 58% of respondents found this service either good or adequate.
- 16% claimed it to be poor.
- 2% did not know and
- 24% said this question was non- applicable.

Meitheal:

- 55% of respondents claimed this service was either good or adequate.
- 22% said it was poor.
- 5% claimed they did not know and
- 18% stated that this question was non- applicable.

Student Council:

- 25% said that this service was either good or adequate.
- 20% claimed it was poor.
- 22% did not know and
- 33% said it was non- applicable.

Prefect/ Vice- Prefect:

- 49% claimed that this service was either good or adequate.
- 18% believed it was poor.
- 9% did not know and
- 24% said it was non- applicable.

Open- ended questions:

The most common/recurring themes in the open ended questions of the questionnaire are as follows:

- High levels of morale and respect visible in the school/ great sense of community.
- Orientation day in 1st year could be introduced.
- Wonderful learning environment evident.
- Better sporting facilities needed.
- Wide range of sports offered.
- Great support from Learning Support Department.
- Less written homework at senior cycle to allow more time for study.
- Give more time to the explicit teaching of study skills/ time management/ study plans/ revision, especially from an early stage.
- More support/ classes in Maths.
- Transition Year seen as being very helpful in the development of social and personal skills.
- Greater collaboration between teachers with regard to setting homework/ tests so that overload/ stress is minimised.
- High dedication of teachers/ appreciation of school's role in their lives.
- Give constructive advice/ feedback in corrections/ correct all homework/ follow up on misunderstandings in homework.
- More career guidance and information on the CAO system and from an earlier age.

3. Summary of school self- evaluation findings

3.1. Strengths:

The above findings indicate that Loreto Secondary School, Wexford has significant strengths in the following areas:

- High standards of Teaching and Learning.
- Good imparting of Literacy and Numeracy skills.
- High estimation of the merit of extra- curricular activities.
- Students believed that they did not receive too many “free”/ study periods.

3.2. Areas of potential development:

The following areas are prioritised for consideration and improvement:

- Support Services.

- Career Guidance.
- Study Skills.
- Amount of homework at Senior Cycle.
- The issue of grinds, particularly at Senior Cycle.

3.3. Legislative and regulatory requirements:

The following legislative and regulatory requirements need to be addressed:

- On-going review of the school plan, to incorporate “learning to learn”. (Section 21 Education Act 1998).
- On-going review of the whole- school guidance plan. (Section 21 Education Act 1998)
- Drafting of a whole-school Literacy and Numeracy Plan. (National Literacy and Numeracy Strategy: Literacy and Numeracy for Learning and Life 2011- 2020).

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9.4 Teaching and Learning: School Evaluation Report (Teachers), December 2012

1. Introduction

1.1. Focus:

A school self- evaluation of teaching and learning in Loreto Secondary School, Wexford was undertaken in November 2012. The evaluation method used involved eliciting the views of teachers through an online questionnaire. This questionnaire was posted on the school's staff server from 13/11/12 to 26/11/12. The number of responses was 30 (i.e 65% of the teaching staff) and all of these responses were anonymous.

During the evaluation, teaching and learning in the following curricular areas were evaluated, to some degree.

- Literacy
- Numeracy
- Learning to learn/ study skills
- Management of students' behaviour
- Teaching approaches
- Extra- curricular activities
- Homework
- "Free"/ study classes
- Assessment/ reporting/ correction methods
- Grinds
- Student support services

This is an objective report on the findings of the questionnaire. This report will now be considered by the school and its response to the findings will be published in the School Improvement Plan which will follow in the very near future.

The School Improvement Plan will be informed by the SSE reports on three surveys, namely parents, out-going sixth year students and this teacher survey and also by whole- staff discussion and planning group discussion.

1.2. School Context

Loreto Secondary School, Wexford prides itself on its dedication to contributing positively to the holistic development of each individual student. As such, it places great importance on all aspects of school life including curricular and extra-curricular activities. Its aim is to achieve the highest possible standards in teaching and learning, while always bearing in mind Frances Teresa Ball's vision that the students will be encouraged to "go and set the whole world on fire with the love of God".

2. Findings

The responses from the online teachers' survey were as follows:

Teaching and Learning/ General:

- 100% of respondents claimed that overall, teaching is good in the school.
- A further 100% of respondents stated that, academically, students do well in the school.
- 97% believe that students do well socially in the school. (3% did not know)

Discipline:

- 100% perceive the school's management of students' behaviour to be good.

Extra- curricular activities:

- 97% of respondents either highly value or value the extra- curricular programme.

Assessment of written work:

In relation to using peer- correction as a method of correcting students' written work:

- 13% use student peer- correction in few classes per week.
- 3% use student peer- correction fortnightly.
- 33% use student peer- correction monthly and
- 50% never use student peer- correction.

In relation to using student self- correction as method of correcting students' written work:

- 13% use it daily/ in every class.
- 27% use it in most classes per week.
- 27% use it in few classes per week.
- 13% use it fortnightly.
- 7% use it monthly and
- 13% never use it.

In relation to eliciting answers orally as a method of correcting students' written work:

- 60% use it daily/ in every class.
- 27% use it in most classes per week.
- 10% use it in few classes per week.
- 3% never use it.

In relation to completing out-of-class written corrections by the teacher to correct students' written work:

- 7% do it in most classes per week.
- 53% do it in few classes per week.
- 30% do it fortnightly.
- 10% do it monthly.

Methods of test- correction:

In relation to using oral assessment to monitor students' progress:

- 67% do it daily/ in every class.
- 7% use it several times weekly.
- 3% use it few times weekly.
- 3% use it at the end of every chapter.
- 10% use it periodically throughout a chapter and
- 10% never use it.

In relation to using written correction by the teacher:

- 7% do it several times weekly.
- 7% do it few times weekly.
- 72% do it at the end of every chapter.
- 7% do it periodically throughout a chapter and
- 7% do it following several chapters.

In relation to using peer- assessment to correct tests:

- 7% do it several times weekly.
- 10% do it few times weekly.
- 7% do it periodically throughout a chapter.
- 13% following several chapters and
- 63% never use this method.

With regard to using student self- assessment to correct tests:

- 3% do it daily/ in every class.
- 7% do it several times weekly.
- 3% do it few times weekly.
- 7% at the end of every chapter.
- 17% periodically throughout a chapter.
- 10% following several chapters and
- 53% never use it.

Study skills:

- 57% believe that students receive adequate direction in relation to developing good study skills.
- 23% claim that students do not and
- 20% said they did not know.

Numeracy skills:

- 77% of respondents claimed yes, the school helps students to develop good numeracy skills.
- 3% claimed no and
- 20% said they did not know.

Literacy skills:

- 87% of respondents claimed yes, the school helps students to develop good literacy skills.
- 13% said they did not know.
- 70% said that they believe students' laptop skills to be either good or adequate, while 7% said poor and 23% claimed they did not know.
- 40% claimed that they perceive students' tablet skills to be either good or adequate, while 7% think poor, 47% did not know and 7% claimed it was non- applicable.
- 57% believed that students' MP3/4 Player skills are either good or adequate, 37% said they did not know and 7% claimed it was non- applicable.
- 70% claimed that students' Smartphone skills were either good or adequate, 27% said they did not know and 3% said it was non- applicable.

Grinds:

- 7% claimed they know when their students are in receipt of grinds.
- 37% stated they did not know and
- 57% said they know sometimes.
- 10% said there is evidence of conflict between what the grind teacher is teaching and what they are teaching.
- 37% claim no, there is no conflict and
- 57% said that there is conflict sometimes.

"Free"/ Study classes:

- 10% of respondents claimed yes, students receive a lot of “free”/ study classes per week.
- 57% stated no and
- 33% claimed they did not know.

Homework:

In relation to homework at Junior Cycle:

- 3% believe they give too much.
- 3% believe they give too little.
- 94% said they give the right amount.

In relation to homework at Senior Cycle:

- 13% claim they give too much.
- 3% said too little.
- 74% said they gave the right amount and
- 10% said they did not know.

Student Support Services:

In relation to Students’ Council:

- 64% stated it was either good or adequate.
- 7% said it was poor and
- 30% did not know.

With regard to One-to-One Counselling:

- 83% perceive this service to be either good or adequate.
- 17% did not know.

Support from Class Teacher:

- 90% believe that this service is either good or adequate.
- 7% said poor and
- 3% did not know.

Meitheal:

- 93% perceive this service to be either good or adequate.
- 7% did not know.

Prefect/ Vice Prefect:

- 67% claimed this service was either good or adequate.
- 16% said poor and
- 17% did not know.

Open- ended questions:

The most common/recurring themes in the open- ended questions of the questionnaire are as follows:

- As a school, we do more than enough to ensure that standards of teaching and learning are high.

- Senior cycle homework should be set in collaboration with other teachers so as to avoid overload/ language essays should be rotated.
- Teachers are stressed and under a lot of pressure from students and parents.
- Teachers are being asked to do too much paperwork and they wonder if it is necessary or beneficial to teaching and learning.
- Physical activity should be promoted more across the board.
- Grinds are only really deemed necessary if a student is very weak at a particular subject or if she has missed some time out of school.

3. Summary of school self- evaluation findings

3.1. Strengths:

The above findings indicate that Loreto Secondary School, Wexford has significant strengths in the following areas:

- High value is placed by teachers on extra- curricular activities.
- Management of students' behaviour is good.
- Support services for students are perceived as very good.

3.2. Areas of potential development:

The following areas are prioritised for improvement:

- The promotion of better study skills for students.
- Methods of test correction/ written work correction.
- More collaboration needed between teachers re: distribution of homework at senior cycle.
- Teacher well-being.

3.3. Legislative and regulatory requirements:

The following legislative and regulatory requirements need to be addressed:

- On-going review of the school plan, to incorporate homework procedures, assessment methods and learning to learn. (Section 21 Education Act 1998).
- On-going review of the whole- school guidance plan. (Section 21 Education Act 1998).

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9.5 Improvement Plan for Loreto Secondary School, Wexford: September 2013 to August 2016

All actions carried out in the academic year 2013-2014 can be observed in red.

All actions carried out in the academic year 2014-2015 can be observed in green.

All actions carried out in the academic year 2015-2016 can be observed in blue.

This improvement plan is based on triangulating the gathered self-evaluation evidence from the following sources:

1. The results of the parents' online survey from May 2012.
2. The results of the online survey of the out- going sixth year students from November 2012.
3. The results of the teachers' survey from December 2012.
4. Teacher discussion with the Education Officer and Principal.
5. Guided discussion of the School Planning Group as a focus- group.

Summary of main strengths as identified in the above SSE reports

1. Teachers' practice and approaches.
2. High value placed by all on extra- curricular activities.
3. Good management of students' behaviour.
4. Students believed that they did not receive too many "free classes".
5. Good imparting of literacy and numeracy skills.
6. Student support- services perceived by teachers as being very good.

Summary of main areas requiring improvement as identified in the above SSE reports

1. Teaching of study skills: learning to learn.
2. Literacy skills: current affairs/ reading for enjoyment/ tablet skills.
3. Extent of career guidance provision.
4. Amount of homework at senior cycle.
5. The issue of grinds, particularly at senior cycle.
6. Student support- services perceived badly by students.
7. Methods of test correction/ written work correction.
8. Teacher well-being.

Plan for each area requiring improvement

1. Teaching of study skills.

Improvement targets	<ul style="list-style-type: none"> • 23% of teachers surveyed stated that students do not receive adequate direction in relation to developing good study skills, 44% of students stated they did not receive good direction and 33% of parents claimed their daughter did not receive adequate direction. • We hope that 90% of stakeholders will perceive the study- skills provision as good or adequate. • We wish to see our students acquiring good study skills from first year onwards so that students will be equipped with the skills necessary to confidently and competently prepare for exams.
Required actions	<ul style="list-style-type: none"> ✓ We plan to provide more official study- skills seminars to students in more year groups than previously, as parents in particular commented that this type of direction is essential prior to their daughter reaching an

	<p>exam year.</p> <ul style="list-style-type: none"> ✓ The plan involves the Guidance Counsellors giving in- house training to first and third year while bringing in a company called “Study Focus” in second year to provide a mandatory workshop for all students. ✓ We intend to provide a mandatory workshop for fifth year students, facilitated by a company called “Student Enrichment Services” and this will be an optional workshop for sixth years who wish to refresh. All of these study- skills training initiatives will be run in the first term of every year i.e.: in September and October. ✓ We are also endeavouring to organise that the companies will address the second and fifth year parents at a meeting on the same evening as they will have addressed the students.
Lead teachers	The Guidance Counsellors.
Timeframe for action	This process has already begun and will continue over the next three years of this plan. However, there will be an overlap in 2013/ 2014 where some year groups who may not have had a workshop from the outside companies in 2012/2013 will receive it.
Success criteria/ measurable outcomes	Survey/ focus group of parents, students and teachers re the effect of these seminars on study skills.
Review date	On – going monitoring by the school planning group. Review in March 2016.
Actions taken in 2013/ 2014	<ul style="list-style-type: none"> • Guidance Department delivered a study skills presentation to all 1st year students in their class groups in November 2013 prior to their Christmas exams. • Study Focus Ltd. delivered a mandatory study skills seminar to all 2nd and 3rd year students on 8 and 9 October 2013. • Study Focus Ltd. spoke with the parents of junior cycle students on the evening of 8 October 2013 . • Student Enrichment Services delivered a mandatory study skills seminar to all 5th year students in September 2013. • Student Enrichment Services spoke with the parents of senior cycle students in September 2013.
Actions taken in 2014/2015	<ul style="list-style-type: none"> • The Guidance Department worked with a group of teachers to train them in the imparting of study skills to 1st year students • Study Focus Ltd. delivered a mandatory study skills seminar to all 2nd year students on 7 October 2014. • Study Focus Ltd. spoke to a meeting of parents on the evening of 7 October 2014 . • Student Enrichment Services delivered a mandatory study skills seminar to all 5th year students on 10 September 2014. • Student Enrichment Services spoke with the parents of senior cycle students in September 2013. • A Careers Information Night was held for 5th and 6th year students on 9 October 2014.
Actions taken in 2015/2016	<ul style="list-style-type: none"> • The Guidance Department, assisted by teaching colleagues, conducted study skills classes for 1st year students. • Study Skills seminars were held for 2nd year students on Thursday, 8 October 2015. • Study skills were outlined at a meeting of parents on Thursday, 8 October

	2015.
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2. Literacy skills: knowledge of current affairs/ reading for enjoyment/ tablet skills.

Improvement targets	<ul style="list-style-type: none"> To increase students' knowledge of current affairs. 49% of parents believe that their daughter has a good knowledge of current affairs and we intend to increase this percentage to 60% in the next three years. 65% of parents say their daughter regularly reads a book for enjoyment and we intend to increase this to 70% in the next three years. 57% of parents stated that their daughter's Tablet skills are either good or adequate and 66% of students claimed that their tablet skills were either good or adequate and we intend to increase this to 80% and 85% respectively in the next three years.
Required actions	<ul style="list-style-type: none"> ✓ To provide more access to current affairs material to students so that they will have greater awareness of local, national and international events so that in turn, they will be better equipped to critically comment on the world around them in all curricular areas. ✓ To encourage a greater love of reading for pleasure. ✓ To provide opportunities to use tablets in school to develop tablet skills. ✓ To introduce a short course called "Digital Media Literacy" in the new junior cycle.
Lead teachers	<ul style="list-style-type: none"> ➤ The Literacy Team comprises of Ms. Kelly, Ms. Shannon and Ms. Zimmermann. Their targets and required actions for increasing knowledge of current affairs and reading for pleasure are outlined in the whole-school literacy and numeracy policy, available on our website. ➤ The I.T co-ordinator Ms. O' Donoghue and her maternity- leave replacement Ms. Curran will be investigating the possibility of introducing tablets and E- books into the school over the next three years. They will be exploring this idea with representatives from staff, Parents' Council and Students' Council. ➤ Staff will discuss the possibility of a short course called "Digital Media Literacy" at whole- school level.
Timeframe for action	<p>The Literacy Team plan to complete their required actions in the academic year 2012/2013.</p> <p>The I.T co-ordinator will plan to make a decision on the introduction of E-books in 2012/ 2013.</p> <p>New junior cycle begins in September 2014.</p>
Success criteria/ measurable outcomes	Survey/ focus group of parents, students and teachers to see if the targets have been achieved.
Review date	On- going monitoring by the school planning group. Review in March 2016.
Actions taken in 2013/ 2014	<ul style="list-style-type: none"> Copies of the the Irish Times and the Irish Independent were made available to students every day in the General Purpose Room. A t.v screen was installed in the foyer area that played news channels throughout the day. Teachers constantly advised students to have a novel in their schoolbag on a regular basis, for use during study periods. Collaboration with other schools that use tablets so as to ascertain the advantages and disadvantages of using them.
Actions taken in 2014/2015	<ul style="list-style-type: none"> Copies of the Irish Independent and the Irish Times continued to be made available to students on a daily basis. From April 2015 onwards, the Principal placed both a national and international news story on the information screens on a daily basis. A Literacy and Numeracy noticeboard was placed in the convent building

	<p>in April 2015.</p> <ul style="list-style-type: none"> • The “Little Loreto Library” opened in April 2015. • A School Improvement Plan for Literacy was published in May 2015. • The RTE News channel continued to be on display in the foyer.
Actions taken in 2015/2016	<ul style="list-style-type: none"> • Copies of the Irish Independent and the Irish Times continued to be made available to students on a daily basis. • The Principal placed both a national and international news story on the information screens on a daily basis. • Items of interest e.g. book reviews, were placed on the Literacy and Numeracy noticeboard throughout the year. • The “Little Loreto Library” continued to operate. • “Drop Everything And Read” (DEAR) initiatives were held on two separate weeks in the course of the year. • A current affairs section was added to the Student Journal for 2015/2016.

3. Extent of career-guidance provision.

Improvement targets	<ul style="list-style-type: none"> • In the surveys to parents and students, the school was seen as the third (of three) and least used method used to access information about career-paths. • Although it is desirable for students to access information and research career paths and third- level opportunities for themselves, it would be hoped that the school would be perceived as playing a bigger role in this process. • We hope to balance out more evenly the three methods of career-investigation (self- investigation, joint investigation with parents/ guardians and the school)
Required actions	<ul style="list-style-type: none"> ✓ Endeavour to maintain the current provision of guidance periods, despite government cutbacks in this area i.e. one period a week in fifth and sixth year, two periods a week in transition year as part of a six week module. ✓ First year and transition year students and parents will receive talks/ information/ hand-outs from the Guidance Counsellors in relation to subject- choice and implications for career paths thereafter. ✓ Reintroduce mock interviews for all students in transition year every spring. ✓ Organise a “Careers Night” for fifth year students in the autumn time. This will involve a group of local professionals/ entrepreneurs, representing a wide range of professions, giving presentations on their own careers. ✓ Plan two day trips to a variety of third- level institutions (U.C.D on one day and W.I.T and Waterford College of Further Education on the other day). This trip will be open to everybody in fifth year. ✓ All sixth year students will attend the Higher Options Conference in the RDS in Dublin every September. ✓ A Career Guidance textbook will be introduced in senior cycle in order to help keep both students and parents informed.
Lead teachers	Guidance Counsellors.
Timeframe	1 academic year. 2013/ 2014.

for action	
Success criteria/ measurable outcomes	Surveys/ focus groups of students/ parents/ teachers.
Review date	March 2016.
Actions taken in 2013/ 2014	<ul style="list-style-type: none"> • Provision of guidance periods maintained in senior cycle. • Guidance Department and Principal met with 1st and 4th year students and parents to present information on subject choice and career implications. The use of www.qualifax.ie was greatly advocated. • Mock interviews were held for 4th year students on 20 March 2014. • Two day trips were organised, one to UCD and one to WIT. All 5th year students were offered the opportunity of attending. • 6th year students attended the Higher Options Conference in RDS in September 2013. • The Career Guidance textbook was introduced in senior cycle, starting in TY.
Actions taken in 2014/2015	<ul style="list-style-type: none"> • Provision of guidance periods maintained in senior cycle. • Guidance Department and Principal met with 1st and 4th year students and parents to present information on subject choice and career implications. The use of www.qualifax.ie was greatly advocated. • Mock interviews were held for 4th year students on 19 March 2015. • Two day trips were organised, one to UCD and one to WIT. All 5th year students were offered the opportunity of attending. • 6th year students attended the Higher Options Conference in RDS in September 2014.
Actions taken in 2015/2016	<ul style="list-style-type: none"> • Provision of guidance periods maintained in senior cycle. • Guidance Department and Principal met with 1st and 4th year students and parents to present information on subject choice and career implications. The use of www.qualifax.ie was greatly advocated. • Mock interviews were held for 4th year students on 15 March 2016. • Two day trips were organised, one to UCD and one to WIT. All 5th year students were offered the opportunity of attending. • 6th year students attended the Higher Options Conference in RDS in September 2015. • The Career Guidance Section of the school website was frequently updated with a wide range of information on courses and careers.

4. Amount of homework at senior cycle.

Improvement targets	<ul style="list-style-type: none"> • 44% of students claimed they received too much homework at senior cycle and parents' views in the open-ended questions of the survey reflected the need for greater collaboration between teachers re the even distribution of homework at senior cycle.
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	<ul style="list-style-type: none"> Parents and students commented that if homework and tests were spread out more evenly, it would minimise the students' levels of stress. We hope to decrease this 44% to 30% in the next three years.
Required actions	<ul style="list-style-type: none"> ✓ We need to stress the importance of students being comfortable enough to mention to teachers if they are under pressure and if they desire a reasonable extension to submitting a big essay or project. ✓ In addition to this, teachers would welcome students telling them if they have a number of tests on a particular day so the teacher can perhaps move the date of a test. ✓ This will be discussed at whole- staff level and teachers will be encouraged to welcome feedback from students in this area.
Lead teachers	All senior cycle teachers.
Timeframe for action	To begin in September 2013.
Success criteria/ measurable outcomes	Survey/ focus group of students, teachers and parents.
Review date	March 2016.
Actions taken in 2013/ 2014	<ul style="list-style-type: none"> Teachers encouraged at staff meeting to welcome feedback/ negotiation re: deadlines for homework etc.
Actions taken in 2014/2015	<ul style="list-style-type: none"> Teachers encouraged at staff meeting to welcome feedback/ negotiation re: deadlines for homework etc.
Actions taken in 2015/2016	<ul style="list-style-type: none"> Teachers encouraged at staff meeting to welcome feedback/ negotiation re: deadlines for homework etc.

5. The issue of grinds, particularly at senior cycle.

Improvement targets	<ul style="list-style-type: none"> Although 78% of parent respondents claimed that their daughter "currently receives no grinds", the student survey reflected that 40% of respondents received grinds in one subject, 27% in two subjects and 5% in more than two subjects at senior cycle. This tells us that grinds at senior cycle is an issue that needs attention. We hope to create a culture where grinds are only sought after very careful consideration by stakeholders.
Required actions	<ul style="list-style-type: none"> ✓ Raise awareness of a "real" need for grinds. Encourage students not to seek grinds as a result of peer- pressure. It is the opinion of Loreto, Wexford that grinds should not be necessary in the ordinary course of events. If a student is studying the correct level for her ability, if there is careful teacher planning, students have good study skills and students' attendance is good, grinds should not really be necessary. However, if there is a deficit in any of these areas, we would welcome discussion from stakeholders. ✓ This awareness will be raised in class and at parent- teacher meetings.
Lead teachers	All subject teachers.
Timeframe for action	Begin in September 2013.
Success criteria/ measurable outcomes	Surveys/ focus groups of students, parents and teachers.
Review date	March 2016.
Actions taken in 2013/ 2014	<ul style="list-style-type: none"> Teachers encouraged at staff meeting to raise this awareness of grinds with

	students and parents.
Actions taken in 2014/2015	<ul style="list-style-type: none"> Teachers encouraged at staff meeting to raise this awareness of grinds with students and parents. Principal spoke about this issue at the Parents' Association A.G.M. in October 2014.
Actions taken in 2015/2016	<ul style="list-style-type: none"> Teachers encouraged at staff meeting to raise this awareness of grinds with students and parents. Principal spoke about this issue at the Parents' Association A.G.M. in October 2015. 5th and 6th year students and parents were surveyed on this issue in November 2015.

6. Student support- services.

Improvement targets	<ul style="list-style-type: none"> Students' perception of some of the support services were worth noting. 25% of students thought that the students' council was either good or adequate. We aim to increase this to 35%. 29% of respondents who used one- to- one counselling found it either good or adequate. We endeavour to raise this to 39%.
Required actions	<p>Students' Council:</p> <ul style="list-style-type: none"> ✓ Survey all students about their knowledge of the Students' Council and reps and seek any information about issues in need of addressing. ✓ Join ISSU. ✓ Participate in Comhairle na nÓg. ✓ Draw up agreed calendar of events. ✓ Organise Random Acts of Kindness week on an annual basis and "Loreto's got Talent" on a bi- annual basis. ✓ Take photographs for website. ✓ Work in collaboration with the Liaison Teacher (Ms. G. Roche) <p>One- to- one Counselling:</p> <ul style="list-style-type: none"> ✓ The two Guidance Counsellors will operate in their dual roles of both careers and counselling. Personal counselling and career guidance will no longer be separate entities. <p>Extra:</p> <ul style="list-style-type: none"> ✓ Following the success of the Stress Management Day which was held for sixth year students in 2012/2013, we intend to make this day an annual event for sixth year students. Students will be given a talk on stress management by a psychologist and they will get the opportunity to participate in Art Therapy, Mindfulness, Aromatherapy and Yoga workshops. ✓ AWARE will visit the school to give a talk to fifth years on positive mental health. ✓ "Student Profiling" will be introduced. This will involve first year students completing a brief questionnaire in their first term in the school, in order to make us aware of any pastoral care needs they may have. These issues will then be followed up by the Guidance Counsellors. ✓ Inclusion week will also be introduced. This will involve whole- school activities that will concentrate on raising awareness/acceptance around special educational needs, religious diversity, cultural diversity, bullying and LGBT (Lesbian, Gay, Bi- Sexual, Trans-gender).
Lead teachers	The Guidance Counsellors.
Timeframe for action	Has already begun and will continue for the next three years.

Success criteria/ measurable outcomes	Surveys/ focus group of teachers, parents and teachers/ guidance counsellors.
Review date	March 2016.
Actions taken in 2013/ 2014	<ul style="list-style-type: none"> • Students Council surveyed students on extra-curricular activities at lunchtimes. The results of this survey will be considered when reviewing and updating the Healthy Eating and Exercise Policy in September 2014. • Students' Council joined the ISSU, drew up a calendar of events and participated in Comhairle na nÓg. • Students' Council organised Random Acts of Kindness Week and Live Life Week (to relay the message of Donal Walsh RIP). • Stress Management Day for sixth year students took place in November 2013, with new workshops such as drumming. • AWARE visited the fifth year students to deliver the "Beat the Blues" programme in October 2013. • SOAR visited the TY students in October 2013. • Student Profiling was carried out with the first year students.
Actions taken in 2014/2015	<ul style="list-style-type: none"> • The Healthy Eating and Exercise Policy was reviewed in October 2014. • Students' Council joined the ISSU, drew up a calendar of events and participated in Comhairle na nÓg. • Students' Council organised Random Acts of Kindness Week and Live Life Week (to relay the message of Donal Walsh RIP). • Stress Management Day for sixth year students took place in November 2014. • AWARE visited 5th year students to deliver the "Beat the Blues" programme in October 2014. • SOAR visited 4th year students in October 2014. • Student profiling was carried out with 1st year students. • The role of prefects was reviewed and it was decided to establish a Prefects' Council in September 2015 to further enhance this model of student leadership in the school. • The Student Care Co-ordination Team met every week to ensure that proper supports were in place at all times for students experiencing difficulties. • The Student Support Team met frequently to formulate a whole-school response to bullying issues and to deal with any individual cases brought to its attention. • A group of twelve 6th year students addressed junior students in special assemblies on the dangers associated with social media. • The Principal and Deputy Principal conducted assemblies with students on a timetabled basis throughout the entire year.
Actions taken in 2015/2016	<ul style="list-style-type: none"> • The Healthy Eating and Exercise Policy was reviewed again in February 2016. • Students' Council joined the ISSU, drew up a calendar of events and participated in Comhairle na nÓg. • Students' Council organised Random Acts of Kindness Week and Live Life Week . • Stress Management Day for sixth year students took place in October 2015. • AWARE visited 5th year students to deliver the "Beat the Blues" programme in October 2015. • SOAR visited 4th year students in October 2015. • Student profiling was carried out with 1st year students. • A Prefects' Council was established in September 2015 to further enhance the model of student leadership in the school. • 4th year prefects were appointed as Cara leaders to help mentor 2nd year

	<p>students.</p> <ul style="list-style-type: none"> • The Student Care Co-ordination Team met every week to ensure that proper supports were in place at all times for students experiencing difficulties. • A group of twelve 5th year students addressed 1st year students in a special assembly on the dangers associated with social media. • The Principal and Deputy Principal conducted assemblies with students on a timetabled basis throughout the entire year.
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7. Methods of test correction/ written- work correction.

Improvement targets	<ul style="list-style-type: none"> • To increase the amount of teachers who use self- assessment in tests from 47% to 60%. • To increase the amount of teachers who use peer- assessment in tests from 37% to 50%. • To increase the amount of teachers who use peer- correction for written work from 50% to 55%.
Required actions	<ul style="list-style-type: none"> ✓ Discuss at staff level (repeat at staff meetings periodically). ✓ Raise awareness among all stakeholders (in class and at parent- teacher meetings) that these methods are considered “best- practice” by the Inspectorate. (although they should not be overused). ✓ Tips from in-services will be brought back to staff via the Education Officer’s noticeboard.
Lead teachers	All subject teachers.
Timeframe for action	Begin in September 2013.
Success criteria/ measurable outcomes	Survey of teachers.
Review date	2016.
Actions taken in 2013/ 2014	<ul style="list-style-type: none"> • Assessment for Learning techniques were spoken about at every staff meeting by the Education Officer. This included the sharing of learning intentions with students/ comment-only marking and finally peer and student self- assessment. • Tips were brought back from in-services and conferences and distributed to staff at staff meetings and displayed on the Education Officer’s noticeboard. • Lengthy explanations of peer and student self- assessments were included in the draft whole- school assessment policy so as to inform all stakeholders of these recommended types of assessment methods. This policy will be ratified in the near future.
Actions taken in 2014/2015	<ul style="list-style-type: none"> • Assessment for Learning (AfL) techniques were addressed at staff meetings. • Tips were brought back from in-services and conferences and distributed to staff at staff meetings and displayed on the Education Officer’s noticeboard. • Dr. Mark Fennell presented inservice training to staff on AfL in October 2014.
Actions taken in 2015/2016	<ul style="list-style-type: none"> • Assessment for Learning (AfL) techniques were addressed and highlighted at staff meetings. • Tips were brought back from in-services and conferences and distributed to staff at staff meetings and displayed on the Education Officer’s noticeboard. • The Principal prepared an AfL summary sheet and presented it to students at

	meetings of the Prefects' and Students' Councils.
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8. Teacher well-being.

Improvement targets	<ul style="list-style-type: none"> An issue that arose on numerous occasions in the open-ended questions of the teachers' survey, was that of teacher stress. We hope to introduce some measures to enhance teacher well-being.
Required actions	<ul style="list-style-type: none"> ✓ To provide opportunities for teachers to engage in useful courses/ activities that will show them techniques to use to reduce stress levels (example: talk from local psychologist at staff meetings/ Mindfulness workshops [both of which were supported by the Board of Management in 12/13]). Such activities will be included in the school calendar as part of continuous professional development. ✓ Discussions at staff-level as to how this issue could be addressed further. ✓ Team-building workshops as part of continuous professional development.
Lead teachers	All teachers
Timeframe for action	Begin immediately and regularly monitor over the next three years at staff meetings and planning meetings.
Success criteria/ measurable outcomes	Teacher survey
Review date	2016.
Actions taken in 2013/ 2014	<ul style="list-style-type: none"> A workshop for staff by Dr. Fergus Heffernan was held in March 2014 entitled "Building resilience in challenging times". A decision was taken to engage an external supervisor/facilitator to assist any individual staff member with anxieties/concerns relating to the discharge of their professional duties.
Actions taken in 2014/2015	<ul style="list-style-type: none"> A Workshop by Dr. Shane Martin took place in October 2014 entitled "Harnessing Strengths in these challenging times". An external supervisor/facilitator, Bernie Hackett, was appointed to assist any individual staff member with anxieties/concerns relating to the discharge of their professional duties.
Actions taken in 2015/2016	<ul style="list-style-type: none"> An external supervisor/facilitator, Bernie Hackett, continued to assist any individual staff member with anxieties/concerns relating to the discharge of their professional duties. In October 2015 staff explored issues of ethos at an inservice day by way of preparation for the school's 150th anniversary in September 2016, the move to a new building in 2017 and the imminent departure of Loreto sisters from the teaching staff. The school provided all requested resources to every subject department throughout 2015/2016. Staff were facilitated in attending all relevant professional inservice training.

Another issue that arose during SSE which we would like to address in this plan.

"Free classes".

A lot of parents appeared to believe that their daughters receive too many “free classes”. They raised this issue many times in the open- ended questions of the survey. In contrast, the student and teacher respondents did not believe that students receive too many “free classes”.

We would like to explain that “free classes” occur for numerous reasons and are an inevitable part of school life, especially if we wish to accommodate extra- curricular activities and teacher professional development.

If the reason is foreseeable such as teacher in-service or school approved business (such as a teacher taking a team to a match), the teacher will, insofar as is possible, supply relevant work for the class to complete under supervision, during his/ her absence.

If the reason for the “free class” is unforeseeable such as teacher illness, the school will firstly attempt to supply a teacher of the specific subject to teach the class, but if this is not feasible, the students will be encouraged to use the period wisely to complete some study or homework under supervision.

As such, we wish to abandon the term “free classes” and encourage the use of the term “study class”.

We also wish to encourage students, as part of our whole-school literacy plan, to always bring a novel in their school bags for use during study classes. We are also attempting to supply newspapers and educational magazines in the General Purpose Room for use during study classes. This will hopefully assist in broadening the students’ knowledge of current affairs and enrich vocabulary.

Therefore, it is our opinion that a student should never be left bored/ idle/ at a disadvantage because of study periods.

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9.6 Progress in the implementation of recommendations of previous DES subject evaluations

Subject: Irish Evaluation date: September 2003	
Recommendation	Progress on implementation
<ul style="list-style-type: none"> That the school pays the cost of teachers’ membership of Comhar and encourages teachers to attend events organised by Comhar. 	<ul style="list-style-type: none"> The school pays the subscription costs of all staff to professional bodies and facilitates their attendance at all related activities e.g. travel and accommodation costs, substitution.
<ul style="list-style-type: none"> That planning meetings continue throughout the year. 	<ul style="list-style-type: none"> Implemented in full.
<ul style="list-style-type: none"> That an Irish teacher be appointed every second year to take charge of planning and co-ordination. 	<ul style="list-style-type: none"> A liaison teacher is appointed in all subjects annually.
<ul style="list-style-type: none"> That the amount and standard of posters and displays be increased and that they be used regularly in class. 	<ul style="list-style-type: none"> Additional posters and displays have been purchased. An annual budget allowance is provided to all

	departments to facilitate a print-rich environment.
<ul style="list-style-type: none"> That teachers would further explore the potential of new technology and TG4 programmes as teaching aids to increase the interest of students in the subject. 	<ul style="list-style-type: none"> I.T. facilities are now available in every classroom as a valuable teaching resource.

Subject: Maths Evaluation date: February 2005	
Recommendation	Progress on implementation
<ul style="list-style-type: none"> The extra teacher allocation especially at junior cycle should be continued. 	<ul style="list-style-type: none"> Has not always been possible because of staffing cut-backs but has now been restored.
<ul style="list-style-type: none"> Long-term planning for the mathematics department be documented. 	<ul style="list-style-type: none"> See Subject Plan for Maths. This is reviewed and updated on an annual basis.
<ul style="list-style-type: none"> The Learning Support teacher attends subject department meetings. 	<ul style="list-style-type: none"> The Learning Support teacher is unable to attend subject department meetings because of clash in scheduling. However, the Maths teachers who have Learning Support hours are present at all Maths department meetings and they liaise with the Learning Support teacher. Also, all teachers have access to Learning Support files, and are, therefore, fully aware of the individual needs of students in their classes.
<ul style="list-style-type: none"> All teachers develop individual short-term plans, as this will further complement the aforementioned long term plan. 	<ul style="list-style-type: none"> Teachers of each year group meet at the beginning of each year to agree a scheme of work for each year group. All teachers have their own copy of this. Also, teachers agree the sequence of material taught to facilitate students who may need to move between classes. Teachers liaise with each other regularly throughout the year.
<ul style="list-style-type: none"> Elements of the Transition Year Programme should be reviewed using elements of the "Writing a Transition Year Programme." 	<ul style="list-style-type: none"> Since the introduction of Project Maths, Maths teachers have used Transition Year to bridge the gap between the old course and the new course, as per advice given at inservice. This 'back-filling' gives the students a firm foundation for Leaving Certificate and has contributed to the increase in numbers attempting Higher Level Maths for the Leaving Cert.
<ul style="list-style-type: none"> A variety of methodologies should be used in lessons. 	<ul style="list-style-type: none"> Teachers use a variety of methodologies in their teaching. See Subject Plan.
<ul style="list-style-type: none"> All teachers should continue to develop and share common resources, which should be retained and easily accessible to all for use in the classroom. 	<ul style="list-style-type: none"> Each year, the Maths department applies for and is granted a budget. This budget is used to acquire resources for the Maths Department, which are shared by all Maths teachers. The intention is to add to these resources annually. Most of the resources are stored in St Raphael's 3, which is located close to the Staff Room. Also, 4 laptops were purchased for the Maths department. These are available to all Maths teachers and are

	stored in the ICT press in the staff area.
<ul style="list-style-type: none"> Students' work should be monitored more regularly with commendations and suggested areas for development given to students. 	<ul style="list-style-type: none"> Homework is corrected in class on a daily basis. Students are encouraged to take responsibility for their own learning and correct their own work. Finding their own mistakes enhances learning. Class work is monitored by the teacher if time allows. Unfortunately, because of the length of courses, particularly at higher level Junior Cert. and Leaving Cert, this is not always possible. Tests are given and corrected on a regular basis. Students' individual progress is monitored closely by all teachers.

Subject: English Evaluation date: March 2006	
Recommendation	Progress on implementation
<ul style="list-style-type: none"> In the development of the English plan, teachers should agree appropriate and challenging texts for each year of junior cycle, and consideration should be given to teachers agreeing one core textbook for all first-year class groups. Teachers should also decide on the number of texts, including poems that should be taught in each year of junior cycle and on the key skills or learning outcomes that each year group should achieve. The plan could also include an assessment and homework policy and a list of teaching methodologies. 	<ul style="list-style-type: none"> Common textbooks have been agreed for all Junior Cert groups. Teachers are required to teach a minimum of five poems each year in the Junior Cycle. A novel must be studied in first year and second year. Learning outcomes and a link to Junior and Leaving Certificate syllabi have been included in the plan.
<ul style="list-style-type: none"> The English plan should be prepared electronically so that it is easily amended from year to year and ICT should be used to enhance teaching and learning. 	<ul style="list-style-type: none"> The English plan has been prepared electronically and is now easily accessible to all teachers on the staff server.
<ul style="list-style-type: none"> Teachers should ensure that learning is student led as well as teacher led. 	<ul style="list-style-type: none"> Greater focus has been placed on student led learning as a result of whole-staff in-services on assessment for learning and cooperative learning.
<ul style="list-style-type: none"> An integrated approach to the teaching of language and literature could be used when teaching junior cycle. 	<ul style="list-style-type: none"> An integrated approach has been taken in the teaching of Papers 1 and 2 at Junior Cycle.
<ul style="list-style-type: none"> English teachers and management should look at a strategy to ensure that the first-year end-of-term tests remain common. 	<ul style="list-style-type: none"> First year examinations are common.

Subject: Science and Physics Evaluation date: May 2007	
Recommendation	Progress on implementation
<ul style="list-style-type: none"> First year science classes should be allocated sufficient time as recommended in the syllabus guidelines. 	<ul style="list-style-type: none"> Two reviews of the first year curriculum have taken place, 2008 and 2010. On both occasions it was not found possible to increase the time allocation for Science without threatening the viability of other subjects on the timetable. However, the new Junior Cycle reform, effective from September 2014, will see the minimum time requirements for all subjects, including

	Science, being fully implemented.
<ul style="list-style-type: none"> School management should ensure that the health and safety statement is reviewed for the current school year and that the ongoing annual review is dated. 	<ul style="list-style-type: none"> A Health and Safety Manager has been appointed by the BOM who visits the school monthly to monitor all aspects of the statement and to update it as required.
<ul style="list-style-type: none"> There is scope for further development of the science and physics plans. The TY programme should be written up with reference to the TY guidelines. The revised plan needs to be definitive, rather than a non-prescriptive list of possible topics. Each TY group should be allocated a double period in the laboratory. 	<ul style="list-style-type: none"> All plans have been reviewed and updated and are monitored at every department meeting All TY groups are allocated a double period with as much access as possible to a laboratory. The school is operating with one laboratory below its size entitlement.
<ul style="list-style-type: none"> In some lessons ICT or the overhead projector should be used as an enhancement to the lesson content being taught. Teachers are encouraged to broaden their ICT skills when necessary. 	<ul style="list-style-type: none"> ICT facilities are available in every classroom throughout the school and teachers have upgraded their skills accordingly.
<ul style="list-style-type: none"> The good practice of students working in small groups while getting hands on experience of entire investigations should be extended to all practical lessons. 	<ul style="list-style-type: none"> This good practice has been further extended.
<ul style="list-style-type: none"> Further efforts should be made to enable all students to interact more fully in some lessons. Individually directed questions should be used in some lessons. 	<ul style="list-style-type: none"> Teachers have adopted this recommendation and now use individually-directed questions.
<ul style="list-style-type: none"> The good practice of annotating practical notebooks should be extended across the science department and in addition there should be follow-up on corrections completed by students. The good practice of allocating a portion of the marks in school examinations for practical work completed and recorded should also be extended. 	<ul style="list-style-type: none"> Teachers will continue to encourage students to make all necessary corrections. The allocation of a portion of the marks now applies to all students.

Subject: German	
Evaluation date: November 2008	
Recommendation	Progress on implementation
<ul style="list-style-type: none"> In the context of infrastructural planning, the board of management should examine the possibility of installing information and communication technology (ICT) facilities in base classrooms or should consider the creation of a multi-media language room. 	<ul style="list-style-type: none"> The BOM has provided excellent ICT facilities in each classroom in the school. A multi-media language room may be a possibility in the new school building from 2015/2016.
<ul style="list-style-type: none"> Identifying students' learning outcomes, expressed in terms of can-do statements, is recommended for inclusion in the German plan. This would provide teachers with a useful checklist to monitor achievement of the learning objectives. 	<ul style="list-style-type: none"> The German department plan has been redesigned to include the recommended "can do" statements. This check list follows "Curriculum content" for each year group and appears as an "Ich kann....." subsection. This was done and shared with students as part of assessment for learning.
<ul style="list-style-type: none"> While some good opportunities were created for students to interact in the language, further strategies to promote the spontaneous production of oral language by the students are recommended. 	<ul style="list-style-type: none"> Spontaneous use of oral German has been promoted by the German teachers throughout all year groups and in particular with the introduction of a specific "Oral Production" module in TY. "Paper-free zones" are used regularly where students have no access to written prompts and this helps them to

	develop their confidence in producing oral responses and contributions.
<ul style="list-style-type: none"> It is recommended that teachers devise strategies to firmly embed the target language as the main language of instruction and communication in the classroom. 	<ul style="list-style-type: none"> The German Department has welcomed the recommendation of basic class instruction through the target language. Classroom instruction is in German unless the teacher feels it needs to be translated afterwards for differentiation purposes in mixed- ability classes. Strategies that teachers have employed to help with firmly embedding the target language include mime, gestures, flashcards and preparatory worksheets. Teachers also point out that questions in reading and listening comprehensions are in English and they utilise this as an opportunity to develop students' literacy skills in English as part of the National Literacy and Numeracy Strategy 2011.

Subject: Physical Education Evaluation date: May 2010	
Recommendation	Progress on implementation
<ul style="list-style-type: none"> It is recommended that management review the timetable provision of Physical Education for all students in line with the recommendations of the Department. 	<ul style="list-style-type: none"> The BOM has determined that it is not possible to increase the timetable provision as recommended until the Department provides the school with the basic facilities required for this subject e.g. an indoor sports hall, equipment, dressing rooms and shower facilities. The BOM hopes, however, that this difficulty will be overcome if the building of our new school goes ahead as planned in 2015/2016.
<ul style="list-style-type: none"> Key learning outcomes outlining the knowledge and skills that students are expected to learn should be identified for each year group. The physical education department should link these intended learning outcomes to the planned programme content, teaching and learning methods and forms of assessment. 	<ul style="list-style-type: none"> The subject plan has been broadened. Schemes of work have been adapted to include learning outcomes for each area of the programme.
<ul style="list-style-type: none"> To enhance the planning process, the physical education department should develop and implement a system to monitor and review the effectiveness of the physical education programme. 	<ul style="list-style-type: none"> Questionnaires are distributed to each year group at end of the school year to enhance and inform future planning.
<ul style="list-style-type: none"> The development of the assessment process in Physical Education and a system of retaining students' work are recommended. 	<ul style="list-style-type: none"> Students are assessed in 1st year in relation to their fundamental skills, re-assessed every year and records kept of all attainments.
<ul style="list-style-type: none"> Students' progress in their physical education programme should be included in the school's reports to parents. 	<ul style="list-style-type: none"> Implemented in full since December 2010.

Subject: Music Evaluation date: October 2011	
Recommendation	Progress on implementation
<ul style="list-style-type: none"> It is essential that learning is placed as the core focus for all activities. 	<ul style="list-style-type: none"> Goals for each lesson are now written on the board at the start of each class.

	<ul style="list-style-type: none"> Project work is accompanied by a verbal presentation by students in class.
<ul style="list-style-type: none"> The music department should now ensure that its assessment policy is implemented consistently. 	<ul style="list-style-type: none"> Music teachers now examine each other's students for practical work. Teachers now swop samples of homework periodically for correction.

Subject: S.P.H.E. Evaluation date: February 2012	
Recommendation	Progress on implementation
<ul style="list-style-type: none"> The RSE policy should be progressed as planned. 	<ul style="list-style-type: none"> A detailed draft policy has been finalised by the SPHE department and is ready to go to the school planning group for further discussion .
<ul style="list-style-type: none"> Lesson planning could be further informed by the school's set of yearly objectives and greater consistency could be achieved in the utilisation of learning outcomes in the initial and evaluation phases of lessons. 	<ul style="list-style-type: none"> At the start of every lesson learning outcome targets are displayed in class. These will then be reflected upon at the end of class in student journals.
<ul style="list-style-type: none"> SPHE should be placed on school reports and teachers of SPHE should develop sets of appropriate statements for such use on school reports. 	<ul style="list-style-type: none"> SPHE is now on all school reports with teachers using pre-set comments or free text as they see fit. SPHE staff attend all parent-teacher meetings to further enhance the reporting process.

Subject: Business Subjects Evaluation date: November 2012	
Recommendation	Progress on implementation
<ul style="list-style-type: none"> Teachers should incorporate active and co-operative learning methodologies and a visual learning environment into their practice. 	<ul style="list-style-type: none"> The visual learning environment has been enhanced in classrooms and throughout the school. Active and co-operative learning methodologies are now implemented more frequently by teachers.
<ul style="list-style-type: none"> Business teachers should consider best practice in the assigning and assessment of student work and aim for consistent practice throughout the business subjects department that includes assessment for learning techniques. 	<ul style="list-style-type: none"> Teachers will adopt greater consistency with regard to the amount of homework to be given in each year group. They will strike a more even balance between the allocation of oral and written homework and will incorporate assessment for learning techniques into their practice.
<ul style="list-style-type: none"> The content of each business subject's curricular plan should be developed collaboratively to serve as a manual for the provision of the best possible business education in the school. 	<ul style="list-style-type: none"> The individual business subject's plans will be amalgamated into a unitary business plan in the 2013/2014 school year that will serve as a best practice manual and to which all business teachers will contribute.

Subject: French Evaluation date: April 2016	
Recommendation	Progress on implementation
<ul style="list-style-type: none"> The use of French as the language of instruction and communication should be extended to all lessons. 	
<ul style="list-style-type: none"> All classroom activities should be primarily for the purpose of extending students' 	

communicative competence in the language.	
<ul style="list-style-type: none"> Formative assessment practices should be integrated into all lessons. 	

Subject: Leaving Certificate Vocational Programme (LCVP)	
Evaluation date: March 2017	
Recommendation	Progress on implementation
<ul style="list-style-type: none"> The provision of LCVP as an optional subject in the school should be reviewed to ensure it does not preclude students who do not choose it as an optional subject but still wish to participate in the LCVP 	
<ul style="list-style-type: none"> The LCVP curriculum plan should be developed further by linking each activity to its specific learning outcomes, resources, and range of teaching and assessment methodologies 	
<ul style="list-style-type: none"> The annual review of the programme should be expanded to include the views of the LCVP students, their teachers, parents and employers 	

Subject: Home Economics	
Evaluation date: January 2019	
Recommendation	Progress on implementation
<p>Teachers should revisit and assess students' attainment of learning intentions during lessons and at the end of lessons to provide opportunities to consolidate learning.</p> <p>Teachers should share success criteria with students and in time students should co-generate success criteria with teachers; this will enable students to engage in highly effective self-assessment.</p>	
<p>The subject department should work collaboratively to expand programmes of work to include learning outcomes, teaching methodologies, resources and assessment modes to be utilised.</p>	

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9.7 Whole-School Evaluation – Management, Leadership and Learning (WSE-MLL)

Summary of Inspection Report

Inspectors from the Department of Education and Skills (DES) conducted a Whole-School Evaluation – Management, Leadership and Learning (WSE-MLL) in Loreto Secondary School, Wexford in May 2013.

The Inspection Report was issued to the school in September 2013.

The Board of Management, assisted by the school's Education Officer, presents the following summary of the report, as well as the school response, for the information of all stakeholders in the school.

The summary is in three sections:

- A. Significant strengths of the school
- B. Recommendations and suggestions for further development/consideration
- C. Board of Management response to the report

The full report will be published on the DES website in due course – www.education.ie

A. Significant strengths

Board of Management

- There is a very active, committed, loyal, knowledgeable and experienced board of management.
- The board is well informed about day-to-day issues by means of detailed reports from the principal.
- Formal communication between the board and other stakeholders is very good.
- A comprehensive annual report outlining the main activities of the school is prepared.
- The board ratifies and reviews policies on a rotational basis with the involvement of relevant stakeholders.

Principal and Deputy Principal (senior management)

- The principal and deputy principal have clearly defined roles and work as a united team, displaying high levels of respect, communication and collaboration.
- Day- to- day management of the school is highly efficient and effective.
- Senior management provides good direction and a supportive teaching and learning environment by ensuring that the school is well organised.
- Senior management is very supportive of teacher attendance at continuous professional development events.
- Senior management is supported by post-holders who diligently discharge their allocated tasks and duties.

School Plan and School Self-evaluation

- A comprehensive and coherent school plan is in place. It provides a very good reference document on how the school operates.
- The school has embraced the self-evaluation process in a commendable manner and has compiled a comprehensive improvement plan based on evidence- based judgements.
- The board's appointment of an education officer exemplifies the school's approach to meaningful development.
- The school possesses the knowledge, vision and professional capacity to lead a systematic whole-school approach to progressing the school's improvement plan and any recommendations made in the MLL report.

Parents' Association

- The parents' association is active and vibrant. It supports the work of the school.
- There is good communication between senior management and the parents' association.
- An effective partnership model has been developed through parental participation in many of the school's leadership teams.

Buildings

- Good use is made of existing facilities for educational activity.
- Buildings and grounds are well maintained.
- The school building is comfortable and energy efficient.
- The school has two green flags and is committed to delivering green- school initiatives.
- An appropriate and up-to-date health and safety statement is in place.
- There has been significant investment in ICT in recent years and all classrooms have internet access, data projectors and computers.

Communications

- Good channels of communication exist within the school.
- A very good staff handbook promotes a consistent approach to student welfare and to organisational aspects of the school.
- Teachers can develop leadership through the class teacher system and teacher participation in established and task- based leadership teams.
- Leadership teams (student care coordination team and school planning group) meet on a weekly basis.

- Frequent staff meetings provide a forum to discuss many aspects of school organisation and development.

Subject Planning

- There is a good culture of collaborative subject planning to promote effective teaching and learning. The quality of this planning is generally good.
- A well-planned schedule of meetings for collaborative subject planning is provided and the principal meets annually with the subject liaison teacher for each subject.

Curriculum

- The school offers a broad academic curriculum.
- It is highly valued by students and parents that all seventeen subjects on the junior cycle curriculum are sampled in first year, thus enabling an informed choice of optional subjects in second year.
- The school planning group has already discussed the introduction of new subjects in the context of junior cycle reform.

Care of students

- Senior management supports the full inclusion of students with special educational needs. Allocated resource hours are used appropriately to ensure student- centred provision.
- Student learning is enhanced through the good care provided through the guidance programme and student access to personal counselling.
- In the questionnaires administered as part of the WSE – MLL, a very high percentage of students and parents responded very positively to questions relating to students feeling safe and cared for in the school.
- Students are encouraged and supported by subject teachers to achieve to their highest potential.
- Students' performance is monitored at many levels.
- Outcomes in State examinations are consistently very good with a high proportion of students taking examinations at higher level.
- There are high expectations of student behaviour, application and participation in school.
- Students can avail of a range of leadership opportunities such as participation in the students' council, the class prefect system and *Meitheal*.
- The student voice is included in policy development and the school is commended on the inclusion of students on the school planning team.
- The commitment of individual teachers and school management to extra- curricular, co- curricular and charity fundraising events is acknowledged.
- The school has formally adopted the *Child Protection Procedures for Primary and Post- Primary Schools* and the school is compliant with the requirements therein.

Quality of teaching and learning

- The teaching that was observed by the inspectors (34 lessons covering a range of subjects, year groups and programmes) was judged to be either good or very good, with some individual examples of excellent practice.
- Best practice included guided discussion, co-operative learning, active learning, higher-order thinking and problem-solving activities.
- Teachers circulated among students to monitor student engagement and offer individualised support.
- The school is commended on the fact that most of the surveyed second and fifth years find their lessons interesting.
- Almost all lessons were purposeful and well planned with a clear structure.
- Resources, materials and equipment were well prepared in advanced.
- ICT was used frequently and effectively by teachers.
- Students were well behaved and teachers were caring and supportive of students.
- Good teacher- student relations and positive working atmospheres were observed.
- A focus on the integration of subject- based vocabulary was integrated into many lessons.
- The development of literacy and numeracy is referenced in most subject plans.

- Good assessment practices were in place, including targeted and global questioning, checking of relevant class work and regular testing.
- Homework was regularly assigned, collected and corrected. In many lessons, teachers gave students constructive oral feedback.
- Progress has been made in relation to many recommendations given in the six previous subject inspection reports.

B. Recommendations and suggestions for further development/consideration

Management structure

- To further develop the school’s management structure, a review of the posts of responsibility should occur to ensure that the current needs of the school continue to be addressed and that any imbalances between posts are eliminated.

Policies

- The admissions policy should be reframed so that it is more clearly understood by all. The board could reconsider the timing around requiring information relating to the special educational needs of prospective students.
- The code of behaviour could include a greater focus on positive expectations, behaviour and rewards.
- The whole-school guidance plan, currently being reviewed, should contain linkages to key roles and policies in the school.
- An overall plan for the delivery of the Transition Year should be devised and some subject descriptors should be reviewed.
- A whole-school assessment policy should be progressed so as to identify and promote summative and formative feedback processes
- Time provision for some subjects on the first year timetable could be reviewed by the school planning group.

Teaching and Learning

- The very good teaching practices that were observed should be disseminated among all staff .
- Assessment for learning (AFL) strategies should be used more widely e.g. peer-assessment, students assessing their own learning, written comments that focus on how students can improve their work

Subject Plans

- To further develop subject planning, it is recommended that the elements of methodologies, teaching resources, homework procedures and curriculum topics be aligned with the learning outcomes for each topic.
- To ensure that movement between bands in 2nd and 5th year core subjects is a viable option, a more strategic co-ordinated approach to planning course content is advisable.

Tracking of students

- An over- arching profiling system that encompasses the monitoring, mentoring and tracking of the academic progress of all students in a coherent manner should continue to be progressed as part of the development of educational leadership in the school.

School partnership

- To further enhance the school’s partnership model, a formal meeting between the board of management, students’ council, parents’ association and teaching staff could be considered on an annual basis.
- A significant number of students do not partake in activities outside of class time. It is advisable that the students’ council investigates the reason for this.

C. Board of Management response to the report

Area 1: Observations on the content of the inspection report.

The board considers this to be an excellent report that affirms so much good practice in the school and makes very useful recommendations and suggestions that closely mirror the school's own improvement plan.

It means a great deal to the board that the report notes the very high estimation of parents and students of the care and support that is provided for students. This is very affirming of the support structures in the school as well as the broad range of co- and extra-curricular activities organised and supported so generously by the teaching staff.

However, in relation to the recommendation regarding current timetabling for first years, the board feels that timetabling and planning decisions taken by the school in the months prior to the inspection were not given due recognition. The time provision for all subjects had already been addressed by the school in 2012/2013 when planning for the new Junior Certificate programme. This will mean that the school will be in full compliance with the requirement to provide the stated minimum number of hours (240 or 200 or 100) in all subjects over the course of the three year programme. Furthermore, the practice of offering all subjects to all students in first year has been repeatedly supported by stakeholders in the past. As "student outcomes in state examinations are consistently very good" the board sees no reason to depart from this well-established practice.

Area 2: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

- As part of the annual review of posts of responsibility, assistant principals have been formed into a management review group that will meet throughout the year to formally assess managerial roles.
- The admission policy will be reviewed to comply with proposed new legislative requirements.
- The school planning group will continue its work on reviewing school policies.
- The school has been proactive over the past year in seeking to introduce an over-arching profiling system to track students' performance. It is intended that such a system will be in place before summer 2014.
- The school planning group will continue to lead the teaching staff towards a greater utilisation of assessment for learning techniques and the implementation of a whole-school assessment policy by summer 2014.
- All subject plans will continue to be further developed each year.
- The students' council has been asked to survey the views of students on participation in activities outside of class time. The response to this survey will determine the scale and nature of any future action.
- All matters referred to in this WSE-MLL report will be addressed within the terms of the school improvement plan, 2013-2016.

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9.8 School Uniform: Survey Report

Introduction

A self-evaluation of the current school uniform of Loreto Secondary School, Wexford was undertaken in February 2014. The evaluation method used involved eliciting the views of parents through an online questionnaire. This questionnaire was posted on the school's website from 11/02/14 to 21/02/14. The number of responses was 227 and all of these responses were anonymous.

The Minister for Education and Skills requested in *Circular 0063/2013* that all Boards of Management carry out such a survey. The aim is to ascertain if parents are happy with the current arrangements for uniforms or if they would request changes so as to reduce costs.

Part A of this report is an objective account of the findings of the questionnaire. Part B shows the school's response to the findings.

Part A

The Findings

The responses from the online survey were as follows:

1. Do you want the school to have a uniform?
98% said yes
2% said no

2. Are you in favour of maintaining the existing brown uniform?
84% said yes
16% said no

3. If you answered "no" to question 2, are you in favour of moving towards a generic uniform, if available?
64% (of the 16% of respondents) said yes
26% said no

4. If in favour of generic clothing (if you answered "yes" to question 3), would you be in favour of a crest?
88% said yes

12% said no

5. If in favour of a crest, should it be iron-on or sew-on?
33% said iron-on
67% said sew-on
6. If in favour of generic, would you like the school to have (select one option) an outdoor jacket or a blazer?
5% said blazer
95% said outdoor jacket
7. Are you in favour of maintaining the facial piercings policy?
93% said yes
7% said no
8. Do you have any other comments in relation to school uniform?

The most common/recurring themes in this open-ended question are as follows:

- The school uniform should be kept as it is. It is smart, neat and practical.
- The students feel a great sense of pride in the history and uniqueness of the Loreto, Wexford uniform and it creates a sense of community.
- Although the initial cost of the uniform may be high, it is very hardwearing and lasts a long time.
- Students should be allowed to wear socks of any colour under trousers.
- The cost of the Dubarry brown shoes is too high. Although parents acknowledged that Dubarry shoes are not stated in the school's uniform policy, they find it difficult to source other plain, flat brown shoes.
- The rule on a specific shade of red scarf is regarded as unnecessary.
- The students should be allowed to wear their PE gear into school if they have PE first thing in the morning and wear it home if they have PE last class.
- The strict monitoring of the uniform policy is admired as it prepares students for the workplace.
- Individual clothing can lead to competition and bullying.
- A lighter jumper and coat would be welcomed for Spring/ Summer.

Part B

The School's Response

Having considered the findings of the questionnaire, the Board of Management would like to make the following points:

- Due to the overwhelming majority of respondents being in favour of maintaining the existing brown uniform, we are happy to remain with the current arrangements.
- In relation to the colour of socks under trousers, we believe it is important to remain with the brown socks as they are part of the uniform. Multi-coloured socks can be seen when students are seated and the school feels that they take away from the concept of a uniform as all students are not dressed the same.
- The school believes that there are many plain, flat brown shoes available on the market and we would encourage parents to shop around. We think it is very important to point out that the shoes do not have to be the Dubarry- style deck shoes, as long as that are plain, flat and brown.
- There is no rule on the shade of red scarf, as long as it is red (not plum or burgundy for example). As a guideline, the scarf should be red like the red in the school crest on the jumpers.
- In relation to the wearing of the school tracksuit into/ out of school when PE is first/ last class, this has already been tried and tested. A number of years ago, the school piloted allowing this to happen for one term. Following this research, it was felt necessary to revert to the original policy so as to maintain an overall tidy image of the school uniform.

The school would like to thank sincerely all the parents who responded to this survey.

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9.9 Lunchtime Activity: Survey Report

Introduction

During the second term of the 2014/2015 school year, the Student Council surveyed 1st, 2nd and 5th year students about the lunchtime activities in the school following an inspection last year in which it was found that there was a general lack of participation in extra-curricular activities.

Part A: Results of Survey

327 students were surveyed in total, of which 112 were 1st year, 107 were 2nd year and 108 were 5th year students.

The main findings of the survey are as follows:

1. 50% all students surveyed participate in lunchtime activities. It should be noted that 75% of 1st year students are involved in lunchtime activities, compared to only 21% of 5th year students.
2. The most popular activities are football, hockey, camogie, basketball and cross country.
3. The main reasons for not being involved in lunchtime activities are:
 - a. Not having enough time to eat, talk with friends, etc.
 - b. Not being interested in a particular activity.
 - c. Not wanting to get changed at lunchtime.
 - d. Unsuitable days or times.
 - e. Travelling to venues for matches, etc. costs too much.
4. 43% percent of students want to see more activities at lunchtime.
5. The main activities suggested by students were (in order of preference):
 - a. Badminton
 - b. Tennis
 - c. Rounders
 - d. Soccer
 - e. Gymnastics

6. 12% of students are aware that they can set up their own activity at lunchtime.
7. Other comments included:
 - a. A place to do art/play music.
 - b. Wi-Fi in school for students.
 - c. Study room/library.
 - d. Prefer having activities after school rather than during lunch.
 - e. Access to computer room during lunch.
 - f. Longer lunch break.
 - g. More information on lunchtime activities.

Part B: School Response to Survey

The Board of Management considered the outcome of this survey at its meeting in May 2014.

The Board has asked the Students' Council to liaise with the Principal in September 2014 to see which of the above suggestions/comments can be implemented for the 2014/2015 school year.

The Board has also asked that the matter be further addressed by the School Planning Group when it completes its work on the new Healthy Eating/Exercise policy in September 2014.

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9.10 Healthy Eating/Vending Machines: Survey Report

Introduction

A self-evaluation of the vending machines in Loreto Secondary School, Wexford was undertaken in May 2014. The evaluation methods used involved :

1. Eliciting the views of parents through an online questionnaire. This questionnaire was posted on the school's website from 02/05/14 to 09/05/14. The number of responses was 165.
2. Eliciting the views of teachers through a questionnaire which was completed at a staff meeting on 06/05/14. The number of responses was 37.
3. Eliciting the views of students through a questionnaire which was completed during the first class period of Monday, 12/05/14. The number of responses was 600.

The School Planning Group decided to engage in this research so as to inform the reviewing and updating of the current Healthy Eating Policy. This is in response to the ever- increasing concerns about teenage obesity/overweight, lack of exercise and diabetes.

Part A of this report is an objective account of the findings of the questionnaires. Part B shows the school's response to the findings.

Part A: Findings

The responses were as follows:

1. Parents' responses:
 - 44% were not in favour of vending machines.
 - 56% were in favour of vending machines.

Of the 56% in favour of vending machines:
26% were in favour of the existing range of products.

74% were in favour of healthy products only.

2. Teachers' responses:

32% were not in favour of vending machines.

68% were in favour of vending machines.

Of the 68% in favour of vending machines:

16% were in favour of the existing range of products.

84% were in favour of healthy options only.

3. Students' responses:

20% were not in favour of vending machines.

80% were in favour of vending machines.

Of the 80% in favour of vending machines:

40% were in favour of the existing range of products.

60% were in favour of healthy products only.

Part B: School's Response

Based on the above findings, vending machines will be kept in the school, stocked with healthier options.

The School Planning Group will liaise with the Vending Machine Supplier in September 2014 to ensure the supply of healthier products.

Instant dried noodles, muffins, high sugar flapjacks and sweets will be removed. The ban on crisps and fizzy drinks will remain.

Our caterer, Glenda McKiernan, will maintain a healthy range of products.

The existing policy on Healthy Eating will be reviewed in September 2014 based on the above findings. This policy will also be expanded to include proactive measures to increase levels of physical activity among students.

The school sincerely thanks all stakeholders who completed this survey.

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9.11 School Tour Survey

Introduction

Following discussions among the Transition Year Co-ordinators and based on feedback from a number of parents to the Principal in the course of the 2013/2014 academic year, it was decided to survey the views of parents on a school tour for students.

The survey was conducted by means of a postal survey of 3rd year parents in May 2014.

Part A: Findings

70 parents replied to the survey.

1. Are you in favour of a European tour (approximately €620) being offered to your daughter?

Yes	94%
No	6%

2. When would you prefer this tour to take place?

Easter, Transition Year	74%
Easter, 5 th Year	26%

Part B: School's Response

At its meeting in May 2014, the Board of Management decided to offer such a tour again to Transition Year students in the course of the next school year.

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9.12 Whole-School Evaluation – Management, Leadership and Learning (WSE-MLL) - Progress Report on the implementation of recommendations and suggestions (December 2016)

Introduction

A Whole-School Evaluation – Management, Leadership and Learning was conducted by Department of Education and Skills inspectors in this school in May 2013.

The school's Board of Management was very pleased with the contents of the report and committed itself to carefully considering the various recommendations and suggestions contained therein.

What follows is a progress report of the actions taken by the school in response to the report as of December 2016.

This report has been compiled by the School Planning Group. It is envisaged that a further report will be issued by the end of 2017.

Red print = recommendations in the WSE-MLL

Green print = suggestions in the WSE-MLL

Boxed text = school response to date Black type: to December 2014 Blue type: to December 2015 Brown type: to December 2016

1. Management structure

- To further develop the school's management structure, a review of the posts of responsibility should occur to ensure that the current needs of the school continue to be addressed and that any imbalances between posts are eliminated.

1. In line with established practice, a review of all posts of responsibility is conducted at the start of the school year.
2. Certain responsibilities have been increased (September 2014) in order to eliminate imbalances between posts e.g. responsibility for literacy and numeracy co-ordination has been added to the post of mock examinations organiser.
3. All post holders have been formed into a Management Group (September 2014) that meets every 5/6 weeks to review management practices in the school and to advise on any issues that arise.
4. An outside facilitator, Michael Denny, was engaged by the BOM in May 2015 to consult with staff and the board on future in-school management structures. His report was formally accepted by the BOM at its meeting on 4 November 2015 and formed the basis for the appointment of two new assistant principals on 3 December 2015. It was agreed that a further review would be conducted in April/May 2018.
5. Prior to the appointment of a new Deputy Principal in May 2016, the board consulted with staff, students and parents on the responsibilities that should attach to this management post.

2. Policies

- The admissions policy should be reframed so that it is more clearly understood by all. The board could reconsider the timing around requiring information relating to the special educational needs of prospective students.

1. The admissions policy was modified in March 2014 and will be kept under ongoing review in light of the forthcoming school admissions legislation.

- The code of behaviour could include a greater focus on positive expectations, behaviour and rewards.
- The whole-school guidance plan, currently being reviewed, should contain linkages to key roles and policies in the school.

1. This plan has been reviewed and contains linkages to all key roles and policies in the school.

- An overall plan for the delivery of the Transition Year should be devised and some subject descriptors should be reviewed.

1. A comprehensive plan for the delivery of Transition Year is already in place and subject descriptors are reviewed annually.

- A whole-school assessment policy should be progressed so as to identify and promote summative and formative feedback processes

1. Following consultation with the school partners, the Board of Management formally ratified a whole-school assessment policy in May 2014 that drew together into one document existing and new assessment practices.

- Time provision for some subjects on the first year timetable could be reviewed by the school planning group.

1. The School Planning Group intends to survey staff, junior cycle students and their parents on this matter in February 2015.
2. The School Planning Group met on five occasions between February and April 2015 to review the first year timetable. Various options were advanced for consideration by the teaching staff and BOM. At its meeting on 27 May 2015 the BOM decided to maintain the status quo until such time as there was certainty at national level regarding the new Junior Certificate programme.

3. Following agreement with all partners in December 2016, it was decided to introduce a 42 period week with effect from 1 September 2017 to allow for the provision of an additional class in P.E. for all students in years 2 to 6 inclusive and to provide an additional period for History and Geography on a rotation basis in 1st year. It was further agreed that time allocations for all subjects would be further reviewed as new Junior Cycle specifications are introduced over the next 2-3 years.

3. Teaching and Learning

- The very good teaching practices that were observed should be disseminated among all staff.

1. Teaching practices are discussed at regular subject department meetings.
2. Peer observation is being implemented by an increasing number of teachers.
3. The Education Report at each staff meeting in 2015 made reference to good teaching practice both within the school and in other centres also.
4. The Principal continues to exhort all teachers to share good practice at regular subject department meetings.
5. The subject department plan requires teachers to checklist their work against examples of good teaching practices.

- Assessment for learning (AFL) strategies should be used more widely e.g. peer-assessment, students assessing their own learning, written comments that focus on how students can improve their work

1. AFL strategies have been highlighted at staff meetings by the school's Education Officer.
2. Continuous professional development for teachers on AFL strategies has been organised by the school (March 2014 – Michael Redmond, October 2014 – Mark Fennell).
3. The subject department plan requires teachers to set out the AFL strategies being used.
4. The principal has informed both parents (by letter) and students (by assembly) of what is meant by AFL
5. The School Improvement Plan, 2016 to 2020, commits to reviewing formative feedback methods, particularly with regard to school reports and parent-teacher meetings.

4. Subject Plans

- To further develop subject planning, it is recommended that the elements of methodologies, teaching resources, homework procedures and curriculum topics be aligned with the learning outcomes for each topic.

1. This suggestion has been made by the Principal to all subject departments in October/November 2013. Many teachers report severe time restraints as being an obstacle to the completion of this task.

- To ensure that movement between bands in 2nd and 5th year core subjects is a viable option, a more strategic co-ordinated approach to planning course content is advisable.

Subject department plans require that the planning of course content be set out for each year. With effect from September 2016 this will be further divided on a term-by-term basis.

5. Tracking of students

- An over- arching profiling system that encompasses the monitoring, mentoring and tracking of the academic progress of all students in a coherent manner should continue to be progressed as part of the development of educational leadership in the school.

1. An Assistant Principal has been placed in charge of the ongoing development and introduction of an over-arching profiling system since October 2014.

2. An Academic Council will be formed in January 2015 to track the academic progress of all students and to undertake various initiatives to highlight academic achievement in the school.
3. The Academic Council met on six occasions in 2015 and has developed a detailed tracking system for the performance of students in all school and state examinations.
4. Academic Awards were presented to students at a special ceremony on 21 December 2015.
5. The work of the Academic Council continued throughout 2016 with meetings held on a monthly basis.

6. School partnership

- To further enhance the school's partnership model, a formal meeting between the board of management, students' council, parents' association and teaching staff could be considered on an annual basis.

1. Commencing in the 2014/2015 school year, representatives of the Board of Management will meet separately with the teaching staff, Parents' Council and Students' Council to enhance the school's partnership model.
2. Representatives of the Parents' Council will meet the Students' Council on an annual basis to discuss matters of mutual interest.
3. The BOM met with representatives of the teaching staff, Parents' Council and Students' Council on 4 November 2015 for the purpose of presenting and discussing its 2014/2015 Annual Report.

- A significant number of students do not partake in activities outside of class time. It is advisable that the students' council investigates the reason for this.

1. The Students' Council surveyed the views of the student body on this matter in the 2014/2015 school year.

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9.13 Literacy: School Self-Evaluation Report and School Improvement Plan

School Self Evaluation (SSE) Report

1. Introduction

The focus of the evaluation is Literacy.

The period of the evaluation is the 2014/15 school year.

2. School Context.

Loreto Secondary School, Wexford is an all girls school with a current enrolment of 720.

As a Loreto school, we cherish the values of Mary Ward and our mission statement is:

‘Truth, freedom, justice, sincerity and joy – as relevant today in Loreto, Wexford as for Mary Ward in 1609’.

Our educational aims, as defined in our School Plan are:

- To offer a Catholic education that strives to liberate, empower and motivate students to use their individual gifts with confidence, creativity and generosity in a spirit of loving and responsible service.
- To promote the moral, spiritual, academic, social and personal development of students in consultation with their parents.
- To cherish all students equally regardless of ability, gender, creed, class or ethnic background.

- To encourage a pursuit of excellence appropriate to each student so that she may develop to the full her particular gifts.
- To offer a broad holistic curriculum to enable students to reach their full potential and to develop a love of learning.
- To give every opportunity to students to develop powers of critical reflection thereby building independence of mind as a means towards responsible citizenship.
- To nurture the aesthetic sense through the creative arts and an appreciation of heritage and culture.

This SSE report is grounded in these ideals.

3. The Findings

1. Learner Outcomes

Junior and Leaving Cert Results:

The school carries out an annual analysis of Junior and Leaving Certificate results for all subjects using the PDST format.

The analysis for 2014 showed that at Junior Certificate Level 95% of our students took English at Higher Level compared to a national average of 75%.

87% of students received an A, B or C grade in Higher Level compared to the national average of 56%.

At Leaving Certificate Level 86 % of students sat the Higher Level English Paper compared to the national average of 67%.

77% of students received an A, B or C grade compared to the national average of 51%.

2. Learning Experience as gauged by attitudinal surveys

An attitudinal survey of over 150 students from across the 6 year groups was carried out in January 2015. It revealed that :

- 51% of students enjoyed reading quite a lot or very much so.
- 82 % of students felt that they were good, very good or excellent at reading.
- 33% of respondents stated that they liked reading/ speaking aloud in class.

A survey of parents was carried out under a previous school self-evaluation in May 2012 revealing that:

- 96% of respondents felt that their daughter had good literacy skills.
- 65% said their daughter regularly reads a book for enjoyment.

A survey carried out by a 4th year teacher in 2014/2015 revealed that 42% of students had no interest in current affairs.

3. Teacher Practice

Teachers in the school have become aware in recent years of the National Strategy, *Literacy and Numeracy for Learning and Life 2011-2020*, through input at staff meetings.

At subject department meetings the topic of Literacy within the school plan and within everyday teaching is discussed and revisited.

Most subject departments have created a list of key word/phrases to be focused on in their subject area.

Teachers have become aware of and involved in strategies regarding Literacy in recent years e.g. DEAR - Drop Everything and Read.

4. Progress made on previously-identified improvement targets

Not applicable until the end of the end of the period of the School Improvement Plan in 2016/2017.

5. Summary of School Self Evaluation findings

Our school has strengths in the following areas:

- 82% of students feel that they are good, very good or excellent at reading.
- 96% of parents felt that their daughter has good literacy skills.
- 87% of teachers felt that the school helps students develop good literacy skills.
- 77% of students are members of Wexford County Library.
- 82% of students surveyed said that they at least sometimes get an opportunity to read in school.
- Staff have been made aware of the importance of literacy strategies through staff in service.
- Many subject departments have identified key words in their subject to help with subject specific vocabulary.
- Many areas of the school are text rich environments.

The following areas are prioritised for improvement:

- 46 % of students like reading in their own time very much or a lot.
- 17% percent of students say they don't like to read at all.
- 18% of students say they don't get an opportunity to read in school.
- 40%of students say they read none or less than one book per month.
- 49% of parents believe their daughters have a good knowledge of current affairs.
- 42% of students in 4th Year say they have an interest in Current Affairs.
- 33% of students like reading/speaking aloud in class.

The following legislative and regulatory requirements need to be addressed:

The school is in compliance with all legislative and regulatory requirements.

School Improvement Plan

Summary of main strengths as identified in SSE Report (2014/2015):

- 82% of students feel that they are good, very good or excellent at reading.
- 96% of parents felt that their daughters have good literacy skills.
- 87% of teachers felt that the school helps students develop good literacy skills.
- 77% of students are members of Wexford County Library.
- 82% of students surveyed said that they at least sometimes get an opportunity to read in school.
- Staff have been made aware of the importance of literacy strategies through staff in service.
- Many subject departments have identified key words in their subject area to help with subject specific vocabulary.
- Many areas of the school are text rich environments.

Summary of main areas requiring improvement as identified in last SSE:

- 46 % of students like reading in their own time very much or a lot.
- 17% percent of students say they don't like to read at all.
- 18% of students say they don't get an opportunity to read in school.
- 40% of students say they read none or less than one book per month.
- 49% of parents believe their daughters have a good knowledge of current affairs.
- 42 % of students have an interest in current affairs.
- 33% of students like reading/speaking aloud in class.

Improvement targets (related to students' achievement)

1. To increase the percentage of students who have knowledge in current affairs and news from 42% to 60% over the next two years.
2. To increase the percentage of students who say they enjoy reading very much or a lot from 46% to 60% over the next two years.
3. That in order to encourage oral literacy, we increase the percentage of students who feel comfortable speaking aloud in class from 33% to 45% over the next two years.

<u>IMPROVEMENT TARGET 1</u>	<u>REQUIRED ACTIONS</u>	<u>PERSONS RESPONSIBLE</u>	<u>MEASURABLE OUTCOMES/SUCCESS CRITERIA</u>	<u>TIMEFRAME FOR ACTION</u>	<u>REVIEW DATES</u>
To increase the percentage of students who have knowledge in current affairs and news from 42% to 60% over the next two years.	That there will be TV Screens in the foyer with RTE News 24 running between 10.52 and 2.11 each day.	School Principal/ School Receptionist	Increase in awareness of main news headlines and issues. Will be measurable by surveys.	Has been ongoing during the 2014/2015 school year.	Initiative will be reviewed at the end of 2015/2016 school year.
	That one or two news headlines will be on the information screens in the foyer each day.	School Principal	Increase in awareness of main news headlines and issues. Will be measurable by surveys.	Has been ongoing during the 2014/2015 school year.	Initiative will be reviewed at the end of 2015/2016 school year.
	That a current affairs module will be included in TY from	School Management	Increase in awareness of current affairs throughout the school community. Surveys to be administered to TY students at the end	Introduced in 2014/2015. To be continued in 2015/2016 school year.	Initiative will be reviewed at the end of 2015/2016

	2014/15 onwards.		of each module.		school year
	That newspapers will be made available in the foyer and the lunch room each day.	School Management	Increase in awareness of main news headlines and issues. Will be measurable by surveys.	Introduced in 2014/2015. To be continued in 2015/2016 school year.	Initiative will be reviewed at the end of 2015/2016 school year
	That there will be a section for students in their Student Journal in which they fill in one news story a week related to a school subject. This will be compulsory for first years. There will be incentives for other years in the form of competitions.	Class teachers and individual Subject teachers. Literacy Link Team.	Increase in awareness of main news headlines and issues. Will be measurable by surveys and also by an analysis of student journals.	To be introduced to in August 2015. Input at the August staff meeting to encourage staff involvement.	Initiative will be reviewed at the end of 2015/2016 school year

<u>IMPROVEMENT TARGET 2</u>	<u>REQUIRED ACTIONS</u>	<u>PERSONS RESPONSIBLE</u>	<u>MEASURABLE OUTCOMES/SUCCESS CRITERIA</u>	<u>TIMEFRAME FOR ACTION</u>	<u>REVIEW DATES</u>
To increase the percentage of students who say they enjoy reading very much from 46% to 60% over the next two years.	The school will introduce a 'Little Loreto Library' for book swapping.	The English Department	Increase in the number of students reading and sharing books in school. The use of the library will be monitored and a survey may be carried out on student usage.	Introduced in May 2015	At the end of 2015/2016 school year.
	Introduction of a Literacy Board next to the Little Loreto Library	The Literacy Link Teacher	Increase in the number of students reading and sharing books in school. To be measured by surveys.	Introduced in May 2015	At the end of 2015/2016 school year.
	The Literacy Link Team will carry out surveys of members of the school community regarding their reading habits.	The Literacy Link Team	An increase in awareness of books and reading. To be measured by surveys.	Introduced in May 2015	At the end of 2015/2016 school year.

	These will be displayed on the Literacy Board.				
	The school will promote the Drop Everything and Read Initiative.	The Literacy Link Team, School Management and Individual teachers.	Increase in the number of students reading and sharing books in school. To be measured by surveys.	For two weeks in Term One in 2105/2016 and for two weeks in term 2 in 2105/2016.	At the end of 2015/2016 school year.
	The school will apply for membership of the WellRead Initiative.	Literacy Link Teacher	Increase in the number of students reading books. Measurable by surveys.	Applying in May 2015.	Will be reviewed at the end of 2015/2016 school year.

<u>IMPROVEMENT TARGET 3</u>	<u>REQUIRED ACTIONS</u>	<u>PERSONS RESPONSIBLE</u>	<u>MEASURABLE OUTCOMES/SUCCESS CRITERIA</u>	<u>TIMEFRAME FOR ACTION</u>	<u>REVIEW DATES</u>
That in order to encourage oral literacy, we increase the percentage of students who feel comfortable speaking aloud in class from 35% to 45%.	That there will be input at staff meetings regarding strategies to improve oral literacy.	Literacy Link Teacher	Increase in awareness of such strategies. Measurable through feedback from staff.	To be included on the agenda at a staff meeting during 2015/2016	To be reviewed at the end of 2015/2016 school year.
	That teachers be encouraged to use paired reading or group reading in class.	Individual Teachers	Increase in student confidence regarding reading aloud.	Starting August 2015/2016	To be reviewed at the end of the 2015/2016 school year.
	That a monthly soap box competition be held in which students get	Literacy Link Team	Increase in confidence among students in terms of speaking in public. Analysis of the numbers participating and surveys of students.	Starting in January 2016	To be reviewed at the end of the 2015/2016 school year.

	an opportunity to speak on a particular topic in public.				
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9.14 Numeracy: School Self-Evaluation Report and School Improvement Plan

School Self Evaluation (SSE) Report

1. Introduction

The focus of the evaluation is Numeracy: Understanding and using mathematics.

Period of the Evaluation is the 2014/15 school year.

2. School Context.

Loreto Secondary School, Wexford is an all girls school with a current enrolment of 720. As a Loreto school we cherish the values of Mary Ward and our mission statement is:

‘Truth, freedom, justice, sincerity and joy – as relevant today in Loreto, Wexford as for Mary Ward in 1609’.

Our educational aims, as defined in our School Plan are:

- To offer a Catholic education that strives to liberate, empower and motivate students to use their individual gifts with confidence, creativity and generosity in a spirit of loving and responsible service.
- To promote the moral, spiritual, academic, social and personal development of students in consultation with their parents.
- To cherish all students equally regardless of ability, gender, creed, class or ethnic background.

- To encourage a pursuit of excellence appropriate to each student so that she may develop to the full her particular gifts.
- To offer a broad holistic curriculum to enable students to reach their full potential and to develop a love of learning.
- To give every opportunity to students to develop powers of critical reflection thereby building independence of mind as a means towards responsible citizenship.
- To nurture the aesthetic sense through the creative arts and an appreciation of heritage and culture.

This SSE report is grounded in these ideals.

3. The Findings

Learner Outcomes

Junior and Leaving Cert Results:

The school carries out an annual analysis of Junior and Leaving Certificate Results for all subjects using the PDST format.

In 2014 81% of students took Higher Level Junior Certificate Maths compared with a national average of 54%.

62% of students in the Junior Certificate received an A,B or C grade at Higher Level compared with a national average of 39%.

In 2014 41% of students took Higher Level Leaving Certificate Maths compared with a national average of 27%.

30 % of students in Leaving Certificate received an A, B or C grade at Higher Level compared with a national average of 20%.

The school also carried out a Maths Competency Test on all 1st year students in October 2014.

Learning Experience as gauged by attitudinal surveys

It was decided to survey 1st and 2nd year students regarding their attitudes towards Maths and numeracy. This was carried out in February 2015. In total 113 students completed these surveys.

These surveys revealed a positive attitude in general towards Maths. 58% of students said they liked Maths, while 90% said they use Maths in other subjects.

A survey of parents attitudes was carried out in May 2012 as part of an overall school self evaluation process. The following was revealed:

- 95% of respondents claimed that, overall, teaching is good in the school.
- A further 95% of respondents stated that academically, their daughter is doing well in the school.

In relation to numeracy:

- 87% believe their daughter to have good numeracy skills,
- 86% say their daughter can understand a bus/ train timetable,
- 88% claim that their daughter can manage her money well.

Teacher Practice

Teachers in the school have become aware in recent years of the National Strategy, *Literacy and Numeracy for Learning and Life 2011-2020*, through input at staff meetings.

At subject department meetings the topic of Numeracy within the school plan and within everyday teaching is discussed and revisited.

A survey carried out in February 2015 revealed a number of issues:

- 60% of teachers said Maths was very important or somewhat important in their subject area.
- 100% of teachers surveyed said they understood the concept of literacy.

4. Progress made on previously-identified improvement targets

Not applicable until the end of the end of the period of the School Improvement Plan in 2017/2018.

5. Summary of School Self Evaluation findings

Our school has strengths in the following areas:

- We have a high level of uptake at Higher Level for Junior Certificate Mathematics. In 2014 81% of students sat Higher Level compared to the National Average of 54%.
- We have a high level of uptake at Higher Level for Leaving Cert Mathematics. In 2014 41% of students sat Higher Level compared with the National Average of 27%.
- The number of As, Bs and Cs at Higher Level was also above the national average in Junior Cert and Leaving Cert. 2014 Junior Cert 62% v 39%; 2014 Leaving Cert 30% v 20%.
- In terms of attitudes towards numeracy, 93% of surveyed students in 1st and 2nd years said they either liked Maths or liked it somewhat.
- 90% of students said they use Maths in subjects other than Maths.
- 94% of students said they regularly or sometimes discuss problems with a partner when trying to solve them.
- 100% of teachers surveyed said that they understand the concept of numeracy.
- 70% of teachers felt very confident or quite confident in using Maths in their subject area.
- 85% of teachers said that there was definitely or somewhat of a consistent approach to maths calculations and language across the school.

The following areas are prioritised for improvement:

In our 1st year Maths Competency Test the following was revealed:

- 22 % of students were competent at problem solving.
- 29% of students were competent in Probability.
- 55% of students were competent in Mathematical language.
- 41% of students were competent in VAT and Percentages.

Our attitudinal survey found that :

- 44% of students said they regularly made calculations in their heads.
- 26 % of students said they do not recognise using tables and graphs in subjects other than Maths.
- 65% of students regularly or sometimes find language difficult in Maths.

The following legislative and regulatory requirements need to be addressed.

The school is in compliance with all legislative and regulatory requirements.

School Improvement Plan

Summary of main strengths as identified in SSE in 2014/2015:

- We have a high level of uptake at Higher Level for Junior Certificate Mathematics. In 2014 81% of students sat Higher Level compared to the National Average of 54%.
- We have a high level of uptake at Higher Level for Leaving Certificate Mathematics. In 2014 41% of students sat Higher Level compared with the National Average of 27%.
- The number of As, Bs and Cs at Higher Level was also above the national average in Junior Cert and Leaving Cert.:

2014 Junior Cert 62% v 39%.

2014 Leaving Cert 30% v 20%.

- In terms of attitudes towards numeracy, 93% of surveyed students in 1st and 2nd years said they either liked Maths or liked it somewhat.
- 90% of students said they use Maths in subjects other than Maths.
- 94% of students said they regularly or sometimes discuss problems with a partner when trying to solve them.
- 100% of teachers surveyed said that they understand the concept of numeracy.
- 70% of teachers felt very confident or quite confident in using Maths in their subject area.
- 85% of teachers said that there was definitely or somewhat of a consistent approach to maths calculations and language across the school.

Summary of main areas requiring improvement as identified in last SSE:

In our 1st year Maths Competency Test the following was revealed:

- 22 % of students were competent at problem solving.
- 29% of students were competent in Probability.
- 55% of students were competent in Mathematical language.
- 41% of students were competent in VAT and Percentages.
- Our attitudinal survey found that 44% of students said they regularly made calculations in their heads.
- 26 % of students said they do not recognise using tables and graphs in subjects other than Maths.
- 65% of students regularly or sometimes find language difficult in Maths.

Improvement targets (related to students' achievement)

1. To increase the percentage of students who regularly make calculations in their head from 44% to 70% over the next two years.
2. To decrease the percentage of students who regularly find Maths language difficult from 65% to 50%.
3. To increase the number of students who recognise that the reading of tables and graphs is essential in subjects other than Maths from 74% to 90%.

<u>IMPROVEMENT TARGET 1</u>	<u>REQUIRED ACTIONS</u>	<u>PERSONS RESPONSIBLE</u>	<u>MEASURABLE OUTCOMES/SUCCESS CRITERIA</u>	<u>TIMEFRAME FOR ACTION</u>	<u>REVIEW DATES</u>
To increase the percentage of students who regularly make calculations in their head from 44% to 70% over the next two years.	That the use of calculators be banned for first year students for all but essential topics. Individual departments to determine what are considered essential topics.	Individual class teachers. Subject Liaison Teachers.	An improvement in the use of mental arithmetic and an increase in confidence among students. To be determined by feedback from teachers, students surveys and analysis of class tests and Christmas/Summer Tests.	Beginning in August 2015.	End of 2015/2016 school year. End of 2016/17 school year.
	That teachers will take a common approach to fractions and percentages. All test results to be presented as a fraction.	All teachers	Hopefully an improvement in the use of fractions and percentages. To be determined by feedback from Maths teachers and the possible testing of a sample group on fractions.	Beginning in August 2015.	End of 2015/2016 school year. End of 2016/17 school year.
	That the school will arrange Mental Arithmetic quizzes once a month with prizes for the winners.	Numeracy Co-Ordinator	An improvement in the use of mental arithmetic and an increase in confidence among students. To be determined by an analysis of numbers competing in such quizzes. And surveys at the end of the year regarding interest/success of the initiative.	Beginning in September 2015.	End of 2015/2016 school year. End of 2016/17 school year.
	That brain teasers or puzzles will be regularly put up on the screens in the foyer.	Numeracy Co-Ordinator	An improvement in the use of mental arithmetic and an increase in confidence among students. To be determined by a survey at the end of the year.	Beginning in September 2015.	End of 2015/2016 school year. End of 2016/17 school year.

<u>IMPROVEMENT TARGET 2</u>	<u>REQUIRED ACTIONS</u>	<u>PERSONS RESPONSIBLE</u>	<u>MEASURABLE OUTCOMES/SUCCESS CRITERIA</u>	<u>TIMEFRAME FOR ACTION</u>	<u>REVIEW DATES</u>
To decrease the percentage of students who regularly find maths language difficult from 65% to 50%.	A list of key mathematical terms will be provided in student's journals for reference purposes.	Maths Department, School Principal and Numeracy Co-Ordinator	An increase in the use of these words to be determined by a survey of students regarding use of the glossary.	Introduction in September 2015.	May 2016
	Key word posters will be completed by students and displayed in every classroom in the school.	Individual Teachers	An increase in the use of these words to be determined by a survey of students.	Introduction in January 2016	May 2016 May 2017
	There will be a numeracy 'Word of the Fortnight' Initiative. Teachers will be encouraged to use the word in class, as will students.	Numeracy Link team members. Individual Teachers	An increase in the use of these words to be determined by a survey of students and teachers regarding use of the various words.	Introduction in September 2015.	May 2016 May 2017
	There will be occasional competitions surrounding the 'Word of the fortnight'.	Numeracy Link team members.	An increase in the use of these words. Analysis of competition entrants will show the success or otherwise of the scheme.	Introduction in September 2015.	May 2016 May 2017
	Teachers will point out any mathematical terms that occur during the course of their teaching.	Individual Teachers	An increase in the understanding of Maths language to be determined by a survey of students.	Introduction in September 2015.	May 2016 May 2017

<u>IMPROVEMENT TARGET 3</u>	<u>REQUIRED ACTIONS</u>	<u>PERSONS RESPONSIBLE</u>	<u>MEASURABLE OUTCOMES/SUCCESS CRITERIA</u>	<u>TIMEFRAME FOR ACTION</u>	<u>REVIEW DATES</u>
To increase the number of students who recognise that the reading of tables and graphs is essential in subjects other than maths from 74% to 90%.	That the school will have a common approach to drawing graphs and tables. (SALT method)	Numeracy Link Team In conjunction with individual teachers.	A recognisable Common approach to drawing graphs and tables emerging in the school. To be measured by feedback from teachers and students.	Input from a member of the Numeracy Link team at the August 2015 staff meeting and implementation thereafter.	May 2016 May 2017
	That during the course of 2015/2016 a Graphs and Tables Day in which, if appropriate teachers would use graphs and tables in their teaching.	Numeracy Link Team in conjunction with individual teachers.	A recognisable Common approach to drawing graphs and tables emerging in the school. To be measured by feedback from teachers and students.	The day to be organised in early 2016.	After the event in early 2016.
	That all teachers would emphasise the use of graphs and tables and Maths skills in their subjects.	Individual teachers.	An increase in the recognition of the importance of graphs and tables in subjects other than Maths. To be measured by surveys of students.	Starting in August 2015	May 2016 May 2017
	That teachers would display a positive attitude towards numeracy in their subject areas.	Individual teachers.	An increase in the recognition of the importance of graphs and tables in subjects other than Maths. To be measured by surveys of students.	Ongoing	May 2016 May 2017
	That graphs and tables would form an important part of displays around the school, in order to create a	Numeracy Link Team and Individual teachers.	An increase in the recognition of the importance of graphs and tables in subjects other than Maths. To be measured by surveys of students.	Starting in August 2015	May 2016 May 2017

	numeracy rich environment.				
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9.15 Teaching and Learning: School Evaluation Report (5th and 6th year students and parents), November 2015

1. Introduction

1.1. Focus:

A school self-evaluation of teaching and learning in Loreto Secondary School, Wexford was undertaken between 1 and 12 October 2015.

The evaluation tool employed was that of an online questionnaire, via the school website, for 5th and 6th year students and parents. 86 students replied as well as 88 parents. All of these responses were anonymous.

During the evaluation, teaching and learning in the following curricular areas were evaluated, to some degree.

- Learning to learn/ study skills
- Knowledge of current affairs/ reading skills
- Homework
- Extent of career guidance provision
- Student support services
- Correction of written work and texts
- Information Technology in the classroom
- Grinds
- Overall running of the school

This is an objective report on the findings of the questionnaire. Additionally, it contains agreed actions in response to the findings, set against the backdrop of the School Improvement Plan, 2013-2016.

1.2. School Context

Loreto Secondary School, Wexford prides itself on its dedication to contributing positively to the holistic development of each individual student. As such, it places great importance on all aspects of school life including curricular and extra- curricular activities. Its aim is to achieve the highest possible standards in teaching and learning, while always bearing in mind Frances Teresa Ball's vision that the students will be encouraged to "go and set the whole world on fire with the love of God".

2. Findings

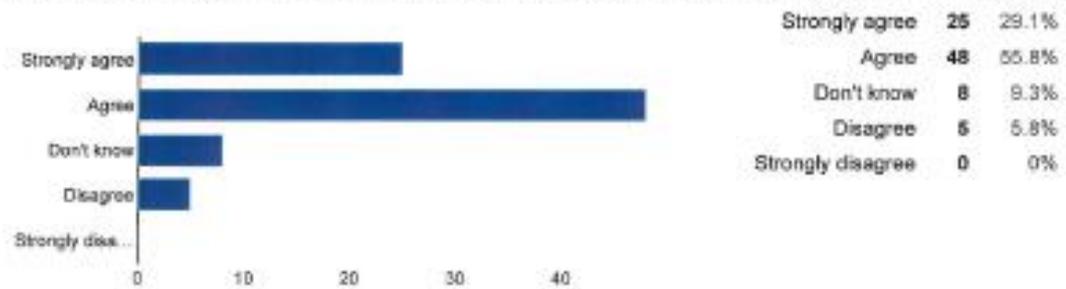
(A) 5th and 6th year students

86 responses

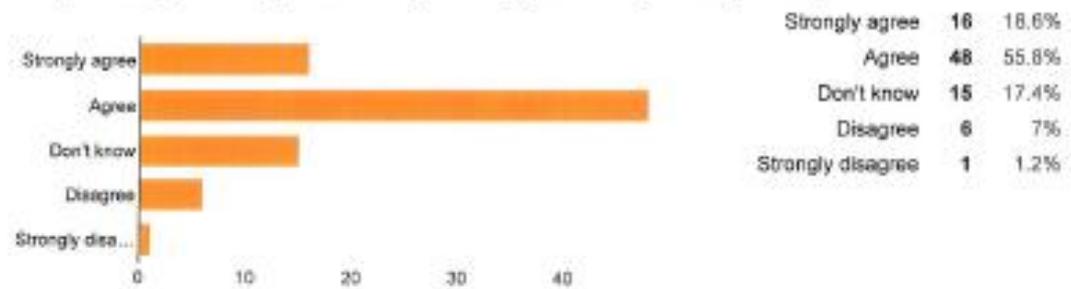
[View all responses](#) [Publish analytics](#)

Summary

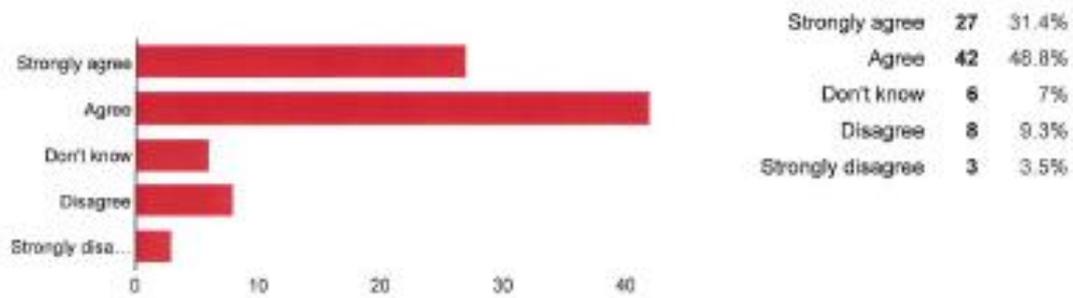
The school has given me opportunities to acquire good study skills [Teaching of study skills]



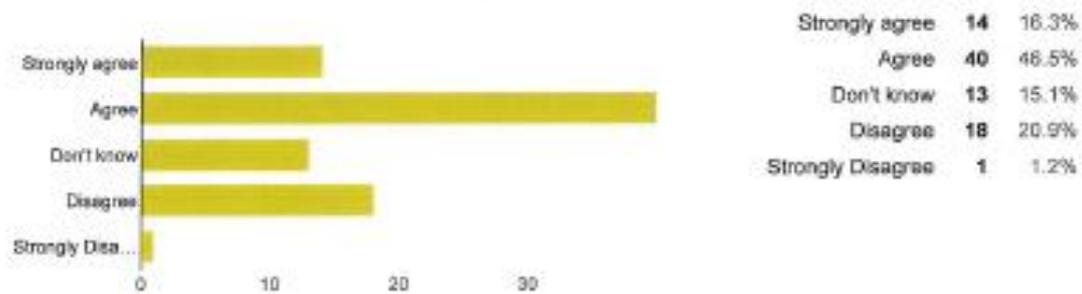
I implement good study skills in my learning [Teaching of study skills]



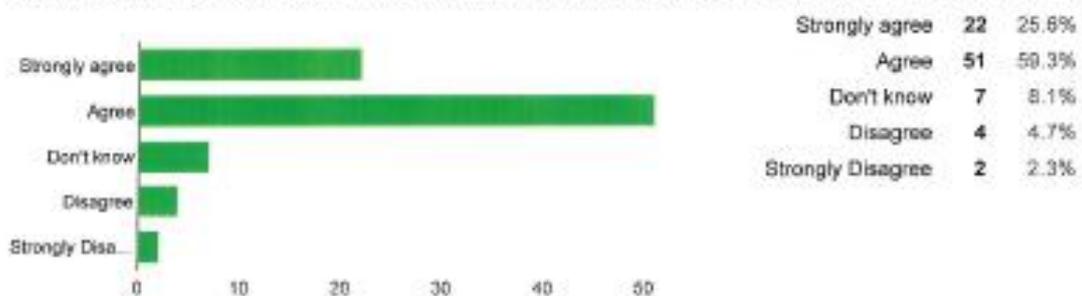
I have good computer skills [Teaching of study skills]



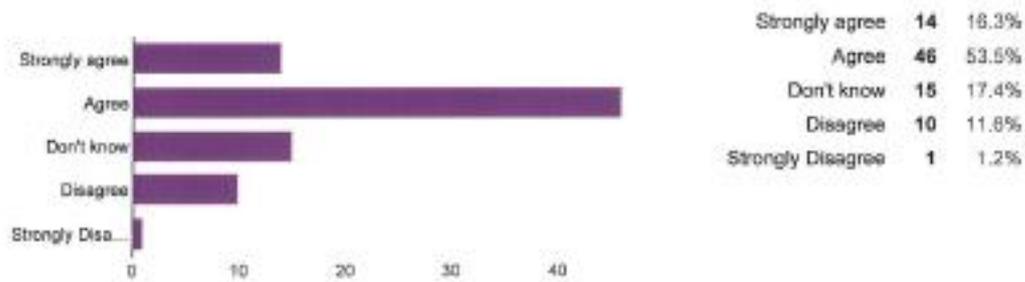
I have a good knowledge of current affairs [Knowledge of current affairs/reading skills]



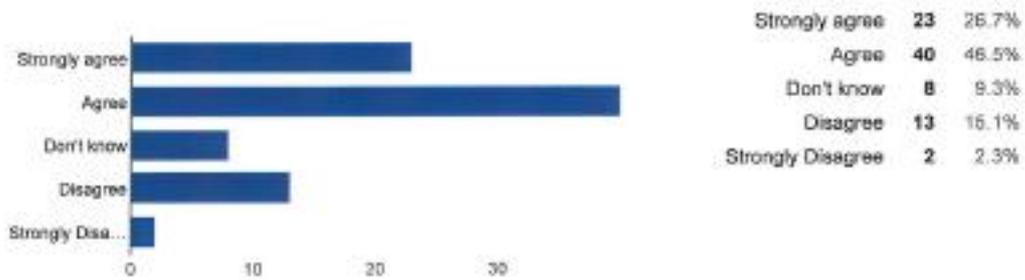
It is important for me to be aware of current affairs [Knowledge of current affairs/reading skills]



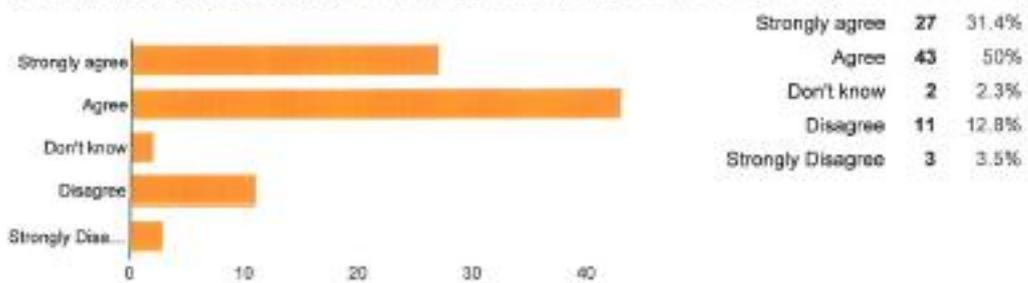
The school promotes an awareness of current affairs [Knowledge of current affairs/reading skills]



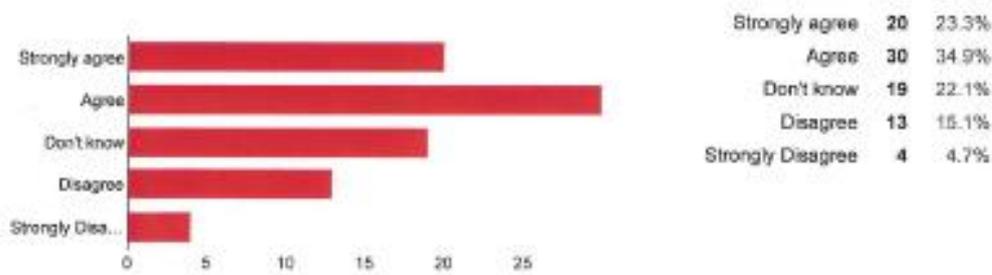
My home promotes an awareness of current affairs [Knowledge of current affairs/reading skills]



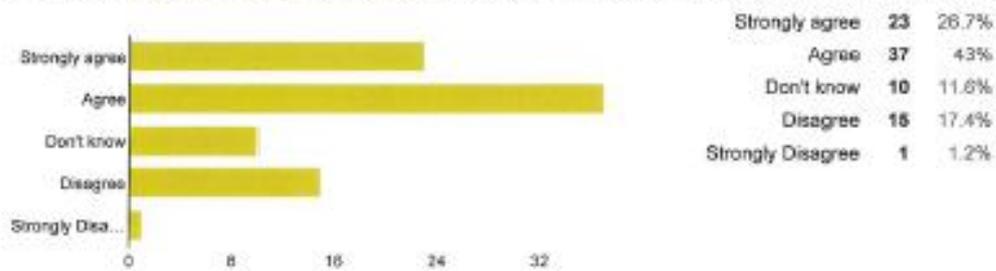
The school provided me with good information on subject choice options [Extent of career guidance provision]



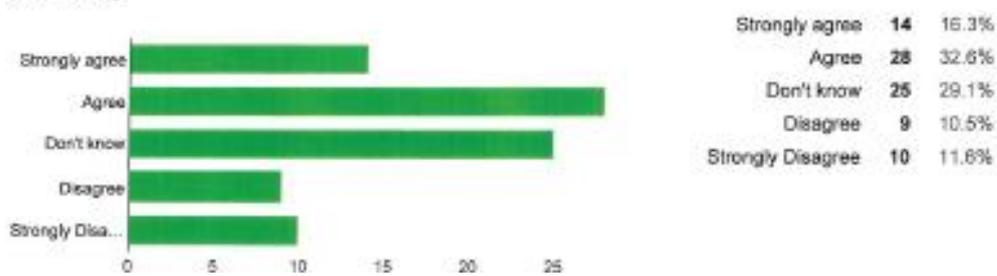
The provision of career information for me is good in the school [Extent of career guidance provision]



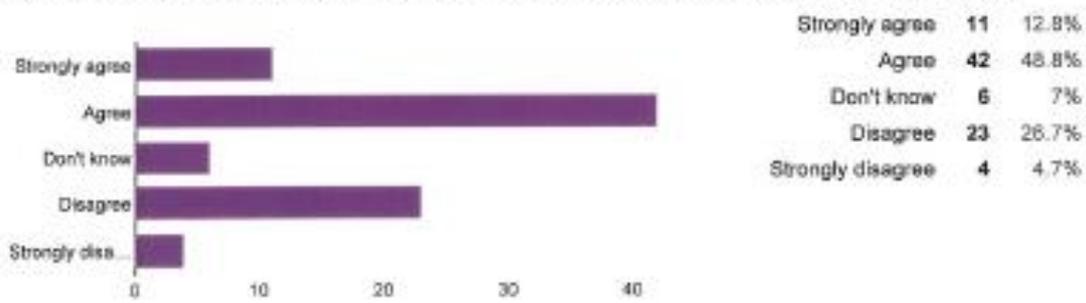
Career Guidance counsellors are readily available to assist me [Extent of career guidance provision]



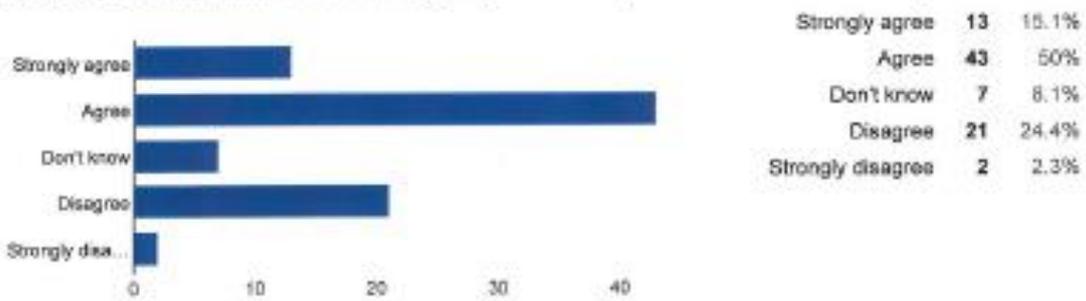
The school has provided me with good opportunities to visit sample 3rd level colleges [Extent of career guidance provision]



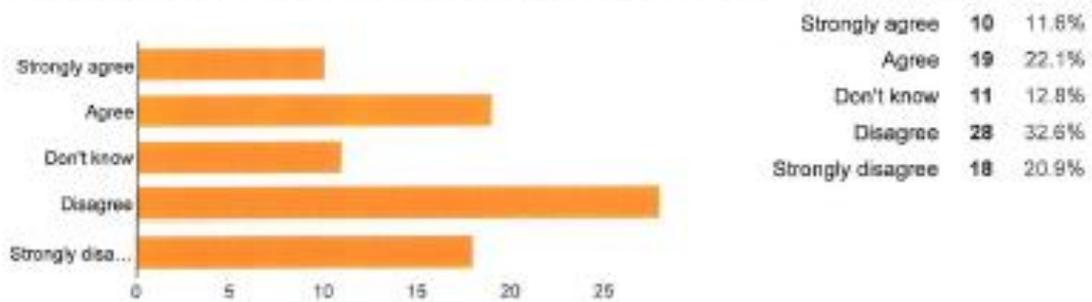
I generally cope well with the amount of homework set for me [Amount of homework]



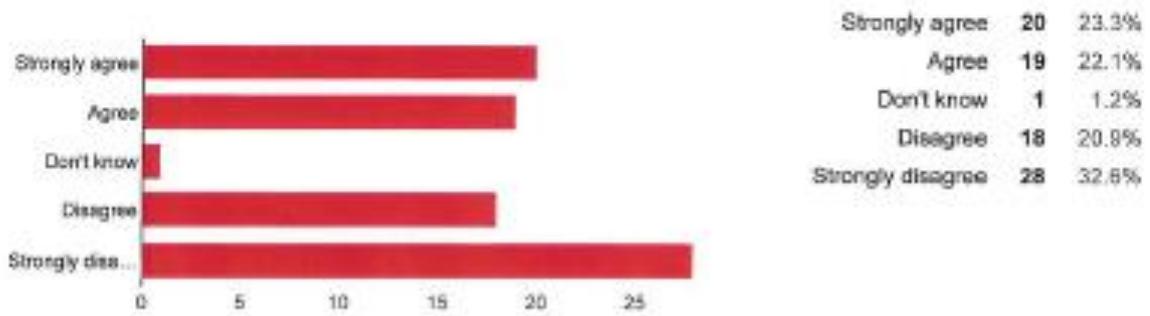
I would be comfortable in discussing any homework problems with teachers [Amount of homework]



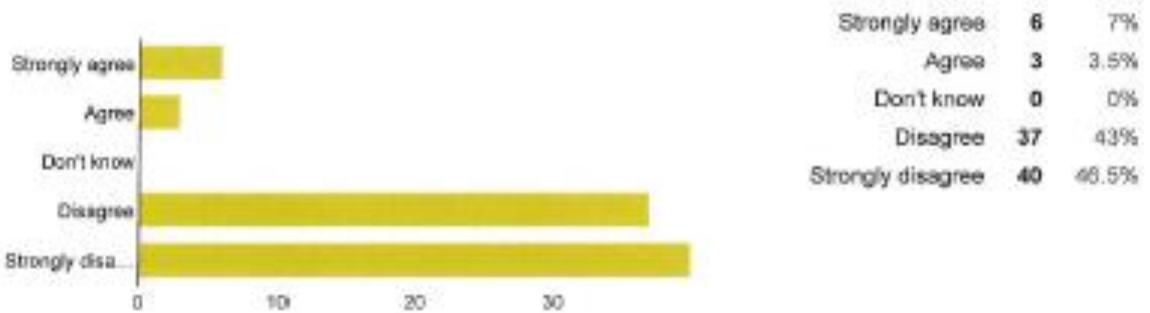
I do not need to avail of grinds for Leaving Certificate at this point in time [Grinds]



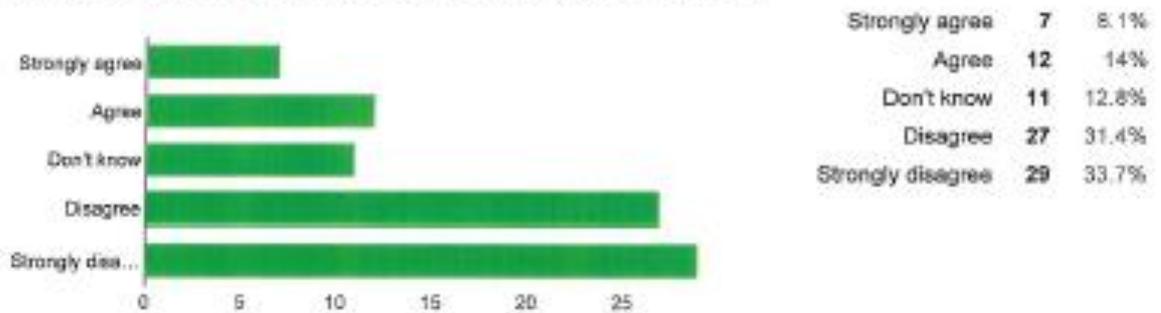
I am availing of grinds in 1 or 2 subjects at present [Grinds]



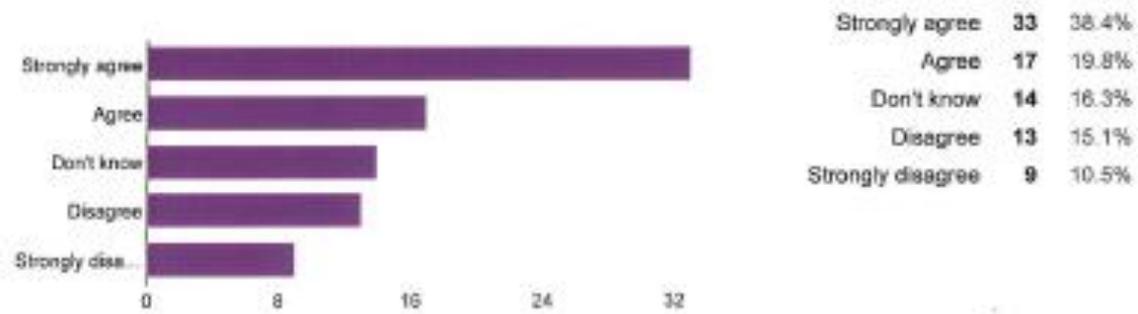
I am availing of grinds in more than 2 subjects at present [Grinds]



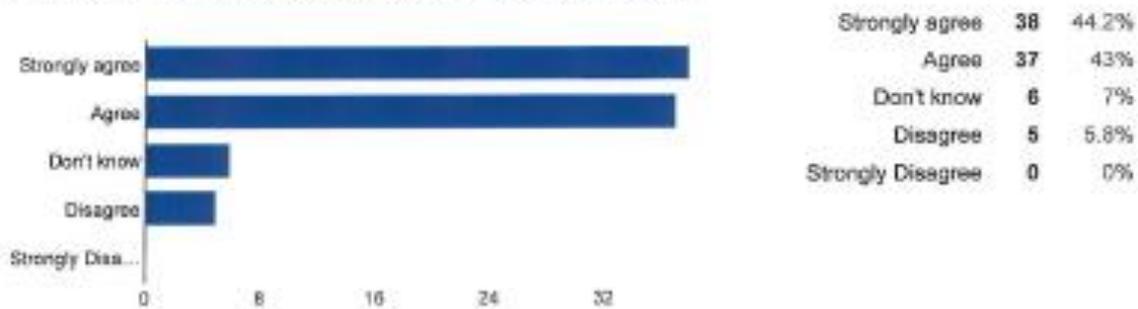
There is a degree of peer pressure to obtain grinds [Grinds]



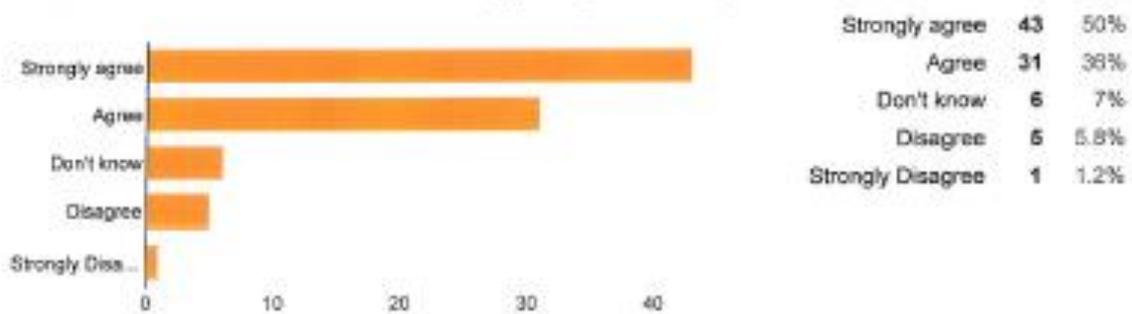
I would avail of grinds/additional grinds if family finances allowed [Grinds]



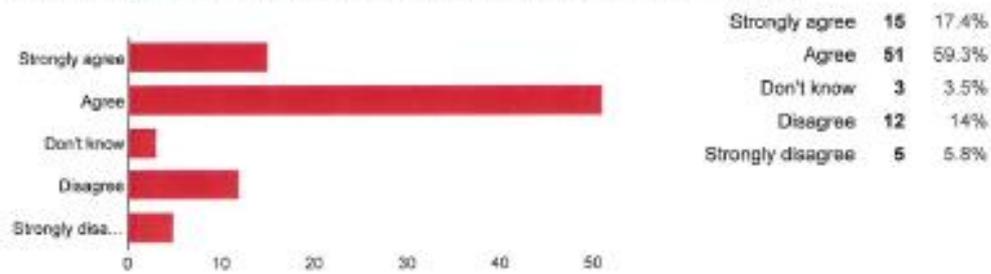
I feel cared for in the school [Student support services]



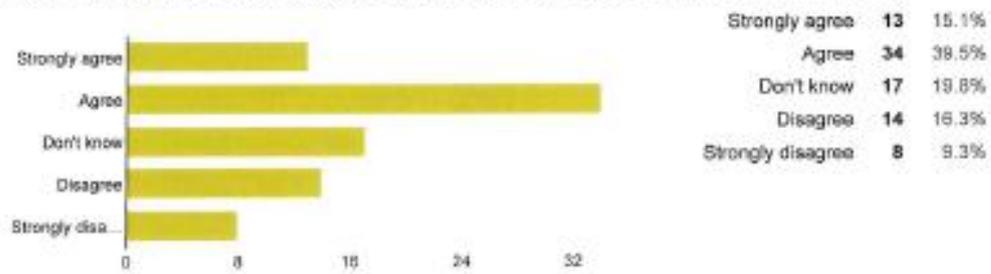
I know who to talk to if I need advice/support [Student support services]



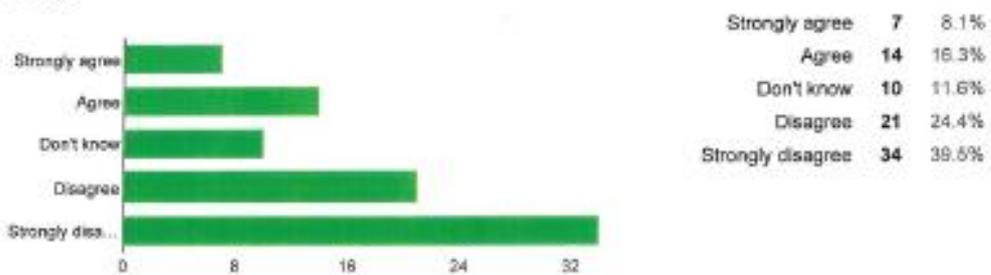
Teachers regularly correct my work [Correction of written work and tests]



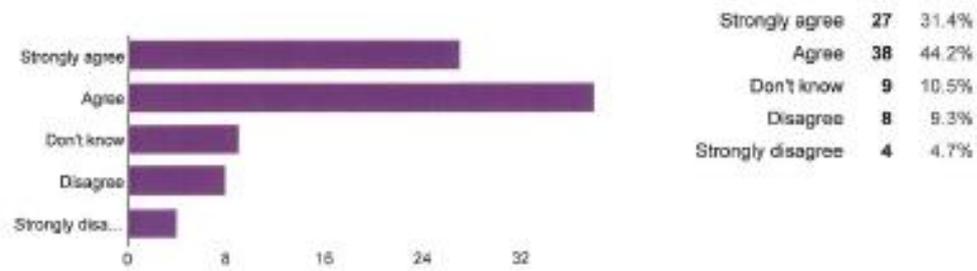
I see the value in self-assessment of my work [Correction of written work and tests]



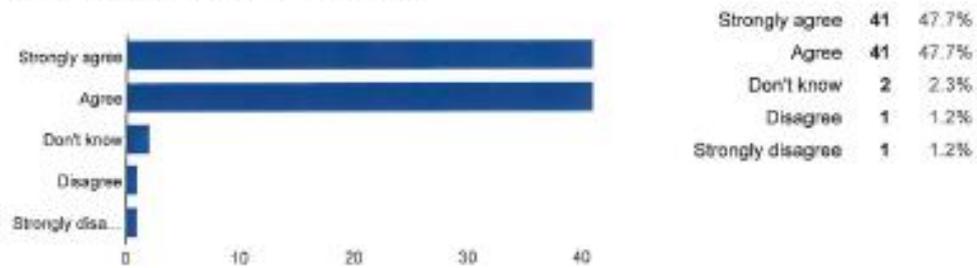
I see the value in other students assessing my work under the direction of teachers [Correction of written work and tests]



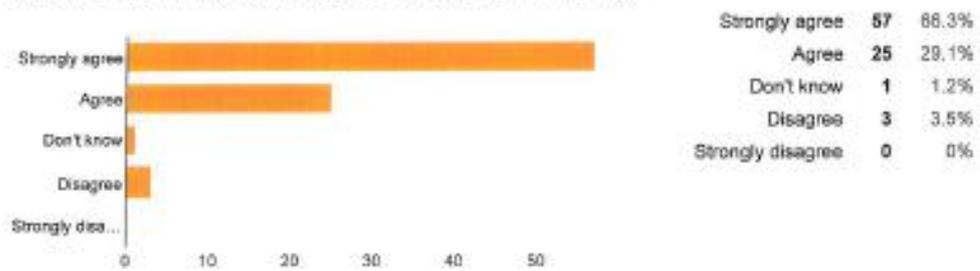
I find teachers' use of IT (e.g. powerpoint, you tube) in the classroom to be beneficial to my learning [Information Technology (IT) in the classroom]



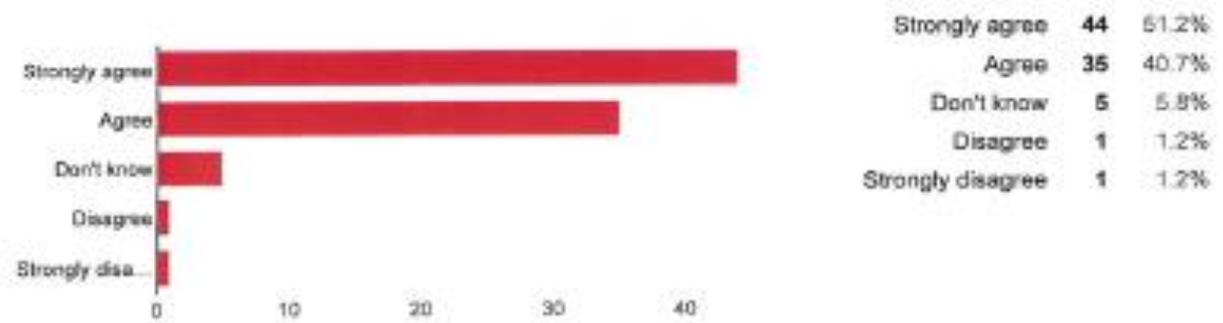
The school is well run [Overall running]



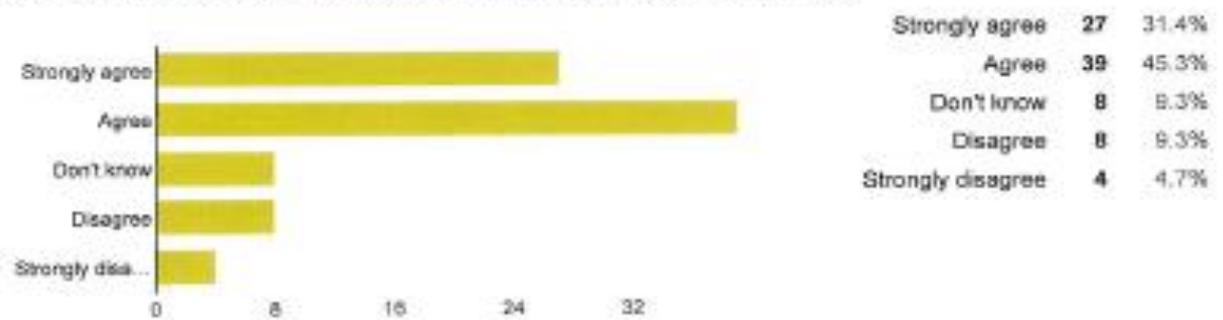
There is a good atmosphere in the school [Overall running]



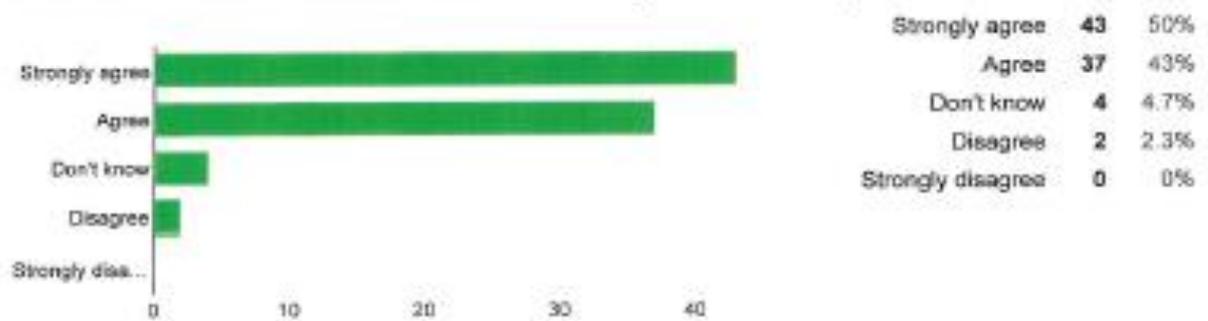
The school communicates well with students [Overall running]



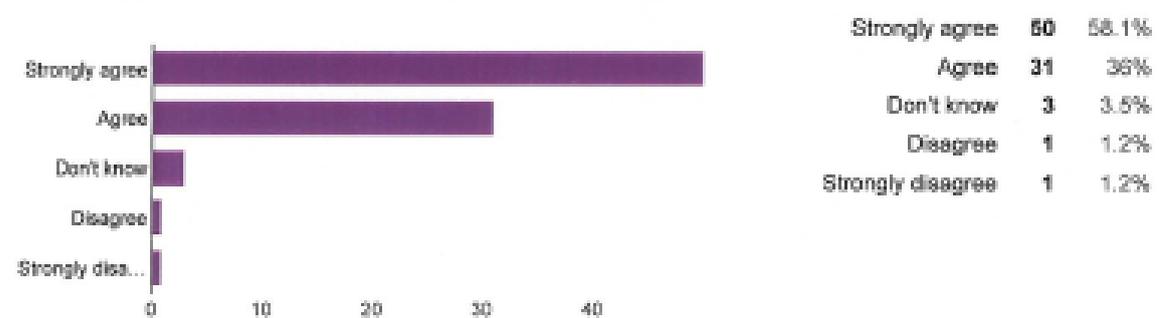
Students opinions are listened to in the school [Overall running]



The school motivates students to do their best [Overall running]



I am happy with the school overall [Overall running]



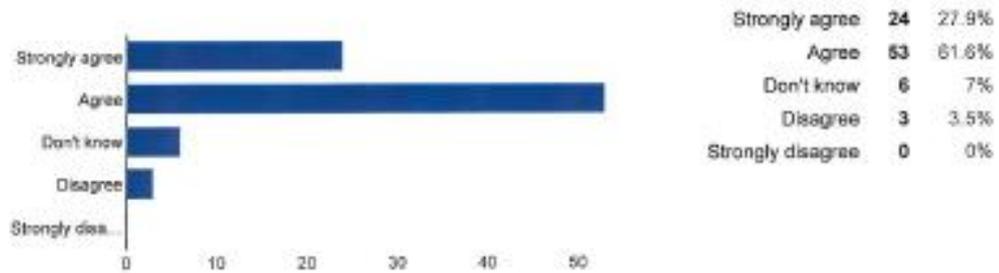
(B) 5th and 6th year parents

88 responses

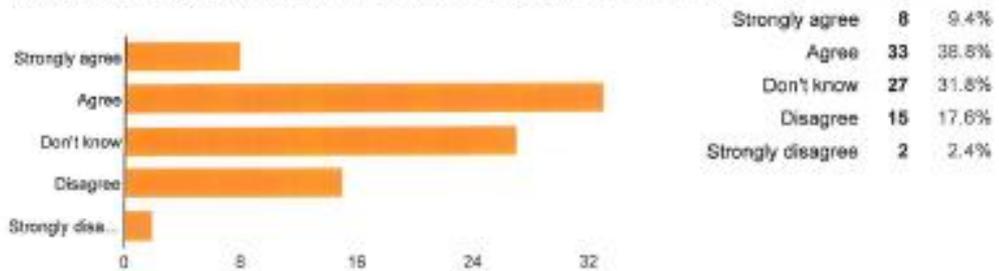
[View all responses](#) [Publish analytics](#)

Summary

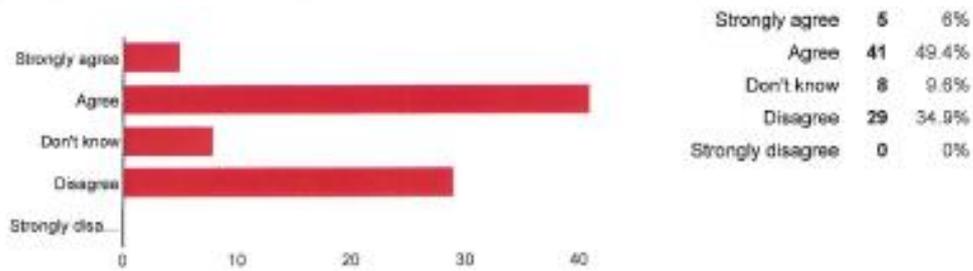
The school has given my daughter opportunities to acquire good study skills [Teaching of study skills]



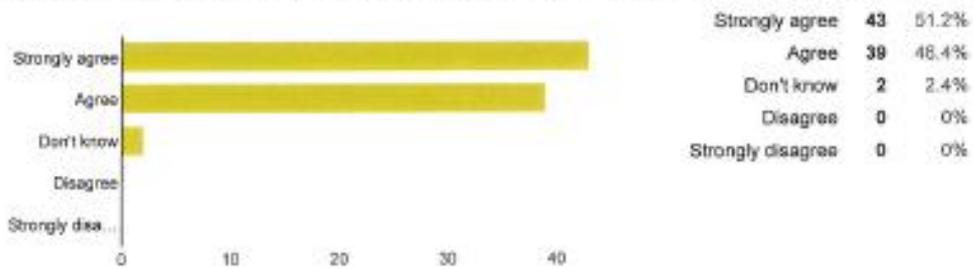
The school has given parents opportunities to acquire good study skills [Teaching of study skills]



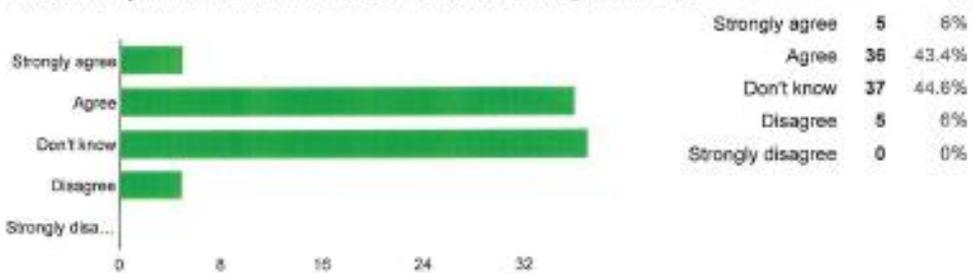
My daughter has a good knowledge of current affairs [Knowledge of current affairs/reading skills]



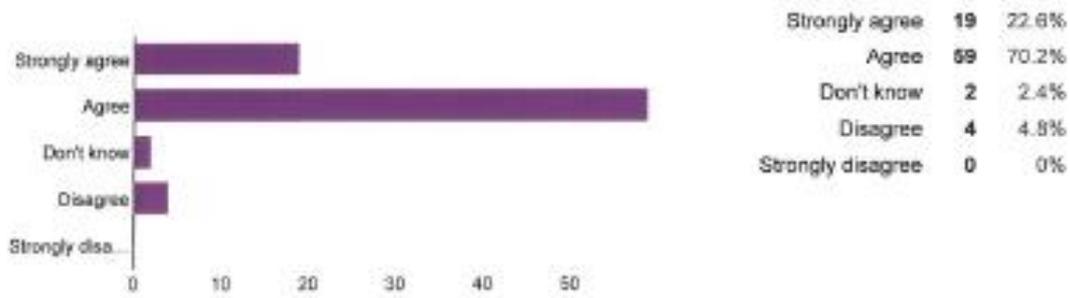
It is important for my daughter to be aware of current affairs [Knowledge of current affairs/reading skills]



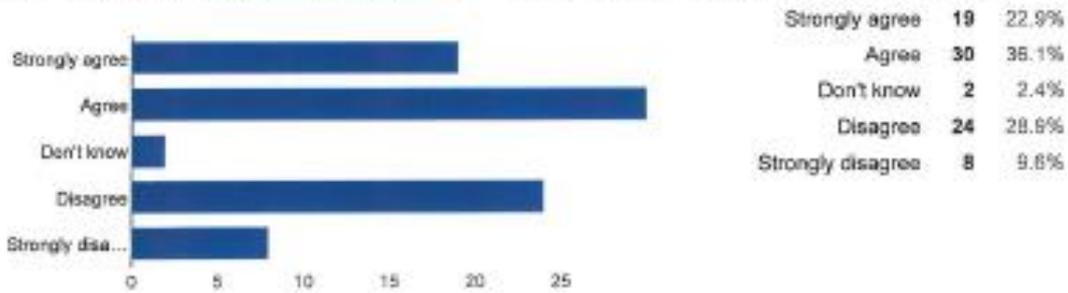
The school promotes an awareness of current affairs [Knowledge of current affairs/reading skills]



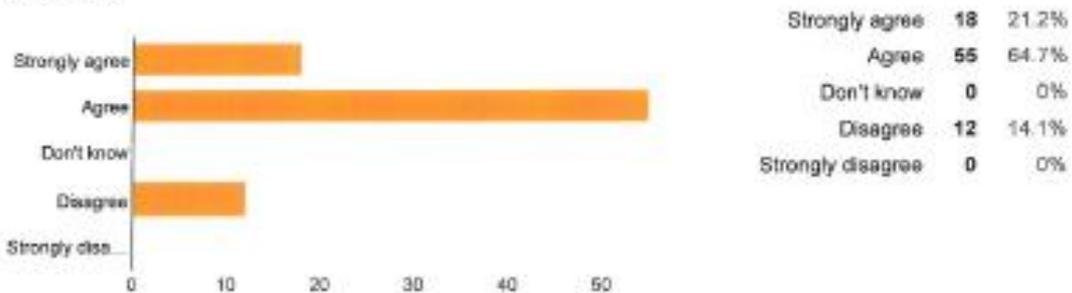
Our home promotes an awareness of current affairs [Knowledge of current affairs/reading skills]



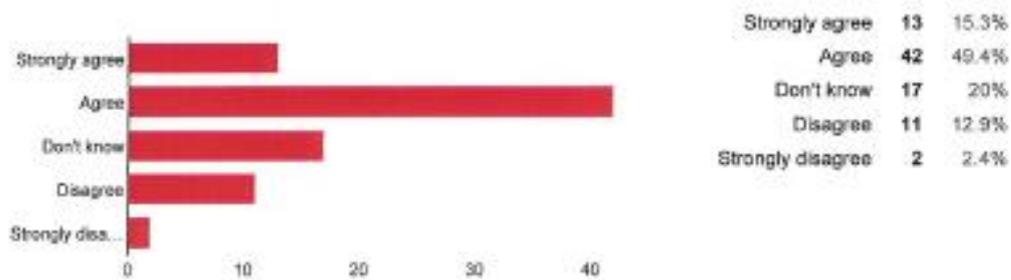
My daughter regularly reads for pleasure [Knowledge of current affairs/reading skills]



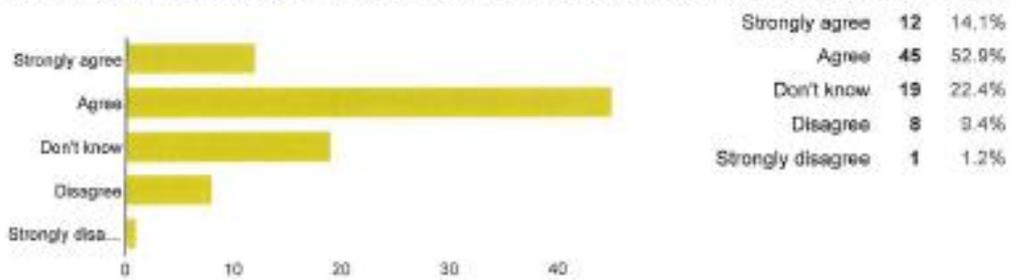
The school provided good information for my daughter on subject choice options [Extent of career guidance provision]



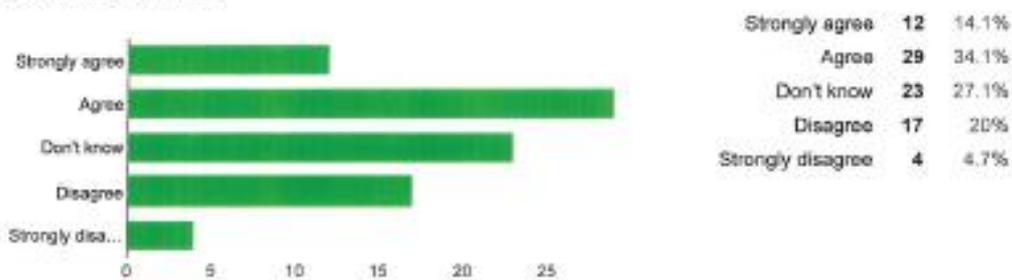
The provision of career information for my daughter is good in the school [Extent of career guidance provision]



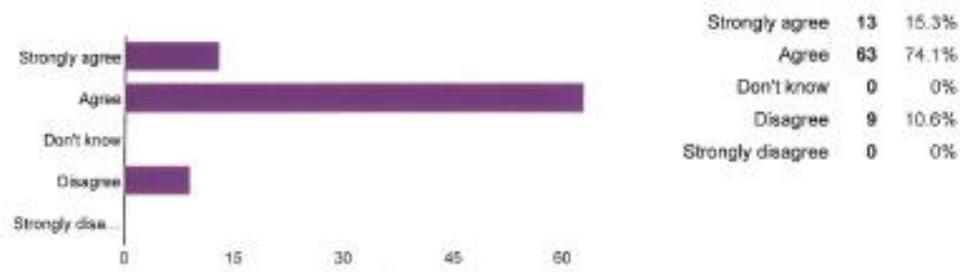
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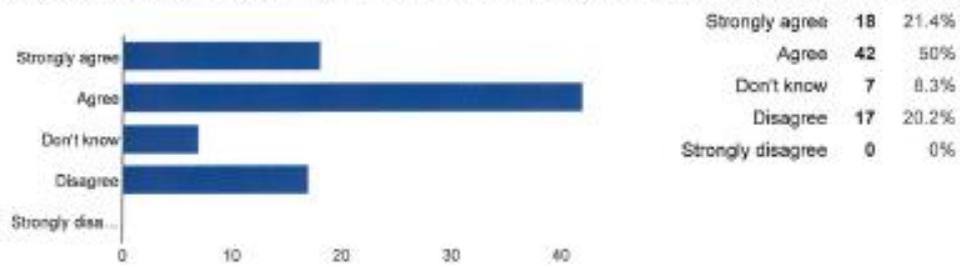
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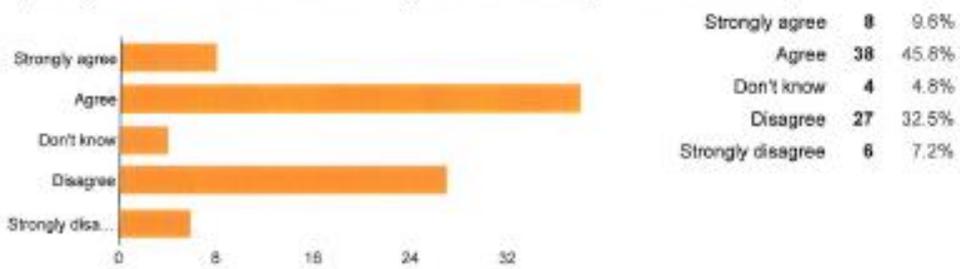
My daughter generally copes well with the amount of homework set for her [Amount of homework]



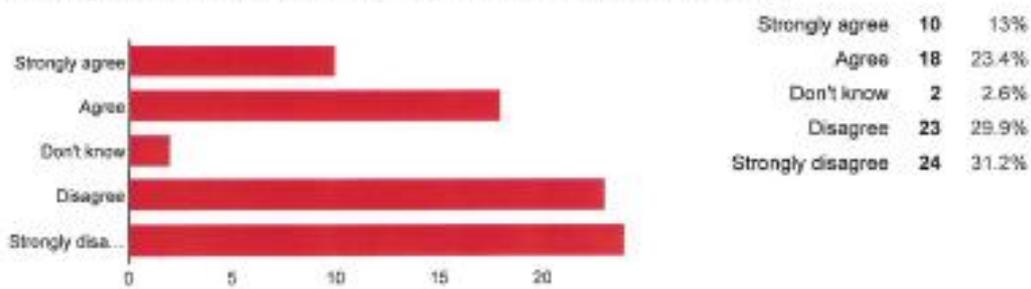
My daughter would be comfortable in discussing any homework problems with teachers [Amount of homework]



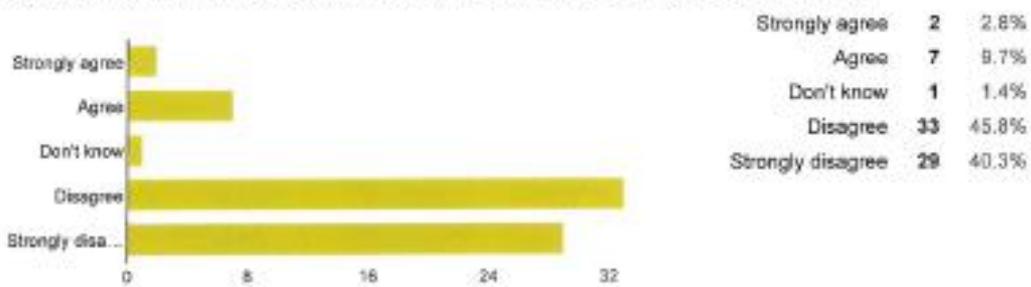
My daughter does not need to avail of grinds for Leaving Certificate at this point in time [Grinds]



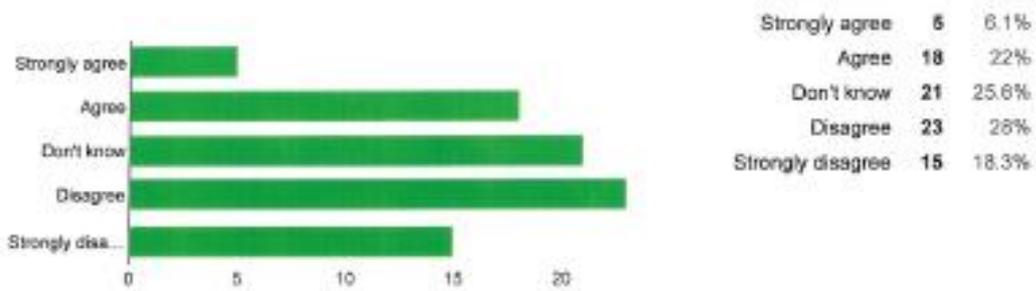
My daughter is availing of grinds in 1 or 2 subjects at present [Grinds]



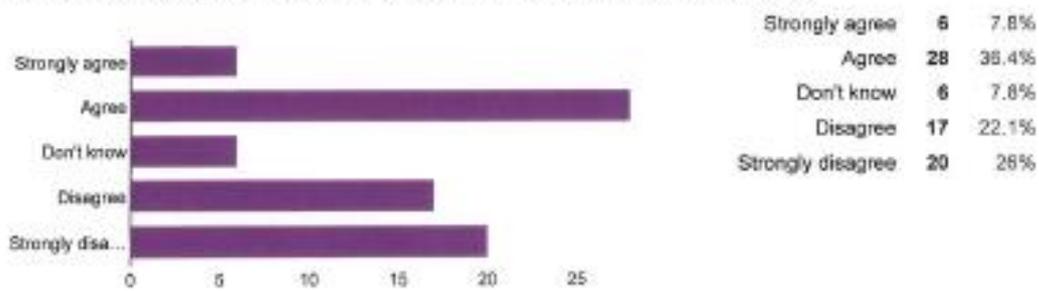
My daughter is availing of grinds in more than 2 subjects at present [Grinds]



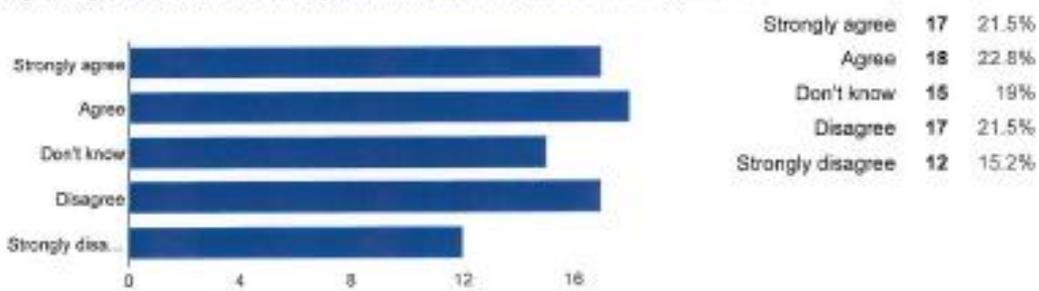
There is a degree of peer pressure to obtain grinds [Grinds]



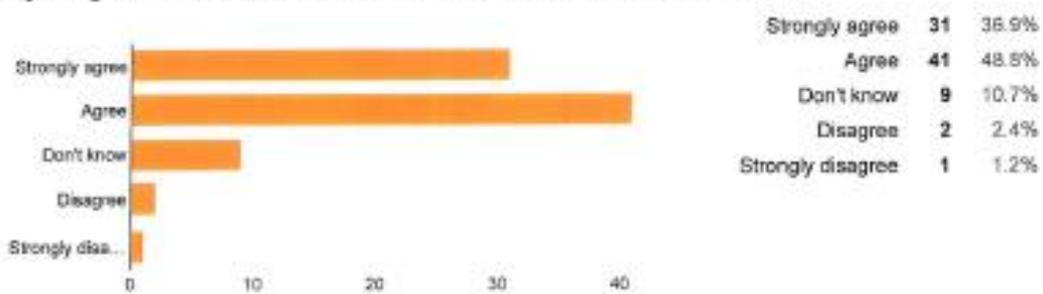
Grinds are placing a financial burden on my household budget [Grinds]



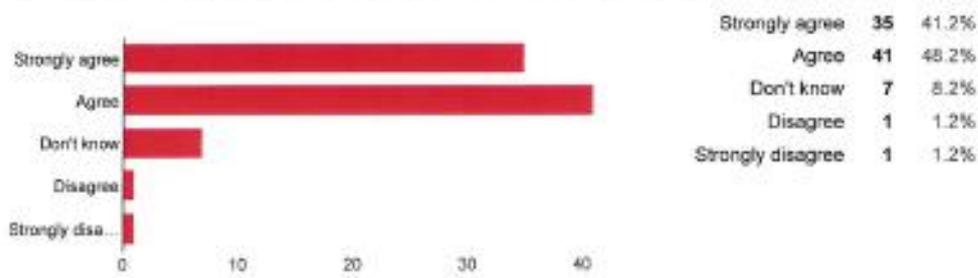
My daughter would avail of grinds/additional grinds if family finances allowed [Grinds]



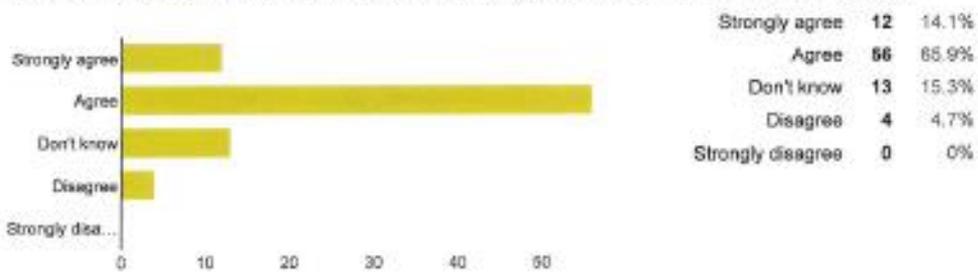
My daughter feels cared for in the school [Student support services]



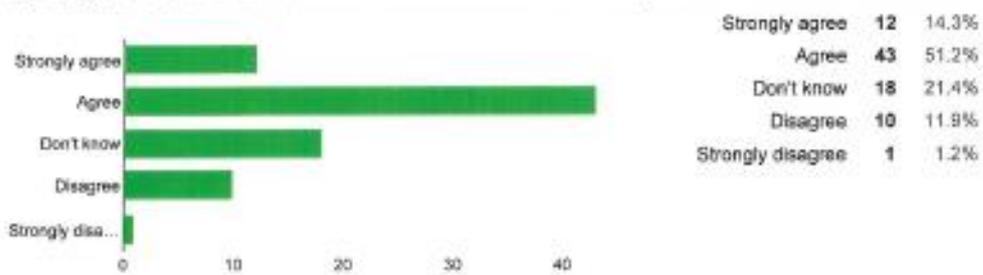
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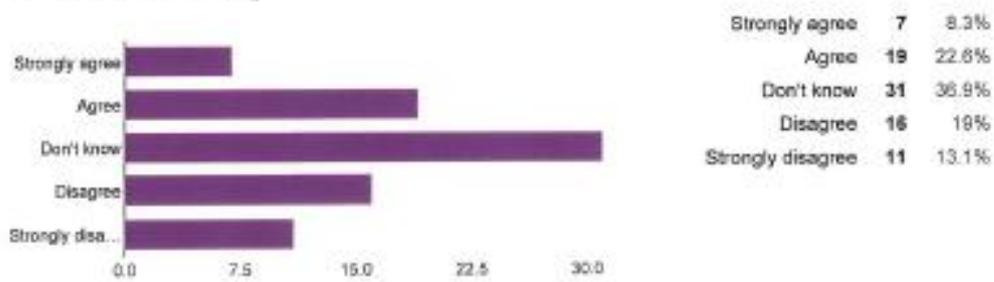
Teachers regularly correct my daughter's work [Correction of written work and tests]



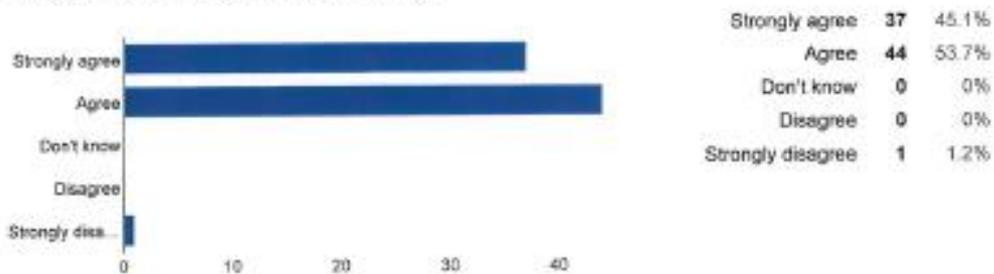
My daughter sees the value in self-assessment of her work [Correction of written work and tests]



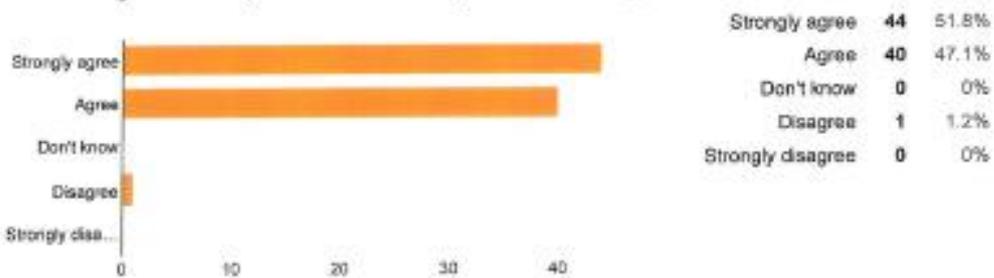
My daughter sees the value in other students assessing her work under the direction of teachers [Correction of written work and tests]



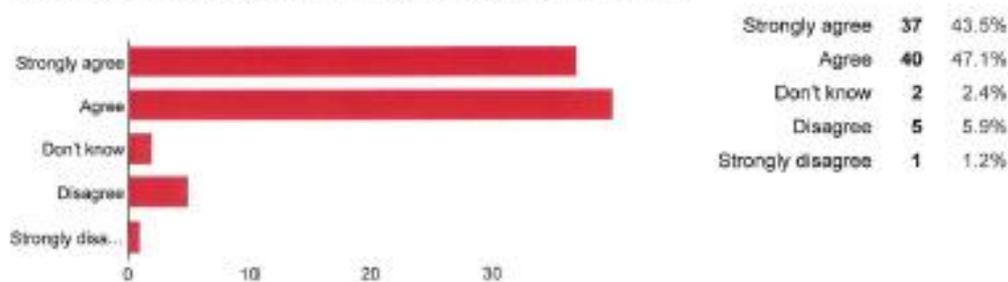
The school is well run [Overall running]



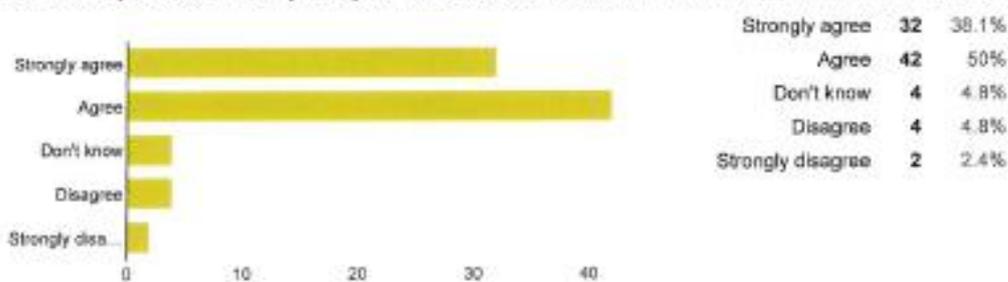
There is a good atmosphere in the school [Overall running]



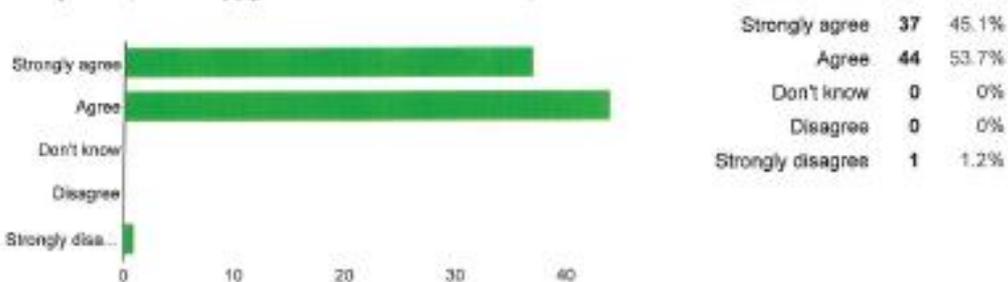
The school communicates well with parents [Overall running]



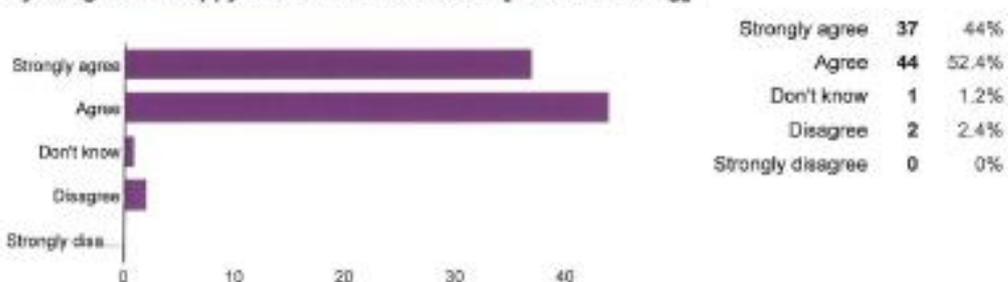
If I have a problem with my daughter's education/welfare in the school, I know who to talk to [Overall running]



As a parent, I am happy with the school overall [Overall running]



My daughter is happy with the school overall [Overall running]



3. Summary of school self- evaluation findings and agreed actions

3.1. Strengths:

The above findings indicate that Loreto Secondary School, Wexford has significant strengths in the following areas:

- Knowing who to talk to in the event of a difficulty
- Care of students
- Motivation of students

- School atmosphere
- Student happiness
- Parental satisfaction with the school
- Levels of communication
- Attention paid to student opinions
- Regular correction of student work
- Information regarding subject choice
- Appropriate amounts of homework
- Use of information technology in class

3.2. Areas of potential development:

The following areas are prioritised for improvement:

- Understanding of AFL (Assessment for Learning) techniques among students and parents
- Current affairs

3.3 Agreed Actions:

1. In consultation with the teaching staff, the Principal will prepare a summary sheet on AFL. This will then be presented by him at a special briefing meeting for all prefects in February 2016. Prefects will then explain the key AFL principles to their colleagues. Teachers will reinforce this information in subsequent classes.
2. In an attempt to keep the student population informed of developments in teaching, learning and curriculum at national and school level, the Principal will arrange for an annual assembly for each year group to update students on such developments. The first such round of assemblies will take place in October 2016.
3. Parents will be informed of developments in teaching and learning by a combination of the following:
 - a. Letters to families as issued by the Principal and posted on the school website
 - b. An annual input for parents, organised by the Principal, to be held in the first term, beginning in Autumn 2016, with a focus on developments in teaching, learning and curriculum at national and school level that impact upon their daughters
4. Teachers will be asked to incorporate discussion of current affairs into as many classes as possible. It is suggested that the news stories that are featured on the information screens on a daily basis might be a good starting point for such discussions. Students are encouraged to participate to the greatest possible extent in these discussions so that they will well-informed on a broad range of national and international news stories and developments.

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9.16 School Self-Evaluation Report and Improvement Plan for 2016 – 2020

Part One: School Self-Evaluation Report

School context

Loreto Secondary School, Wexford prides itself on its dedication to contributing positively to the holistic development of each individual student. As such, it places great importance on all aspects of school life including curricular, co-curricular and extra-curricular activities. Its aim is to achieve the highest possible standards in teaching and learning while always bearing in mind the vision of Francis Teresa Ball, who established the first Loreto foundation in Ireland, that students will be encouraged to “go and set the whole world on fire with the love of God”.

Progress made in the course of the last Improvement Plan, 2013 – 2016

- There is a huge improvement in how the imparting of study skills is perceived. There is an increase from 40% to 76% expressing satisfaction among students, 42% to 76% among parents and 57% to 80% among teachers.
- There is an increase in how the school is viewed in terms of career guidance provision. There is a more even distribution of the sources of career guidance (student self- investigation, joint investigation between students/parents/ guardians and the school) with the school being viewed more favourably as a source by all stakeholders.
- There is an increase in how the support services in the school are positively perceived. One-to-one counselling, Meitheal and Students’ Council are all perceived more favourably by students and teachers than in 2012. (parents were not asked about this previously).
- More teachers are using various methods of assessment including student self-assessment and peer assessment. Student peer-correction was never used by 50% of teachers in 2012 compared with only 20% in 2016 never using it. There is an increase from 13% to 30% of teachers using student self-assessment daily.
- There is now a dedicated in-school management position in place to promote literacy and numeracy within the school. New SSE literacy and numeracy plans are being implemented, as set out in separate reports.

Methodology used in School Self-Evaluation Report and School Improvement Plan

This School Self-Evaluation Report and School Improvement Plan is based on triangulating the evidence gathered from the following sources in the first term of the 2016/2017 school year:

- Parents’ online survey
- Online survey of the June 2016 Leaving Certificate students
- Teachers’ online survey
- Focus group discussion with Students’ Council members
- Focus group discussions with teachers
- Consultation meeting with the Parents’ Council
- School Planning Group discussions
- Student attendance records since 2014

Summary of the main strengths as identified in this School Self-Evaluation Report

- The provision of study skills is very strong in the school.
- There is an increase in the amount of students who believe they are receiving the correct amount of homework at senior cycle.
- Students and parents believe that students are receiving an appropriate amount of homework for both Junior and Senior cycle while teachers believe this to be the case at senior cycle only.
- The perception of support services within the school is good.

- Promotion of school ethos is very good within the school.
- The studying of all subjects in 1st year before making subject choice decisions for 2nd and 3rd years is very popular among all stakeholders.
- Both students and teachers feel there are opportunities to enhance their leadership skills in the school.
- The work of the Students' Council is well known and positively acknowledged throughout the school community.

Summary of the main areas requiring improvements as identified in this School Self-Evaluation Report

Teaching and Learning – learner outcomes
Absenteeism: 2014/2015: 103 students (14.28%) were absent for 20 days or more 2015/2016: 144 students (19.97%) were absent for 20 days or more
Teaching and Learning – learner experiences
The number of students availing of grinds outside of school is very high.
Peer correction is used less often than student self-assessment and a large percentage of parents are not aware of the methods of assessments used by teachers as recommended by the inspectorate.
The possibility of studying more practical subjects, Agricultural Science and Spanish needs to be examined
Study classes – also known as “free” classes: new procedures need to be decided upon.
Build further upon the school’s ethos particularly in the context of the withdrawal of the religious from the daily life of the school and the move to a new building.
Teaching and Learning – teachers’ individual practice
Not all teachers state the learning outcomes at the beginning of class.
Teaching and Learning – teachers’ collective/collaborative practice
The effectiveness of school reporting on students’ progress needs to be examined.
There is a need to review the homework policy to incorporate procedures to be followed when a student is absent due to illness and to help to evenly assign homework across all subjects.
The role of the class teacher needs to be reassessed and explained to all stakeholders.
A focus needs to be maintained and further developed on staff wellbeing.

Part Two: School Improvement Plan

Actions and targets for the School Improvement Plan, 2016 – 2020

Teaching and Learning – learner outcomes
Attendance/absenteeism:

- Use the opportunities presented by letters to and meetings with parents to emphasise the importance of high levels of school attendance by students.
- In-school management staff to continue monitor the attendance of students in all year groups and to contact parents after absences exceeding 5, 10 and 20 days.
- Senior management to emphasise the importance of high school attendance at general assemblies and in the course of scheduled class visits.
- Every subject teacher to be very diligent in recording attendance in every class.
- To continue to present annual awards to students with excellent attendance records.

To be implemented in each year of the Plan.

That students are facilitated to reflect each year upon one of the learner outcome standards as set out in Looking at Our School 2016. A Quality Framework for Post-Primary Schools.

To be implemented in each year of the Plan by senior management in the course of scheduled class visits.

Teaching and Learning – learner experiences

The number of students availing of grinds outside of school is very high.

- Conduct a survey of 3rd and 6th year students in order to identify the subjects in which they are receiving grinds. This will inform the school further on how to proceed. It will also reveal how many students are getting grinds in higher level Maths and give more insight into how the bonus points for Maths may be affecting other subjects.
- In conversations with individual students, at parent-teacher meetings, at assemblies, in guidance sessions etc., to keep challenging the perceived, as opposed to the real, need for grinds, especially amongst junior cycle students.
- To advocate a culture whereby getting grinds is a student's own private business and does not need to be spoken about with classmates, thereby maybe reducing the culture of peer- pressure to get grinds.

To be implemented in each year of the Plan by senior management in the course of scheduled class visits, at meetings of staff and at Parents' Council level.

Peer correction is used less often than student self-assessment and a large percentage of parents are not aware of the methods of assessments used by teachers as recommended by the inspectorate.

- Senior management will make an annual presentation to each student year group to outline the benefits of the range of assessment techniques that comprise assessment for learning.
- A similar presentation will be made available to the general parent body, also on an annual basis.

To be implemented in each year of the Plan by senior management in the course of scheduled class visits, at meetings of staff and at general meetings of parents.

The possibility of studying more practical subjects, Agricultural Science and Spanish needs to be examined.

- Loreto, Wexford moves to a new school building catering for 900 students in the course of the 2017/2018 academic year. This new building will have specialist Technology and Design and Communication Graphics rooms. With the increase in student numbers over the next 6 years from 720 to 900, the school will look to employ teachers in these new subject areas should the perceived demand for same be realised.

To be reviewed by the School Planning Group in each year of the Plan.

Study classes – also known as “free” classes: new procedures need to be decided upon.

- The school needs to constantly communicate to students and parents the reasons for study classes i.e. teacher absence due to a range of factors - illness, inservice training, approved school business. This will be done at in the course of regular visits to class by senior management, in the student journal, at meetings with parents and on the school website.
- The school will consider a request from the Students’ Council that a list of absent teachers be displayed on the information screens each morning so that students could prepare more efficiently for the study class later that day.

To be reviewed by the School Planning Group in each year of the Plan.

Build further upon the school’s ethos particularly in the context of the withdrawal of the religious from the daily life of the school and the move to a new building.

- Continue the practice of more frequent prayer over the school intercom along with non-denominational poems and reflections.
- Senior management will work with an “Ethos Group” of staff, students and parents to assist with enhancing the visual ethos of the school and to maintain awareness of the distinct Loreto identity.
- To allocate space in the new school building for an Interfaith Centre/ Multidenominational Room.

To be implemented by senior management and staff in each year of the Plan.

That students are facilitated to reflect each year upon one of the learner experience standards as set out in Looking at Our School 2016. A Quality Framework for Post-Primary Schools.

To be implemented in each year of the Plan by senior management in the course of scheduled class visits.

Teaching and Learning – teachers’ individual practice

Not all teachers state the learning outcomes at the beginning of class.

- Teachers will continue to be given opportunities to reflect upon assessment for learning practices at staff and subject department meetings.
- Further inservice training will be offered to teachers in assessment for learning techniques to build upon that which has already been provided.

To be implemented by senior management and staff in each year of the Plan.

That teachers are facilitated to reflect each year upon one of the individual practice standards as set out in Looking at Our School 2016. A Quality Framework for Post-Primary Schools.

To be implemented by senior management and staff at whole-staff and subject department meetings.

Teaching and Learning – teachers’ collective/collaborative practice

The effectiveness of school reporting on students’ progress needs to be examined.

- Reports: Teachers will be provided with guidance on how best to provide formative feedback on school reports in a manner that is respectful of each individual student. Senior management will also explore with the school’s current software supplier how best to ensure access to previous reports for both staff and students.

- Parent Teacher Meetings: The School Planning Group will undertake a review of parent-teacher meetings as presently organised to see how they can be improved e.g.
 - should senior students be present?,
 - how to deal with sensitive matters and potential conflict in a less than private setting?
 - how to avoid overload on staff at these meetings?

To be addressed in the course of the 2017/2018 school year.

There is a need to review the homework policy to incorporate procedures to be followed when a student is absent due to illness and to help to evenly assign homework across all subjects.

- The School Planning Group will undertake a review of homework policy to address the following concerns:
 - Guidance for teachers on what is the appropriate amount of homework
 - Common approach to homework/ study and how this is conveyed to students. What is homework and what is study/ revision?
 - Agreeing with colleagues in advance the dates for big assignments e.g. German/ French and English one weekend, Irish and History/ Geography the following weekend
 - Making a conscious effort to set/ explain the homework either at the beginning of the lesson or well in advance of the bell at the end of class.
 - It is up to the student to find out what homework she got if she was absent due to extra-curricular activities. Should we set up homework groups to put some onus on the students to explain the homework properly to their colleagues who were absent?
 - How homework is caught up on if a student is absent due to illness.

To be addressed in the course of the 2018/2019 school year.

The role of the Class Teacher needs to be reassessed and explained to all stakeholders.

- The School Planning Group will lead a review of the existing Class Teacher System to address its suitability for the future, to re-assess the need for Year Heads, to provide for the safe and confidential transfer of information on students from year to year.

To be addressed in the course of the 2016/2017 and 2017/2018 school years.

A focus needs to be maintained and further developed on staff wellbeing.

- The school commits to maintain the availability of an outside counsellor for staff members to assist staff with any professional issues that might arise for them.
- The Board of Management will continue to provide all necessary resources for teaching and learning in every subject area.
- Senior management will facilitate all teachers in attending relevant inservice training and availing of professional development.
- The Droichead Programme – an integrated induction framework for newly qualified teachers - will be introduced in 2018/2019 following the establishment and training of a Professional Support Team in 2017/2018.
- The involvement of all staff in school development planning will continue to be advanced through the model of distributed leadership whereby staff will be invited to be active participants in a range of sub-committees charged with specific tasks.

To be implemented by senior management and staff in each year of the Plan.

That teachers are facilitated to reflect each year upon one of the collective/collaborative practice standards as set out in Looking at Our School 2016. A Quality Framework for Post-Primary Schools.

To be implemented by senior management and staff at whole-staff and subject department meetings.

Regulation and legal requirements

This School Self-Evaluation Report and Improvement Plan for 2016 – 2020 has been prepared in accordance with the following:

- Continuing Implementation of School Self-Evaluation 2016-2020 - DES Circular 0040/2016
- School Self-Evaluation Guidelines 2016-2020 Post-Primary - DES Inspectorate
- Looking at Our School 2016. A Quality Framework for Post-Primary Schools - DES Inspectorate
- On-going review of the school plan, to incorporate homework procedures, assessment methods and reporting and curriculum provision. (Section 21, Education Act 1998).

The School Planning Group will monitor the implementation of the Improvement Plan between 2016 and 2020 and will publish an annual progress report each December.

Acknowledgements

The Board of Management formally ratified this school plan at its meeting on Thursday, 12 January 2017.

The Board acknowledges, with gratitude, the work of many people in bringing this plan to fruition, as follows:

- The Steering Committee of nine teachers
- The School Planning Group
- All staff, students and parents who completed questionnaires and who took part in focus group discussions
- The Principal, Mr. O' Shea, for his overall direction, participation and drafting

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9.17 School Self Evaluation Report: Progress on School Improvement Plan for Numeracy 2015-2017

Loreto Secondary School commenced the process of school self-evaluation in 2012 when staff, students and parents were surveyed with a view to creating a School Improvement Plan. In the school year 2014/2015 this process was enhanced when further data was collected and a School Improvement Plan with a focus on Numeracy was created.

Based on the data gathered, a number of strengths and areas for improvement were identified and three improvement targets were set out. These targets related to student achievement and were communicated clearly to the whole school community. A Numeracy Link Team was established to help reach these targets.

The targets were:

1. To increase the percentage of students who regularly make calculations in their head from 44% to 70% over the next two years.
2. To decrease the percentage of students who regularly find maths language difficult from 65% to 50%.
3. To increase the number of students who recognise that the reading of tables and graphs is essential in subjects other than maths from 74% to 90%.

Various required actions were outlined and incorporated into classroom practice over the school years 2015/16 and 2016/17. These actions, along with the full report and School Improvement Plan can be seen in section 9.14 of the school plan.

In April and May 2017, 178 2nd and 4th year students were surveyed regarding their attitudes towards numeracy. These year groups were chosen as they were the same year groups that had been surveyed in 2015.

The results were as follows:

Improvement Target 1

Disappointingly, only 19.7% of 4th year students surveyed said that they regularly make calculation in their heads. 47.9% said that they sometimes do.

In 2nd year, 39.5 % said they regularly make calculations in their heads, with 44.7% stating that they sometimes do.

These figures are well below the target set of 70% making calculations regularly in their head by the end of the 2016/17 school year.

Improvement Target 2

The number of students that regularly find Maths language difficult has decreased. Only 15.7% of 2nd year students reported that they regularly find Maths language difficult. 30% of 4th year students reported that they regularly found Maths language difficult.

These figures show a marked improvement and that we have reached our target of less than 50% of students finding Maths language difficult.

However, it should be noted that 54.8% of 2nd year students and 52.9% of 4th year students reported 'sometimes' finding Maths language difficult.

Improvement Target 3

The percentage of 4th years that stated they 'regularly' or 'sometimes' use graphs was 92.9% indicating we had reached our target of 90% of students recognising the importance of graphs and tables.

Among the 2nd years the percentage of students that stated they 'regularly' or 'sometimes' used graphs and tables was 77.4%. This represented an improvement but did not reach our target.

Recommendations to be incorporated into the School Improvement Plan 2016-2020

Many initiatives undertaken under the Numeracy School Improvement Plan have worked very well and the school should consider their continuation.

Improvement Target 1

This target was not reached. One of the required actions for this target was the banning of calculators for all but essential topics in 1st year. The implementation of this action needs to be prioritised among staff and this could be incorporated into the new School Improvement Plan.

Teachers have been taking a common approach to fraction and percentages, particularly when returning class tests. This should be continued and included in future School Improvement Plans.

Improvement Target 2

It appears that this target has been reached. The provision of a list of key mathematical terms in student journals should be continued.

The Numeracy Word of the Fortnight initiative could be continued in future years.

Key word posters should be displayed in classrooms in the new school.

Teachers pointing out key mathematical terms during the course of their teaching should continue to be encouraged.

Improvement Target 3

The use of a common approach to drawing graphs (the SALT method) should be continued.

Teachers should be encouraged to display a positive attitude to Maths in the course of their teaching.

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Loreto Secondary School commenced the process of school self-evaluation in 2012 when staff, students and parents were surveyed with a view to creating a School Improvement Plan. In the school year 2014/2015 this process was enhanced when further data was collected and a School Improvement Plan with a focus on Literacy was created.

Based on the data gathered, a number of strengths and areas for improvement were identified and three improvement targets were set out. These targets related to student achievement and were communicated clearly to the whole school community. A Literacy Link Team was established to help reach these targets.

The targets were:

1. To increase the percentage of students who have knowledge in current affairs and news from 42% to 60% over the next two years.
2. To increase the percentage of students who say they enjoy reading very much or a lot from 46% to 60% over the next two years.
3. That in order to encourage oral literacy, we increase the percentage of students who feel comfortable speaking aloud in class from 33% to 45% over the next two years.

Various required actions were outlined and incorporated into classroom practice over the school years 2015/16 and 2016/17. These actions, along with the full report and School Improvement Plan can be seen in section 9.13 of the School Plan.

In April and May 2017, 349 surveys were carried out among students to help determine the level of progress that had been made.

The results were as follows:

Improvement Target 1

56.2 % of students reported that they had a knowledge in current affairs and news. This represented an increase of 14.2 % and almost reached our target of 60%.

As well as this, 72.4% of students felt the school promoted students having a knowledge of current affairs and news.

Improvement Target 2

45.3% of students reported that they enjoy reading very much. This is almost identical to the figure of 46% from 2015.

Improvement Target 3

60.7% of students said that feel confident speaking aloud in class. As well as this, 39.1% of students feel confident reading aloud in class. This represents a significant improvement on the 2015 figures, exceeding the target for those confident speaking in class and representing an improvement of 4.1% for those confident reading in class.

Recommendations to be incorporated into the School Improvement Plan 2016-2020

Many initiatives undertaken under the Literacy School Improvement Plan have worked very well and the school should consider their continuation.

Improvement Target 1

In relation to Target 1 the provision of news headlines on the schools information screens each day appears to be working well and should be continued.

The provision of a Current Affairs Module in Transition Year is working well and should be continued.

The use of the current affairs section in student diaries has been limited to Junior students and perhaps its use should be highlighted to teachers at the beginning of each academic year.

Improvement Target 2

Progress on this target appears to have been minimal and it will require continued focus.

Feedback from students on the Drop Everything and Read initiative is very positive and it is felt that this should be continued.

The availability of a school library in our new school building should make progress on this target more achievable.

Perhaps this target should be reinstated and included as a target in the new School Improvement Plan.

Improvement Target 3

Improvement is evident on this target. Continued encouragement of oral literacy should be incorporated into teaching practice.

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9.19 Annual Report on the School Self-Evaluation Report and Improvement Plan for 2016 – 2020

The following actions have taken place in the twelve month period following the ratification of the School Improvement Plan in January 2017:

Teaching and Learning – learner outcomes

- Student attendance/absenteeism continue to be monitored on a daily basis by the Deputy Principal and an Assistant Principal.
- The Principal discusses attendance/absenteeism with each class group in the course of his scheduled visits.
- Parents are reminded of the importance of regular school attendance by their daughters in written correspondence from the school and at the Spring and Autumn general meetings of parents.

Teaching and Learning – learner experiences

- 6th year students were surveyed on grinds in February 2017
- All class groups were addressed by the Principal on Assessment for Learning (AfL) techniques, as were parents at the Spring general meeting
- Agreement was reached with all partners to introduce 3 new subjects onto the school curriculum with effect from September 2018 – Technology, Technical Drawing and Spanish
- The timetable was adjusted to provide the required minimum class contact time for all subjects as part of the new Junior Cycle Framework.
- The school Ethos Group, led by the Deputy Principal, has continued the practice of more frequent prayer over the school intercom along with non-denominational poems and reflections. It has also assisted with enhancing the visual ethos of the school and maintaining awareness of the distinct Loreto identity.
- A space has been allocated in the new school building for an Interfaith Centre/ Multidenominational Room.

Teaching and Learning – teachers’ individual practice

- Teachers have reflected on individual practice standards as set out in Looking at Our School 2016. A Quality Framework for Post-Primary Schools at staff meetings.

Teaching and Learning – teachers’ collective/collaborative practice

- Teachers are placing more emphasis on AfL type comments on school reports.
- The range of pre-set teacher comments on reports has been reviewed.
- School reports are issued on both E-Portal and in paper form to all students with the different grading systems explained on each report.
- Parent-Teacher meetings have been reviewed.
- Teachers have reflected on collective practice standards as set out in Looking at Our School 2016. A Quality Framework for Post-Primary Schools at staff meetings.
- The Class Teacher system has been reviewed by a group of teachers involved in a Middle Leaders Course working in tandem with the School Planning Group.
- The Droichead Programme for the induction of newly-qualified teachers has been introduced into the school.
- Professional time – 40 minutes per week – has been allocated to every teacher for planning purposes.
- All teachers have engaged with Junior Cycle inservice training.

Billy O’ Shea,
Secretary to the Board of Management.

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9.20 Link to Zeeko Trend Report



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9.21 School Self-Evaluation: Report on Mobile Phones

On Wednesday, 23 May 2018, eight Transition Year students gave a talk to 2nd year students. This talk was on the importance of staying safe on social media.

We found our talk to be very productive as the second year students were very involved and asked many questions.

To follow up our talk, we surveyed 110 students on their use of mobile phones.

In the anonymous survey, this is what we found:

Do you have your phone in the bedroom at night?

Yes	82%	90 students
No	18%	20 students

Do you check your phone during the night?

Yes	31%	35 students
No	69%	75 students

When do your parents have access to your phone?

Everyday	1%	1 student
Once a week	1%	1 student
Monthly	0%	
Random	53%	58 students
Never	45%	50 students

Do bullying/ negative comments take place during school times?

Yes	40%	44 students
No	60%	66 students

Have you ever had negative comments posted about you on social media?

Yes	40%	44 students
No	60%	66 students

Have you ever posted a negative comment about someone?

Yes	9%	10 students
No	91%	100 students

Do you think your wellbeing and/ or the wellbeing of your friends would be better without social media?

Yes	73%	80 students
No	27%	30 students

Do you think you benefited from this talk?

Yes	98%	108 students
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No	2%	2 students
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We also did a 'hands up' survey to get statistics on more general questions.

In this, this is what we found:

How many of you feel that cyber- bullying is a problem nowadays?

98% (108 students)

How many of you have a smart phone?

98% (108 students)

How many of you have Snapchat?

95% (105 students)

How many of you have Instagram?

95% (105 students)

How many of you have Facebook?

46% (51 students)

How many of you have Sarahah?

17% (19 students)

How many of you would check the amount of likes your post gets?

75% (83 students)

How many of you have seen bullying on Snapchat?

44% (48 students)

How many of you have seen bullying on Instagram?

41% (45 students)

How many of you have seen negative comments on Sarahah?

94% (103 students)

These are some of the comments about our talk received as part of our anonymous survey:

- "Made me aware of the dangers of social media"
- "It taught me stuff I didn't know about Instagram and made me more aware of what I post stays there forever"
- "Social media is taking up too much time and people's thoughts, people obsess too much about personal image"

In conclusion, we were shocked about the statistics we got back, especially the figures on bullying/ negative comments taking place during school times and on social media. However, we weren't surprised on which apps most of the bullying was taking place.

School self- evaluation is an important process for schools to go through and we hope that the information found will help our school to improve its policy on mobile phone usage in school hours, which is something that will be considered in the new school year.

Report submitted to Mr. O' Shea (Principal) and Mr. McGinnity (Deputy Principal) by Níah Donnelly, Emma Kelly, Etain Fanning-Ironside, Megan Suter, Emer O' Rourke, Krishna Ramesh, Kayleigh Murphy and Laura Kehoe – Transition Year students, 2017/2018.

School Response to this report

This report will be considered by the School Planning Group in September 2018 when it once again undertakes a review of mobile device policy in line with DES circular 0038/2018.

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9.22 School Self Evaluation Report on Student Attendance

In May 2018 a survey of students was conducted in relation to their attendance at school.

The outcome of the survey is outlined below:



Attendance Survey
2018.pptx

Measures to address the findings of the survey will be explored in the following ways:

1. Weekly meetings between the Deputy Principal and the Year Heads from September 2018
2. Tracking of individual cases by the Deputy Principal in consultation with the Education Welfare Officer
3. Highlighting of overall attendance issues at general meetings of parents organised by the Principal and Deputy Principal each Autumn and Spring

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9.23 School Self-Evaluation Report and Action Plan: Survey of 5th Year Students

1. In October 2018 Mr. O’ Shea (Principal) devised and conducted a survey of the school’s 120 5th year students. The survey consisted of students being asked to indicate their levels of agreement with 20 general statements about the school. 104 students were present in school on the day of the survey.

2. The results of the survey are presented below, along with the number of responses to each statement.

Statement	Strongly Agree	Agree	Don’t Know	Disagree	Strongly Disagree	Total responses
1. There is a good atmosphere in the school	31	63	7	3	0	104
2. I feel safe in the school	71	30	3	0	0	104
3. The school is well run	27	66	7	3	1	104
4. Discipline is good in the school	30	55	17	2	0	104
5. I have been informed of the school’s Code of Behaviour	34	47	18	5	0	104
6. I have been informed of the school’s Anti-Bullying policy	41	47	12	4	0	104
7. I know who to go to if I experience bullying	49	37	10	5	0	101
8. I know who to go to if I experience personal problems	43	33	16	10	0	102
9. Teaching is good in the school	32	53	14	4	0	103
10. Teachers regularly assess my work	28	65	8	3	0	104
11. Teachers give helpful feedback on my work	23	52	19	8	2	104
12. I get the right amount of homework	19	55	16	11	2	103
13. I have been taught in the school about drugs and alcohol issues	22	33	18	23	6	102
14. I receive information each year in school about relationships and sexuality issues	21	38	16	24	5	104
15. I got good advice when choosing subjects	25	41	19	16	3	104
16. The school has equipped me with good IT skills	23	53	16	8	4	104
17. There is a wide range of extra-curricular activities for students	40	43	8	9	1	101

18. Student opinions are important in the school	56	35	6	2	3	102
19. I am happy with the move to the new school	46	39	13	5	1	104
20. I have a good understanding of Loreto values	51	45	7	0	0	103

3. The results of the survey were analysed and discussed by the School Planning Group at meetings in February and March 2019.

4. It was felt that the high levels of agreement with most of the statements were very gratifying and assuring for the school, especially in the following areas:

- There is a good atmosphere in the school
- I feel safe in the school
- The school is well run
- Teachers regularly assess my work
- Student opinions are important in the school
- I have a good understanding of Loreto values

5. The School Planning Group identified four areas where it was felt that improvement was needed and agreed on certain actions to bring this about, as follows:

Area for improvement	Action to be taken
I have been taught in the school about drugs and alcohol issues	The Principal and Deputy Principals will meet with the Wellbeing Department prior to June 2019 to explore these findings and to agree on actions to be taken.
I receive information each year in school about relationships and sexuality issues	The Principal and Deputy Principals will meet with the Wellbeing Department prior to June 2019 to explore these findings and to agree on actions to be taken.
I got good advice when choosing subjects	With effect from January 2019, an annual Subject Choice Fair will be organised by the Guidance Department to give 4 th year students the opportunity to hear about Leaving Certificate students directly from 6 th year students. This measure will supplement existing information meetings that are held annually for both students and parents.
The school has equipped me with good IT skills	With effect from September 2019, all 1 st year students will receive one class per week in a new Information Technology course to be devised by Mr. McGinnity (Deputy Principal). In addition, a 6 week module will be developed by Mr. McGinnity for introduction to 2 nd year students beginning in September 2019.

6. The Board of Management ratified this report and action plan at its meeting on Wednesday, 20 March 2019.

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9.24 School Self-Evaluation Report and Action Plan: Survey of staff, parents and students

In March 2019, the School Planning Group devised a survey for staff, parents and students. This survey, coordinated by Ms. Foley, was designed to examine progress in key areas identified as priorities in our School Improvement Plan, 2016 – 2020.

The results of the surveys are presented below.

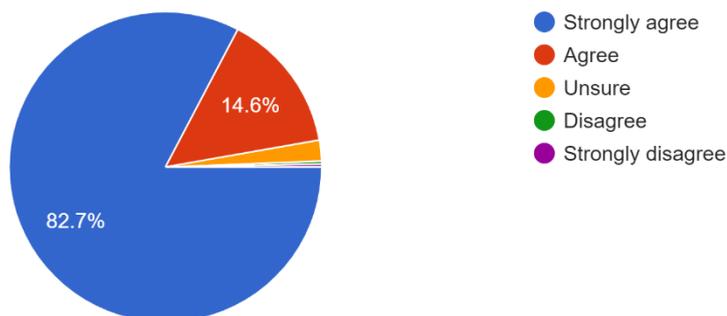
School Improvement Plan 2016 – 2020, Progress Review

Results of Parent Survey: 323 responses were received

Attendance:

My daughter is encouraged by the school to attend school regularly.

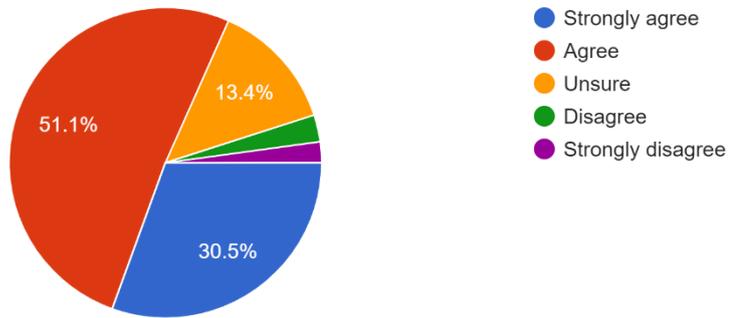
323 responses



Homework:

My daughter gets an appropriate amount of homework.

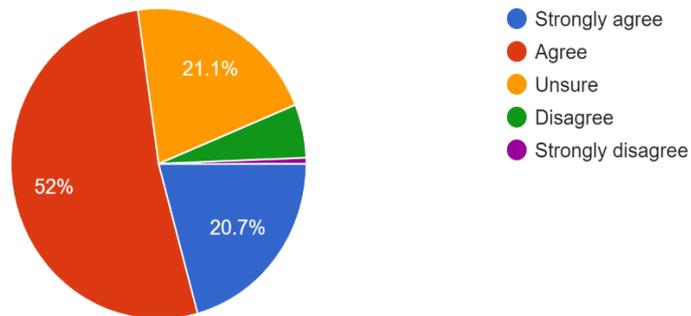
321 responses



Assessment for Learning:

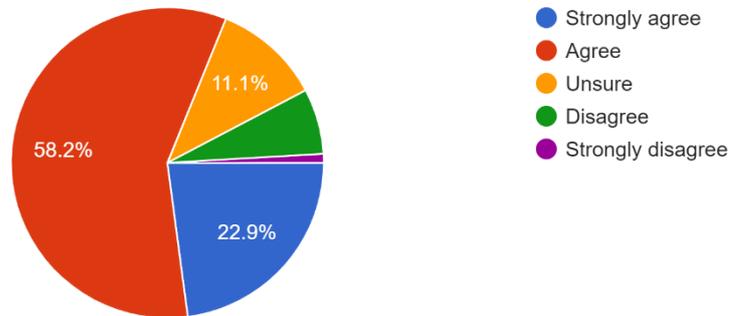
My daughter regularly receives feedback from teachers on her work.

323 responses



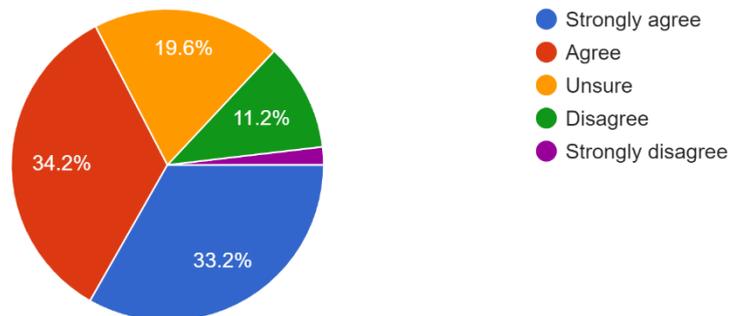
Teachers' comments on school reports help guide my daughter's learning.

323 responses



It would be beneficial if my daughter was present at parent-teacher meetings in 5th and 6th year.

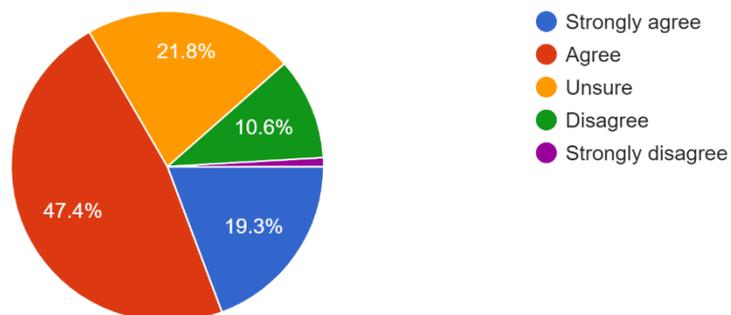
322 responses



Extra-curricular activities:

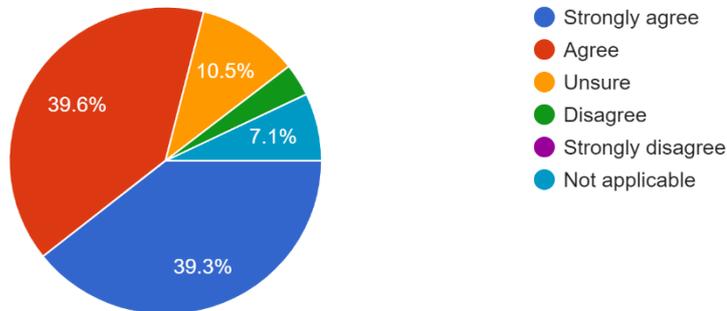
There is a wide range of extra-curricular activities available in the school.

321 responses



My daughter makes an effort to catch up on homework if she is absent from class for extra-curricular activities.

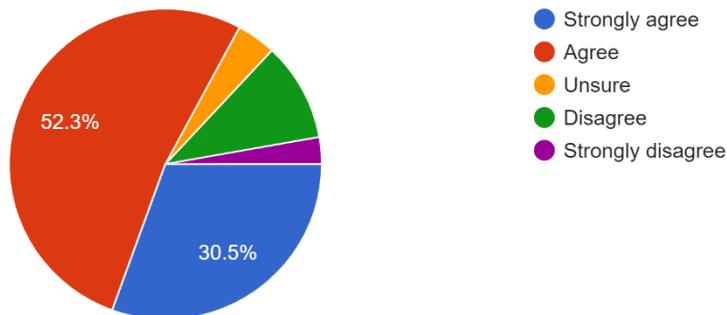
323 responses



Use of Smart phones:

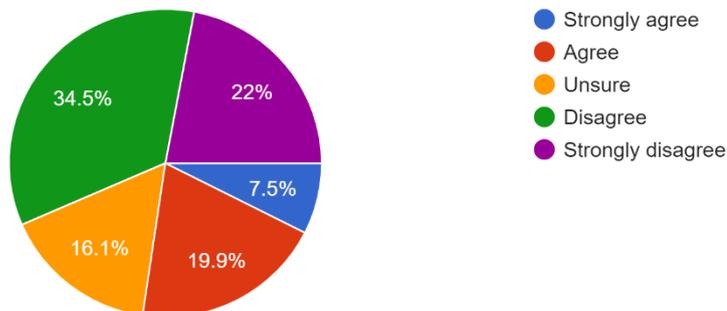
My daughter should be allowed to bring her phone to school every day.

321 responses



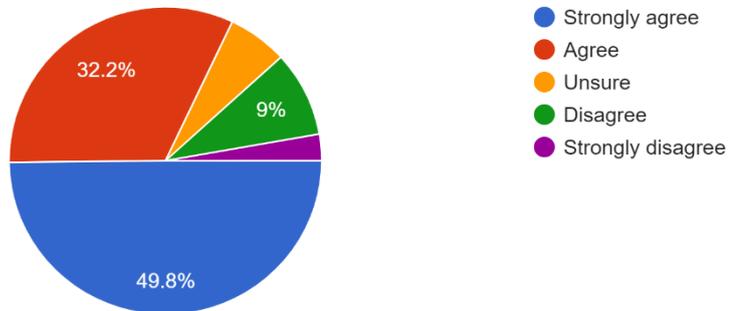
Teachers should allow students use phones in class as part of a learning exercise, e.g. researching topics online or online quizzes.

322 responses



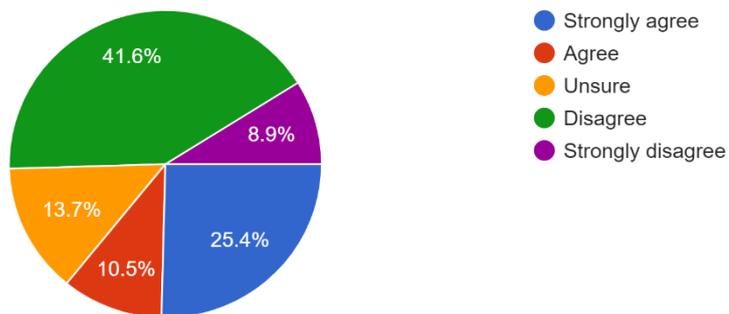
Small break and PART of lunchtime should be mobile phone free times for students.

323 responses



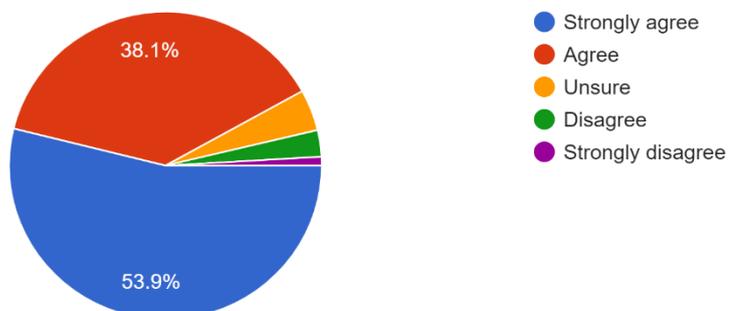
Small break and ALL of lunchtime should be mobile phone free times for students.

315 responses



If a student is using their phone at times not permitted by the school policy, the phone should be confiscated and given to the principal the same day. (as per current policy)

323 responses

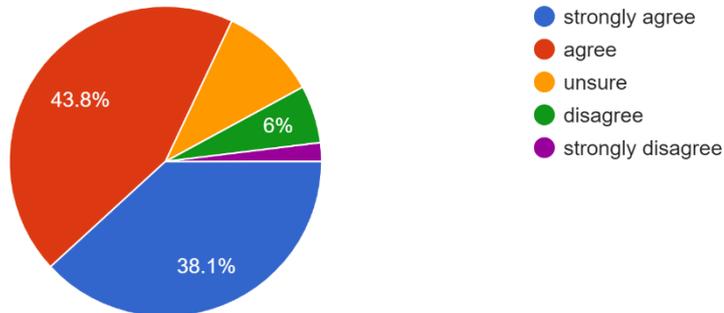


Results of Student Survey: 666 responses were received

Attendance:

I feel that the school encourages me to attend school regularly.

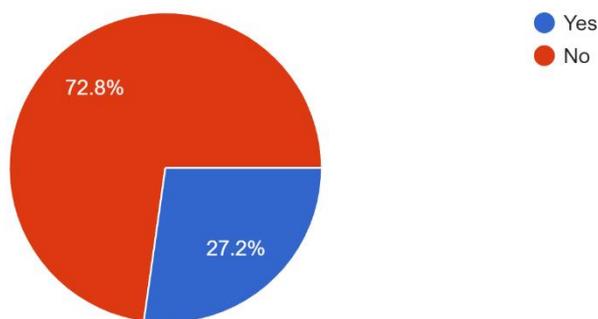
666 responses



Grinds:

Do you receive grinds?

658 responses



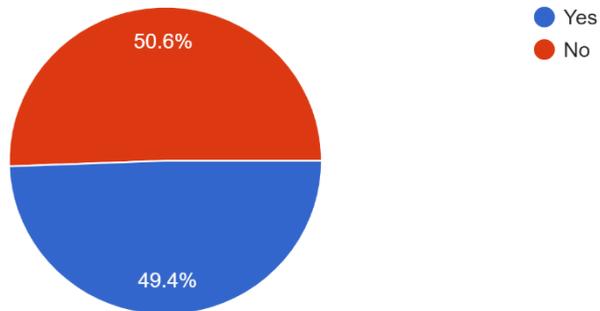
If you answered yes to the question above, please indicate below what subject (s) you receive grinds in.

175 responses were received in respect of this question. The most common subjects mentioned were;

- Maths
- Irish
- English
- Modern Foreign Languages
- Biology/Chemistry

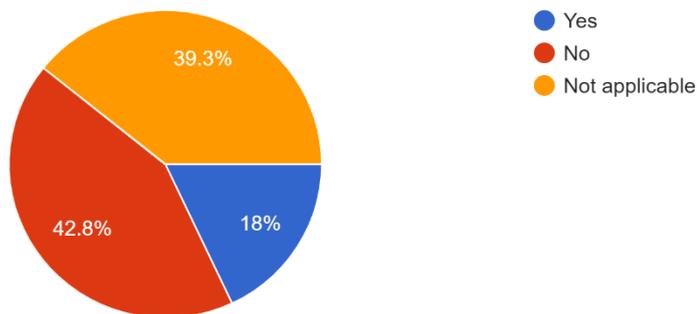
Are you influenced by CAO bonus points to stay at higher level Mathematics?

524 responses



If you answered yes to the question above, do you receive grinds to enable you to stay at higher level Mathematics?

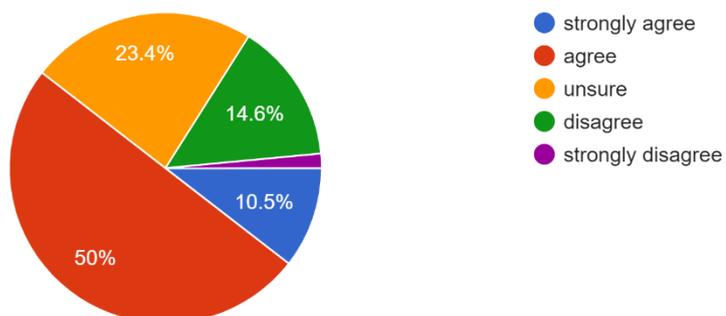
456 responses



Assessment for Learning:

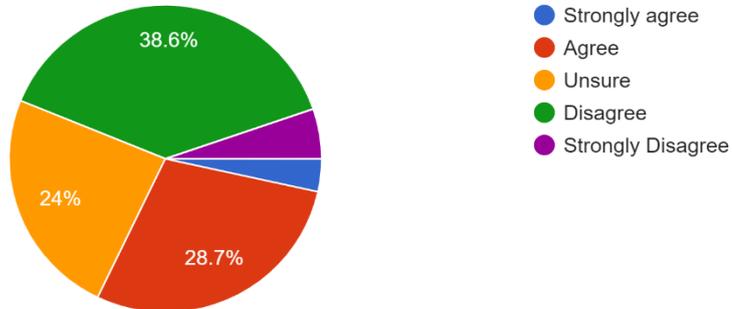
Teachers regularly give me feedback on my work.

666 responses



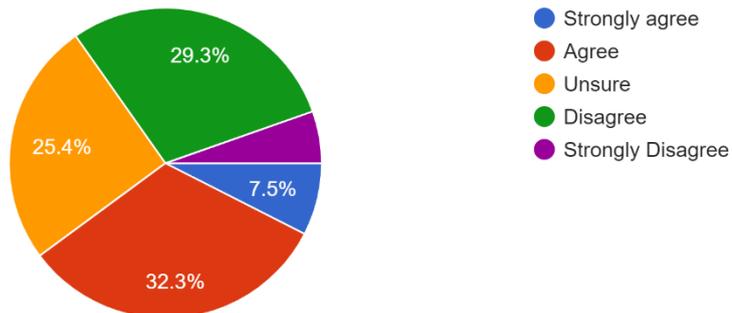
I regularly get opportunities in class to correct my classmates work (peer correction) under the guidance of my teachers.

666 responses



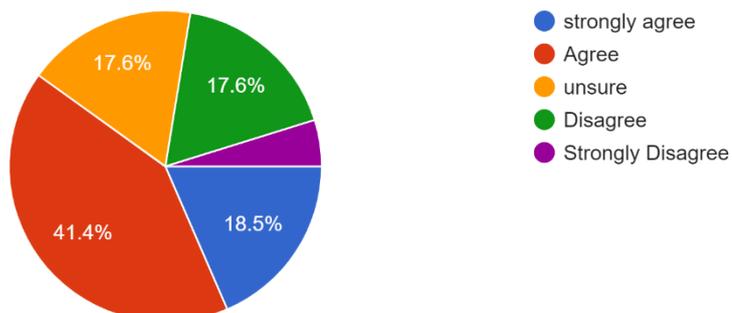
My teachers state the learning outcomes at the beginning of class.

665 responses



I feel that comments by teachers on school reports help guide my learning.

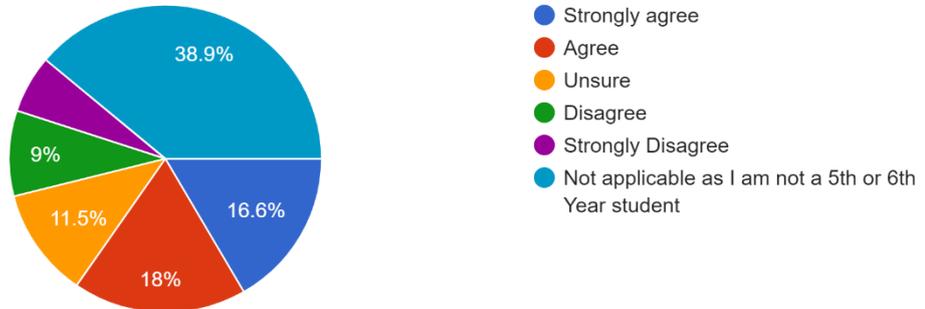
664 responses



Please answer the following question if you are a 5th or 6th year student:

It would be beneficial for me to attend my parent-teacher meeting with my parents.

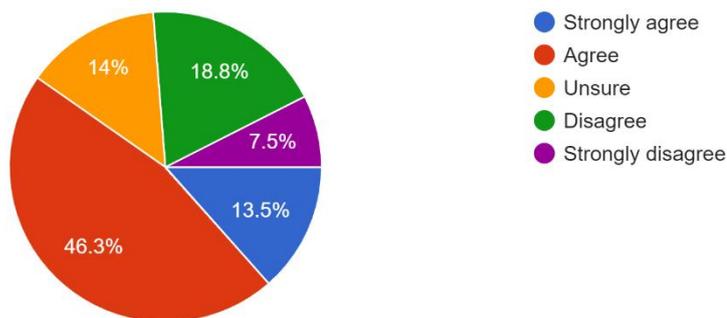
445 responses



Homework:

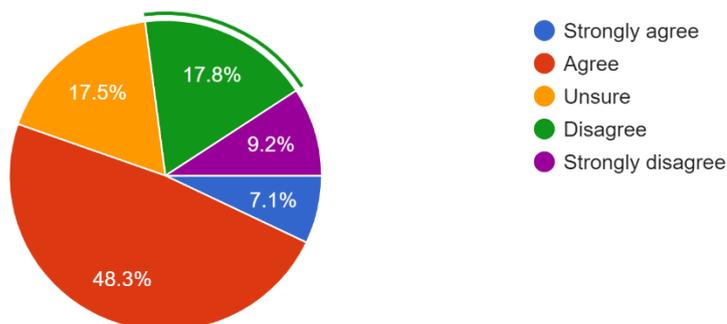
Junior Cycle: I get an appropriate amount of homework.

400 responses



Senior Cycle: I get an appropriate amount of homework.

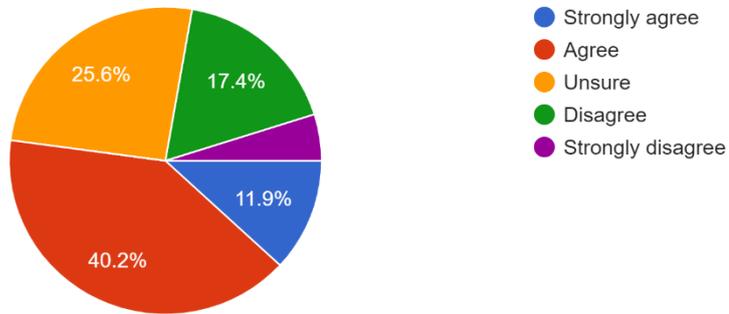
325 responses



Extra-curricular activities:

Students who miss class due to extra-curricular activities catch up on homework.

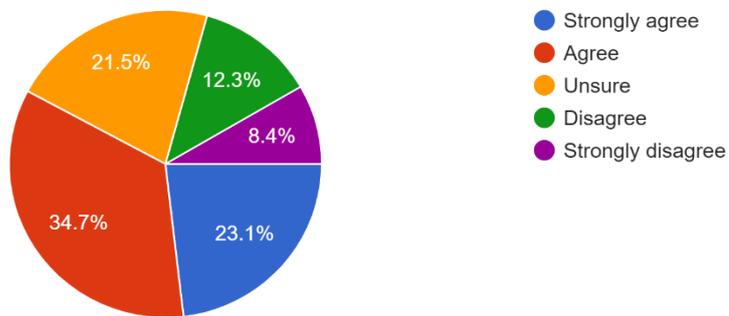
656 responses



Ethos:

I feel that Mary Ward's values of truth, freedom, justice, sincerity and joy are represented in school life in Pembroke Hill.

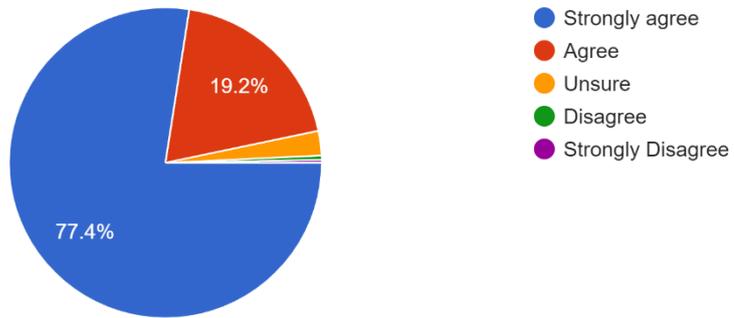
657 responses



Use of Smart phones:

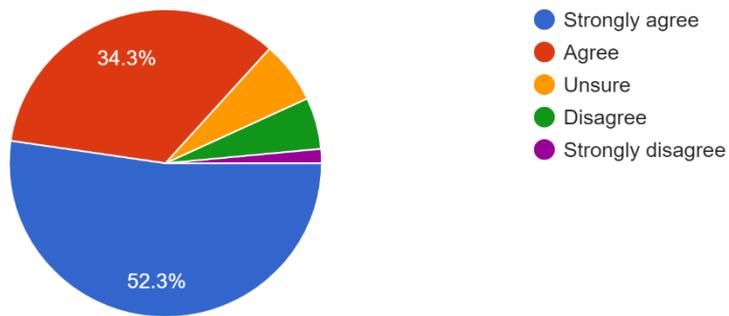
Students should be allowed to bring phones to school.

665 responses



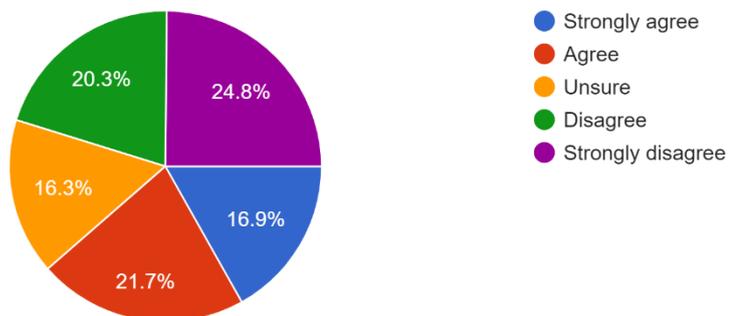
Teachers should be able to guide students in using phones in class as part of a learning exercise, e.g. researching topics online or online quizzes.

665 responses



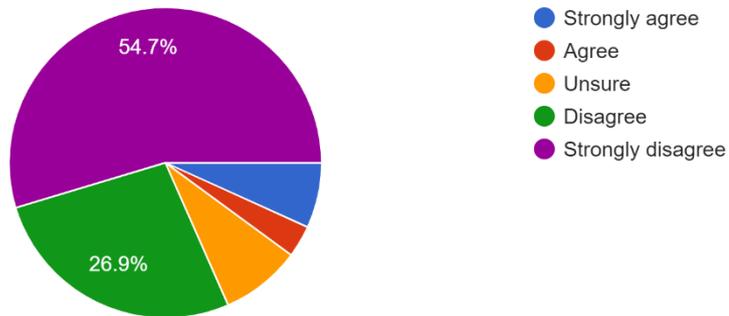
Small break and PART of lunchtime should be mobile-phone free times.

664 responses



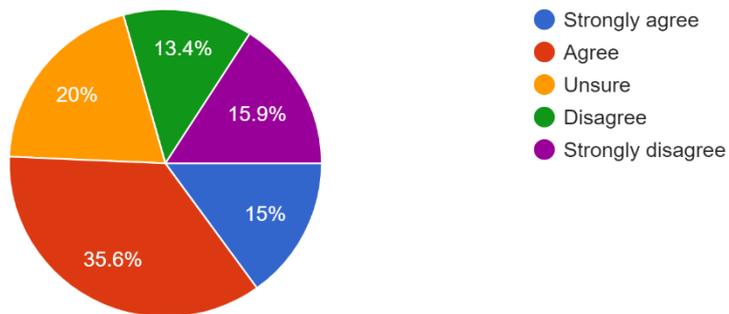
Small break and ALL of lunchtime should be mobile-phone free times.

662 responses



It is fair that if a student is using their phone at times not allowed in the school policy, the phone should be conf... same day (as per the current policy).

665 responses

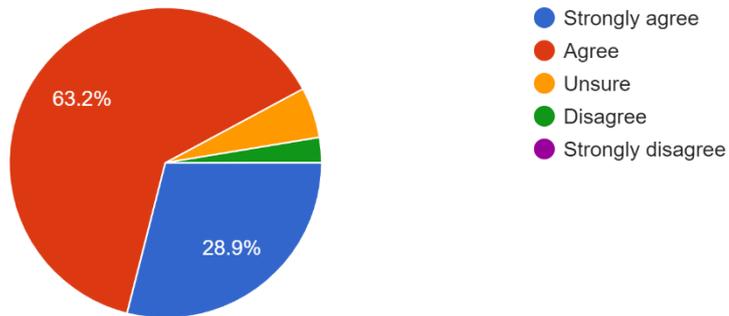


Results of Staff Survey: 38 responses were received

Assessment for Learning:

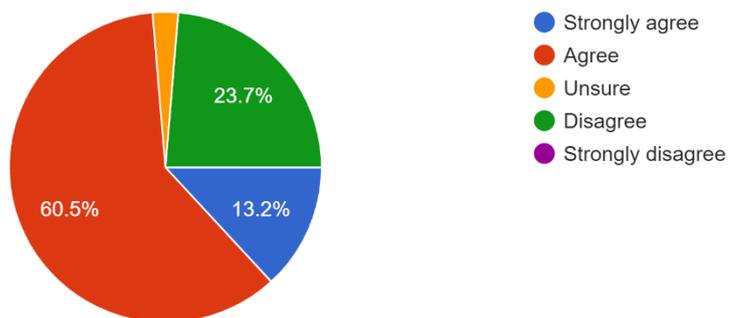
I use a variety of assessment techniques to support AFL with my classes.

38 responses



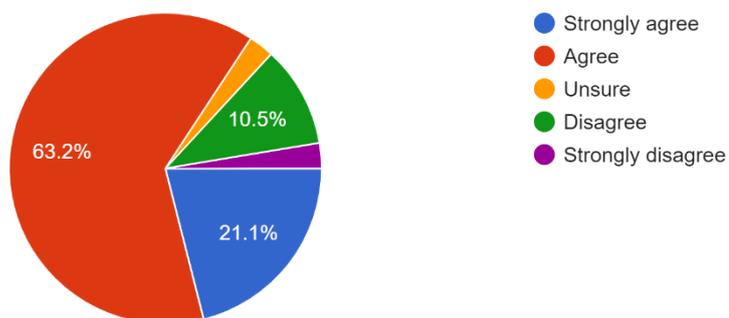
I frequently use peer correction with my classes.

38 responses



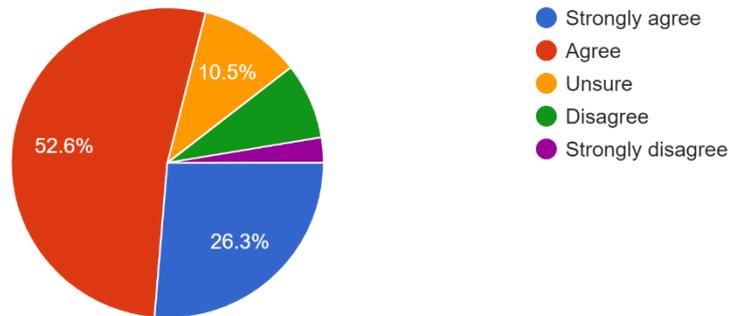
I state the learning outcomes at the beginning of each class.

38 responses



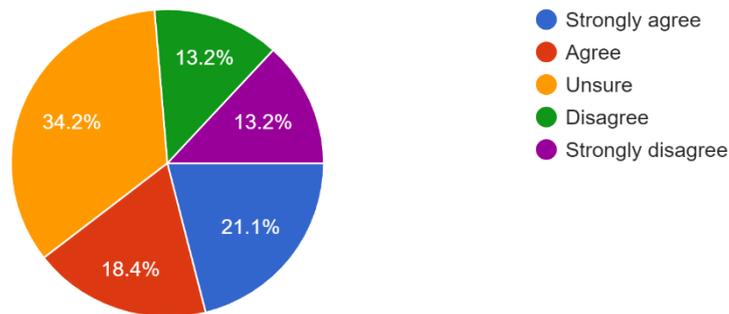
My comments on students' school reports help guide their learning.

38 responses



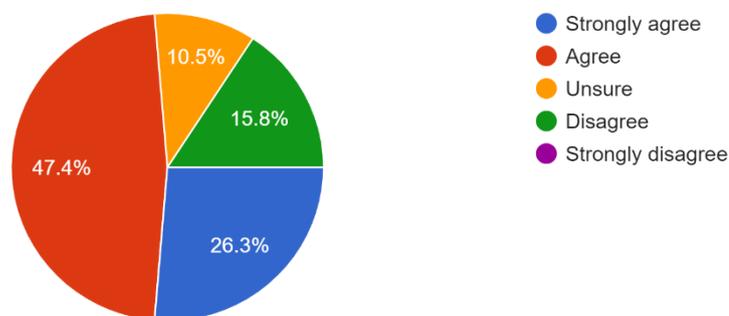
I think that it would be beneficial for 5th and 6th Year students to be present at parent-teacher meetings.

38 responses



I make a conscious effort to explain the homework at the beginning of the lesson or well in advance of the bell at the end of class.

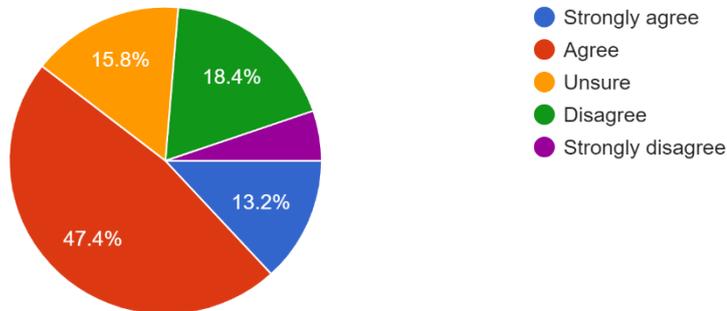
38 responses



Extra-curricular activities:

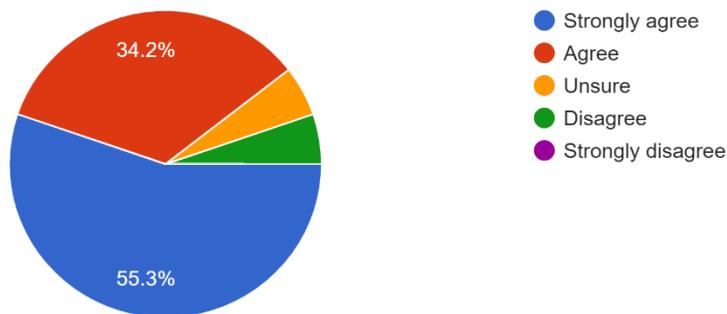
In my experience, students who are missing class due to extra-curricular activities catch up on homework.

38 responses



There are a wide range of extra-curricular activities available to students in the school.

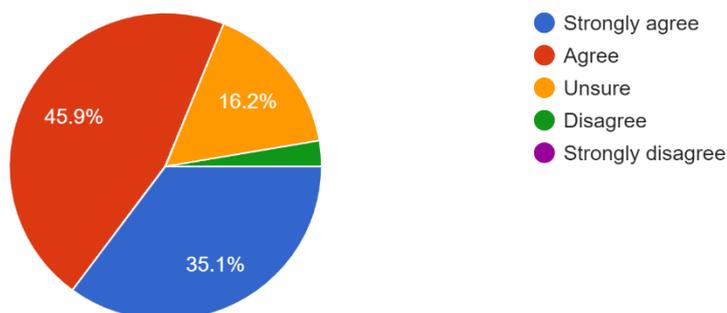
38 responses



Staff Support:

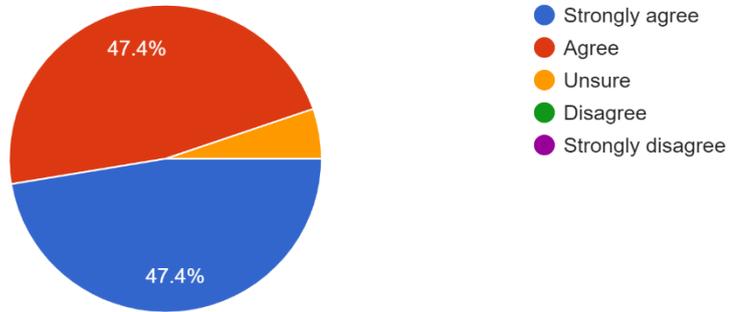
I am provided with all necessary resources for teaching and learning in my subject area(s).

37 responses



I am supported in attending relevant inservice training and availing of professional development.

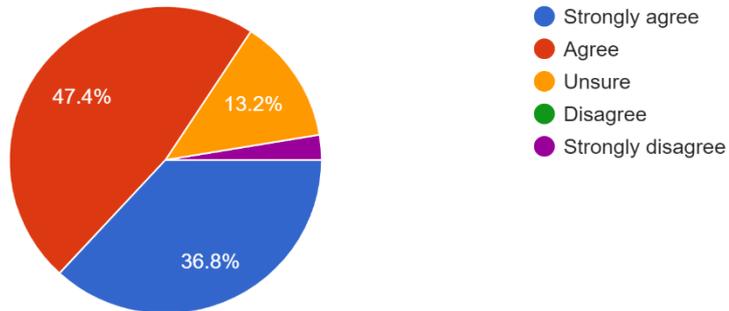
38 responses



Ethos:

Mary Ward values of truth, freedom, justice, sincerity and joy are represented in school life in Pembroke Hill.

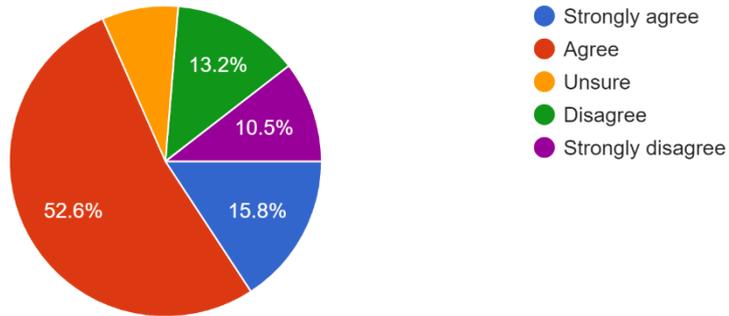
38 responses



Use of Smart phones:

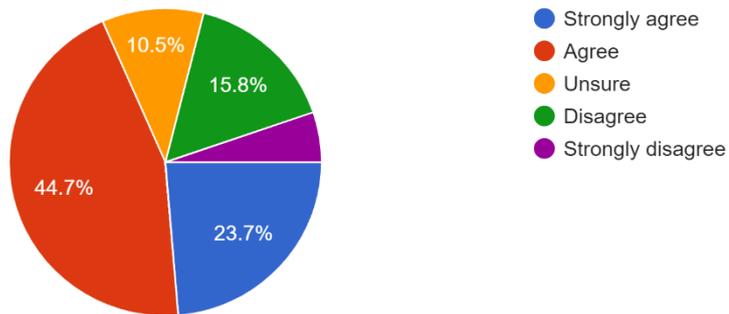
Students should be allowed to bring their phones to school.

38 responses



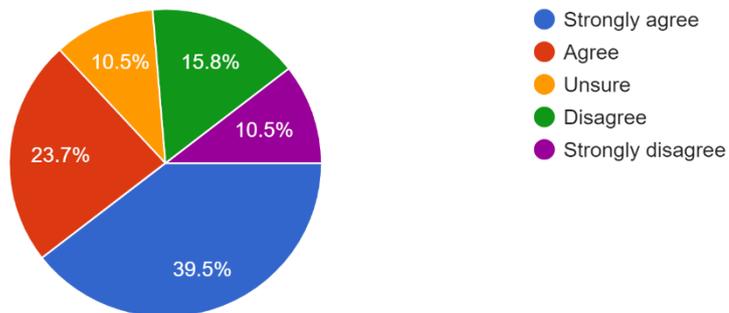
Teachers should be free to allow students use mobile phones in class as part of a learning exercise, e.g. researching topics online or online quizzes.

38 responses



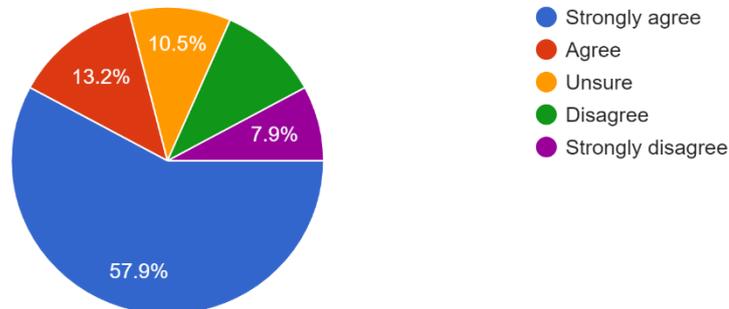
Small break and PART of lunch should be mobile- phone free times for students.

38 responses



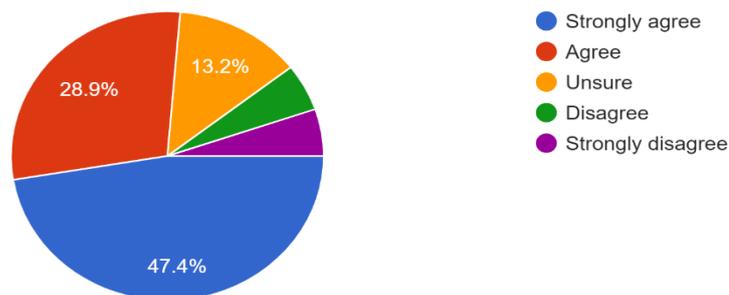
Small break and ALL of lunch should be mobile-phone free times for students.

38 responses



If a student is caught using their phone at times not permitted by the school policy, the phone should be confiscated... the same day. (as per current policy)

38 responses



The results of these surveys were analysed by the School Planning Group at meetings in April and May 2019.

There were a number of positive points highlighted in the surveys, namely;

- Students and parents feel that the school supports and encourages strong attendance
- Parents feel that an appropriate amount of homework is assigned
- Parents feel that school reports help guide their daughter’s learning
- General support for the current mobile phone policy
- Staff feel supported in their work

After thorough discussion, the School Planning Group identified the following areas where it was felt that improvement was needed. Certain actions were agreed upon, as follows;

Area for Improvement	Action to be taken
Almost 70 % of parents felt that it would be beneficial for their daughter to attend the parent-teacher meetings in 5 th and 6 th year	This possibility will be explored with staff at the beginning of the 2019/2020 school year

Peer correction – the benefits of peer correction need to be further highlighted with staff, parents and students.	This will be highlighted at staff meetings and student assemblies in 2019/2020
Further extra-curricular activities need to be explored. The School Planning Group discussed the possibility of offering students the opportunity to participate in debates and other non-sporting related activities.	In May 2019, Mr. O’ Shea (Principal) organised two lunchtime concerts. These were very well supported and the school will continue to organise such events in 2019/20. A debating and public speaking society will be formed in September 2019. Students’ and Prefects’ Councils will be encouraged to organise a range of lunchtime activities in 2019/2020 in co-operation with staff.
Ethos – the values of Mary Ward need to be further highlighted throughout the school.	This work is ongoing and will continue in 2019/2020 primarily by the development of visual displays throughout the school.
Homework – clarity on the appropriate amount of homework needs to be provided.	This will be discussed with staff and students at the beginning of the 2019/2020 year. Students will be reminded of the importance of catching up on work missed as a result of extra-curricular activities
Student Leadership Roles – during the analysis of these results, the need to eliminate students occupying multiple roles was discussed.	This will be discussed by the School Planning Group early in the 2019/2020 academic year.

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9.25 Report of Focus Group Meetings with Students, 2018/2019

As part of the school's self-evaluation process, the Principal and Deputy Principals decided to seek the views of students on the operation of the school by means of focus group meetings.

Before a scheduled assembly with each year group, Mr. Mc Ginnity and Ms. O' Reilly (Deputy Principals) selected a number of students to participate in the meeting. Participants were chosen at random and were selected a number of days before the meeting itself. This allowed them to speak to other students in their year group and bring any issues the larger group may have to the meeting.

The purpose of these meetings can be summarised below:

- Identify any issues of concern, particularly in relation to the new school building
- Facilitate the student voice in a small group setting
- Address issues raised by the students in a prompt and appropriate manner
- Evaluate how the school was doing in general
- Complement the many other aspects of School Self Evaluation (SSE), such as surveys etc.

Through the lens of the *Looking at our schools (LAOS)* document, the focus of the meetings in 2018/19 was very much on the domains of Learner Outcomes and Learner Experiences. This was of particular importance in the context of the move to our new school building.

Following each meeting, a summary of issues raised was relayed back to the full year group at the scheduled assembly. The Principal and Deputy Principals clarified any outstanding issues, acknowledged the feedback provided by the students and committed to analysing their comments.

In 2019/20, the school will continue to hold assemblies and focus group meetings over the course of the year.

A summary of the information gathered from each focus group meeting is below.

1 st Year, Thursday, 28 February, 1.30 p.m.			
Questions/topics discussed	LAOS	Summary of responses	Follow- up

	Domains		activities
What are we doing well in the school? Do you enjoy school? Do you feel that there is a positive atmosphere in the school? Do you feel that you can ask questions in your classes? What worries/concerns do you have in school? Do you feel safe in school? Other topics/issues that students might have.	Learner Outcomes and Learner Experiences	<ul style="list-style-type: none"> - Students were very happy with the new catering arrangements - Like the fact they could have phone time - Felt little break was too short - Cleanliness of hallways was not good according to one student - Not allowed go to bathrooms during class was seen as a negative - The majority feel proud that they are in the school - Lockers were the hardest thing to get used to in secondary school - The Meitheal leaders were very helpful - There is a positive atmosphere in the school - Students feel safe in the school - All students felt that they could ask questions - Homework – most felt that they got a fair amount, with the average amount of time spent on homework being approximately an hour and a half - All were happy with the choice of subjects available and many will continue with their new subjects - The issue of eating in the base rooms was discussed. 	<ul style="list-style-type: none"> - Procedures around going to the bathroom clarified with students - Eating in base classrooms was discussed by the Leadership and Management group. - With effect from September 2019, the General-Purpose Area will be available for all students and eating will be permitted in base rooms.

Attendance:

Fiona Wolska, Sarah Quirke, Megan Rossiter, Caoimhe Tobin, Grace Corrigan, Sarah Deane, Hazel Hickey, Chloe Lambert Doyle, Charlotte Buckley, Isabelle Molloy, Amelia Doyle, Lilly-Mai Garry, Orla Banville, Chris O' Reilly, John Mc Ginnity.

2nd Year, Wednesday, 6 March 2019, 1.35 p.m.			
Questions/topics discussed	LAOS Domains	Summary of responses	Follow-up activities
What are we doing well in the school? Do you enjoy school? Do you feel that there is a positive atmosphere in the school? Do you feel that you can ask questions in your classes? What worries/concerns do you have in school? Do you feel safe in school? Wellbeing modules –	Learner Outcomes and Learner Experiences	<ul style="list-style-type: none"> - They felt there was a positive atmosphere in the school and that it was a safe place - Some commented on their teachers being one of the good things about the school - They all felt proud to be a Loreto student - The phone bell was a negative thing - Not being allowed to go to the bathroom during class was a negative - One student felt that there could be more clubs set up, catering for 	<ul style="list-style-type: none"> - Procedures around going to the bathroom clarified with students - In late 2018, Mr. O' Shea and Mr. Mc Ginnity met with a Senior Executive from Wexford County Council regarding the need for a bus shelter - In May 2019, Mr. O' Shea organised two lunchtime

<p>feedback and discussion/ideas New Junior Cycle – CBAs etc</p> <p>Other topics/issues that students might have.</p>		<p>those who are less sporty (e.g. acting/singing)</p> <ul style="list-style-type: none"> - There is a need for a bus shelter outside - Students enjoyed the Wellbeing modules but felt that they needed more time in them - They suggested that a ‘chatting class’ could form part of Wellbeing - Other suggestions with regard to wellbeing were meditation, yoga, drama, public speaking - Most felt that they had not received enough I.T. skills in school yet - All students felt happy and safe to answer/ask questions in their subject classes - Students indicated that they knew where to go if they needed help with anything. 	<p>concerts for students who wished to act, sing or dance. This will continue in 2019/20</p> <ul style="list-style-type: none"> - Wellbeing modules will be extended to two periods per week from 2019/2020 - An I.T module will form part of our Wellbeing provision from 2019/2020.
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Attendance: Sara Gore, Ciara Flanagan, Hannah Stephens, Kate Doyle, Kate Kearns, Sophie Mahon, Aoife Cullen, Taylor Peare, Colette Mythen, Naoise Mc Manus, Alannah Wogan, Siadhb Bowe, John Mc Ginnity, Chris O’ Reilly.

6th Year, Monday, 11 March 2019, 1.35 p.m.			
Questions/topics discussed	LAOS Domains	Summary of responses	Follow-up activities
<p>What are we doing well? What can we improve on? Any other topics/issues</p>	<p>Learner Outcomes and Learner Experiences</p>	<ul style="list-style-type: none"> - Compulsory TY was very good - Wellbeing Day was highly recommended - RSE provision in the school was not adequate - 6-week programme was too short and lacked adequate time for discussion on real life situations - More open, relevant discussion on alcohol, drugs and sex - Examples used in the programme were too artificial - Students suggested that supervised classes for sixth and third year should be given preference for Teresa Ball - A ‘check-in’ teacher from first year up could be a good thing. This may not be the Class Teacher. 	<ul style="list-style-type: none"> - RSE policy and programme has been completely reviewed for 2019/2020 - Where possible, exam year groups will be supervised in the Teresa Ball classrooms.

Attendance: Rachel Berry, Aine Coleman, Catherine Devereux, Aisling Gouldson, Holly Johnston, Emma Kirwan, Amy Therese Mc Mahon, Rachel Foley, Amy Richards, Rebecca Thomas, Chris O’ Reilly.

3 rd Year, Thursday, 21 March 2019, 1.35 p.m.			
Questions/topics discussed	LAOS Domains	Summary of responses	Follow-up activities
What are we doing well? What can we improve on? Any other topics/issues	Learner Outcomes and Learner Experiences	<ul style="list-style-type: none"> - Happy overall - Sports training – time allocated to the different sports was uneven - Water taps – some not working - New catering was good overall but some of the wraps are expensive - A lot of added plastic waste with the new catering arrangements and that students should use proper plates - Bigger lockers needed - Lacking in I.T skills - Classroom Based Assessments (CBAs) – ‘a lot of homework involved’, ‘they’re one after another’, ‘stressful’, ‘taking over weekends’, ‘don’t actually learn anything’, ‘do learn some skills’ - Compost bins are needed - Bullying talk; Cyclone Rep ideas, ‘nothing done’. 	<ul style="list-style-type: none"> - Issue with water taps addressed with the Facilities Manager - With effect from May 2019, catering company will use plates instead of plastic trays when serving hot food - Feedback in relation to the new junior cycle was shared with a JCT Advisor at a scheduled meeting on 8 May 2019. This meeting was attended by Mr. Mc Ginnity and Ms. M. Jordan - The Student Support Team (SST) met to consider the feedback received from the Cyclone Rep day. - The SST will use a new template when investigating cases of alleged/potential bullying.

Attendance: Millie Nolan, Megan Dempsey, Sarah Cummings, Charlotte Dowd, Ella Wright, Mia Lawler, Chrislyn Forde, John Mc Ginnity, Chris O’ Reilly. (Note: sports event clashed with the meeting).

5 th Year, Wednesday, 27 March, 1.35 p.m.			
Questions/topics discussed	LAOS Domains	Summary of responses	Follow-up activities

<p>What are we doing well? What can we improve on? Any other topics/issues</p>	<p>Learner Outcomes and Learner Experiences</p>	<ul style="list-style-type: none"> - Water taps not working - PE Uniform; should have 'uniform checks', 'be stricter on those who break the rule'. Monday and Tuesdays are particularly frustrating as 'you have to get changed then changed back again after the single periods' - Where PE teachers are absent the students should be informed in advance as they have changed into PE uniform unnecessarily - Phone policy is good overall according to the group but we might consider changing it so that students can use their phone during the last 20 minutes of break instead - RSE lessons; needs to be reviewed and enhanced. 'Getting outsiders in to talk to us might have more of an impact'. The group felt that students might be more open to asking questions etc. if they weren't talking to their teachers. They likened this to the situation in TY with the Manuela programme - Students present all reported feeling safe and happy in school - A grass area would be welcome; somewhere students could have their lunch, similar to the garden area in Spawell road - The queues for the microwaves and catering were frustrating. 'Are there any other places upstairs where they could be placed?' - Cloak Rooms are too far away from base rooms and this leads to stuff being left in the corridors and both rooms. 	<ul style="list-style-type: none"> - Issue with water taps addressed with the Facilities Manager - PE uniform procedures were discussed with the PE teachers - RSE policy and programme has been completely reviewed for 2019/2020. - Base rooms will be located near to lockers in future wherever possible
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Attendance: Niamh Bradfield, Caitlin Clowery, Sarah Hobbert, Alannah Lacey, Aoife Mc Grath, Eabha Ni Lionain, Krishna Ramesh, Kate Stafford, Minna Yousif, John Mc Ginnity

4th Year, Tuesday, 9 April 2019, 12.25 a.m. (Group assembly, followed by the creation of small groups in the General-Purpose Area)			
Questions/topics discussed	LAOS Domains	Summary of responses	Follow-up activities
<p>What are we doing well? What can we improve on?</p>	<p>Learner Outcomes and Learner Experiences</p>	<ul style="list-style-type: none"> - Make Mini Company optional - Driver Theory – full course for all 	<ul style="list-style-type: none"> - A larger TY survey was distributed in May 2019 - This was also completed by parents of Transition

<p>Any other topics/issues</p>		<ul style="list-style-type: none"> - Have a 'life skills' class - Longer work experience - Have the two weeks work experience in the same place - Stagger the times of the work experience - More trips with other schools - Three weeks work experience - Bring back the Junk Kouture module - Have more trips 'that don't cost money' - Have more trips which might involve volunteering, for example, 'go to the beach and clean it up' - Take part in the Cycle against Suicide - Space out the trips a bit more - Explain what is in the optional modules a bit more. 	<p>Year students</p> <ul style="list-style-type: none"> - The results of these surveys will be discussed with the TY coordination Team in September 2019 and an action plan implemented.
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9.26 Looking at our Schools (LAOS) 2016 – Review of School Practices

The purpose of this document is to look at how some of the practices in the school link back to the DES *Looking at Our Schools (LAOS) 2016* document. In other words, we are examining what we are doing as a school that helps us to reach the standards set out in the LAOS document.

The tables below illustrate the four domains and the associated standards. The final column lists some of the school practices and procedures that help us reach the standard.

Dimension 1: Teaching and Learning

Dimension	Domain	Standards	Loreto, Wexford
Teaching and Learning	Learner Outcomes	Students enjoy their learning, are motivated to learn and expect to achieve as learners	<ul style="list-style-type: none"> • Positive attitudes towards learning • Staff have high expectations of students, with a large percentage sitting higher-level exams • Outcomes in state exams are very positive • Approaches to homework are positive overall.
		Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	<ul style="list-style-type: none"> • Wellbeing classes in each year group aim to explore relationships and understanding.
		Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum.	<ul style="list-style-type: none"> • Student results demonstrate high levels of knowledge • In- house assessment models show good progress in all subjects • JC students are engaging with the new curriculum and new subjects offered • State exam results are above average in most subject areas, as confirmed by annual analysis.
		Students attain the stated learning outcomes for each subject, course and programme.	<ul style="list-style-type: none"> • Student attainment is closely monitored through the Academic Council. • Overall student attainment is above national standards. • Work is differentiated where necessary, to ensure that all students can reach their potential • An AP 1 post holder has specific duties in the area of assessment for learning, including promoting teachers' use of learning outcomes in the classroom.

Teaching and Learning	Learner Experiences	Students engage purposefully in meaningful learning activities	<ul style="list-style-type: none"> • Overall student attitudes towards their learning is positive, as evidenced by exam outcomes. • Feedback from subject and incidental inspections indicates a high level of student engagement. • New methods of assessment and teaching methodologies (CBAs etc.) serve to engage students, as evident through some focus group discussions.
		Students grow as learners through respectful interactions and experiences that are challenging and supportive.	<ul style="list-style-type: none"> • The atmosphere and ethos of the school is built on respect and sincerity. This is evident throughout the building and is often commented upon by external visitors to the school and departmental inspectors. • Students understand and comply with the code of behaviour. • During the course of scheduled classroom visits by Mr. O’ Shea, assemblies and focus groups, students have the opportunity to ask questions and discuss all aspects of school life. • Teachers strive to make the classroom environment a safe place, where students have the opportunity to ask questions and make mistakes.
		Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.	<ul style="list-style-type: none"> • Teachers are encouraged to give formative feedback which will inform learning • Teachers are encouraged to use Assessment for Learning (AfL) practices to help students improve their work. To continue the focus on AfL, an AP 1 post holder is responsible for promoting the use of AfL • Students receive study skills seminars to help them set goals and reflect on their own learning. They are also encouraged to take responsibility for their own learning • Formative feedback comments are used on school reports in order to help guide students in their own learning, pointing out areas for improvement. These were completely reviewed during 2018/19.
		Students experience opportunities to develop the skills and attitudes necessary	<ul style="list-style-type: none"> • Students are offered a broad curriculum. From September 2018, the curriculum includes Technology, Technical Graphics and Spanish.

		for lifelong learning	<ul style="list-style-type: none"> • Subject departments are encouraged to engage in cross-curricular activities. • Transition Year work experience allows students the opportunity to connect their classroom learning with authentic, real-life experiences • Students can avail of a range of extra-curricular activities, thereby developing new skills and enhancing learning • Wellbeing modules at junior cycle supplement the subjects offered. These modules aim to equip students with skills that are needed in our society.
Teaching and Learning	Teachers' Individual Practice	The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	<ul style="list-style-type: none"> • Teachers are deployed according to their subject qualifications. • Teachers are informed about relevant CPD opportunities and, according to the staff survey conducted in May 2019, feel supported and encouraged to attend CPD by school management. • Classroom environments are positive and affirming, as noted by departmental inspections. • Teachers encourage their students to complete their studies to the highest possible level, as evident from the uptake of higher-level subjects.
		The teacher selects and uses planning, preparation and assessment practices that progress students' learning	<ul style="list-style-type: none"> • Teachers plan and prepare lessons accordingly, as acknowledged by departmental inspections. • Teachers are encouraged to use differentiated teaching and assessment strategies. • Teachers are encouraged to note the learning intentions at the beginning of class and revisit them at the end. • Teachers have received CPD around the area of Assessment for Learning. • An AP 1 post holder is responsible for the on-going promotion and embedding of AfL practices. • Teachers now use more formative feedback when filling out school reports. • Oral and written feedback is provided by teachers. • Teachers use group work and pair work as assessment strategies. In the context of JC reform, teachers now use active, collaborative strategies more often. • Teachers are expected to keep accurate assessment records. They share and discuss these with students

			<p>and their parents where appropriate.</p> <ul style="list-style-type: none"> Teachers liaise with the Learning Support team to ensure that they cater for the needs of all students in their care.
		The teacher selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs.	<ul style="list-style-type: none"> Teachers are briefed on the specific learning needs of students at the beginning of the year. Two post holders are responsible for the ongoing integration/promotion of literacy/numeracy strategies. The BOM have purchased an extra set of portable digital devices to help cater for the varied learning styles of our students.
		The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary.	<ul style="list-style-type: none"> Teachers are briefed on the specific learning needs of students at the beginning of the year. Teachers seek feedback on the content of their lessons and are encouraged to reflect on them and adapt where necessary. The importance of differentiation is highlighted by school management and the Learning Support Team.
	Teachers' Collective/ Collaborative Practice	Teachers value and engage in professional development and professional collaboration	<ul style="list-style-type: none"> Teachers are made aware of CPD opportunities and are facilitated in attending such CPD. Staff attend external CPD and keep a record of such courses. Subject department meetings are held throughout the year. Increasingly, these meetings tend to focus on aspects of teaching and learning, as is evident through department subject plans. 40 minutes professional time per week has been allocated to each teacher. During 2018/19, an in-house CPD model was established whereby teachers share their expertise with other staff members at lunchtime. During 2018/19, a number of teachers engaged in team teaching CPD, experimenting with it in their classrooms. In 2019/20, further efforts to explore team teaching will be advanced.
		Teachers work together to devise learning opportunities for students across and beyond the	<ul style="list-style-type: none"> Teachers and school management organise various talks/workshops/events for all year groups over the course of the year. These help to extend learning beyond

		curriculum.	<p>the taught curriculum.</p> <ul style="list-style-type: none"> • Teachers work together to provide a range of extra-curricular activities. • Teachers support and guide the work of the Students' Council, Prefects' Council and the Meitheal leaders. • Teachers work with groups such as the Green Schools Committee and the Justice and Peace Group to provide opportunities for student leadership and learning beyond the curriculum. • In November 2018, the school had its first Multicultural Week, a week which aimed to educate students about different cultures, foods and traditions.
		Teachers collectively develop and implement consistent and dependable formative and summative assessment practices.	<ul style="list-style-type: none"> • The School Planning Group carried out a review of our whole-school assessment policy at the beginning of the 2018/19 school year. • Assessment for learning principles have been explained to all staff, through CPD. • Teachers are encouraged to provide formative feedback (written and oral). • A post holder now has special responsibility in this area. • Teachers increasingly use 'free text' on E-portal to provide detailed, formative feedback. • A new range of formative feedback comments, compiled by subject departments, were also introduced in 2018/19. • The language of the new Junior Cycle is now used on formal reports. A separate letter, explaining the new grading system, is issued to parents, thereby providing accurate feedback. • Management use every opportunity possible to inform parents of new assessment procedures at Junior Cycle level. There is a dedicated Junior Cycle tab on our website.
		Teachers contribute to building whole-staff capacity by sharing their expertise.	<ul style="list-style-type: none"> • Within departments, teachers are increasingly sharing their expertise and best practice, evident through subject department plans • Teachers have attended CPD in education centres. They have been encouraged to join mailing lists, follow Twitter pages and register for websites such as curriculumonline.ie and jct.ie • Droichead is now established in the school. As a result, NQTs are invited to observe established teachers and take part professional conversations

			<p>around classroom practice and teaching methodologies.</p> <ul style="list-style-type: none"> • Throughout the school years 2017/2018 and 2018/2019, some PME students have shared their knowledge with cooperating teachers. This has involved peer observation and informal meetings. • During 2018/19, an in-house CPD model was established whereby teachers share their expertise with other staff members at lunchtime.
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Dimension 2: Leadership and Management

Dimension	Domains	Standards	Loreto, Wexford
Leadership and Management	1. Leading Teaching and Learning	Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment.	<ul style="list-style-type: none"> • Leading Teaching and learning in the classroom • Academic Council • Literacy/numeracy • Encourage staff to share practices/resources • Support CPD • Promote school based CPD model • Support implementation of new JC and teaching methodologies • Curriculum development- new subjects and regular review. • Use of Professional time • ICT- promote digital literacy/innovation through the use of One Note and Classroom • Promote peer/self-assessment (school plan) • Use SSE practices to reflect on teaching and learning. • Implement School Improvement Plan and review its implementation regularly.
		Fosters a commitment to inclusion, equality of opportunity and the holistic development of each student.	<ul style="list-style-type: none"> • Inclusive policies, implemented and supported by BOM • Policies regularly reviewed by SPG, with input from staff, students and parents • Dedicated Special Education Teaching team • Subject teachers include all students in their work, providing varied lessons to suit all learners (differentiation) • LM team work to ensure all students are looked after (SCCT, SST, Academic Council, Awards, Meitheal, Student Council) • Academic Council tracks students' progress and development

Leadership and Management			<ul style="list-style-type: none"> • The school offers a broad curriculum, which is kept under review and changed where appropriate (Technology/Technical Graphics and Spanish introduced to first year from September 2018) TY programme reviewed annually. • Wide variety of extracurricular activities available • No student is excluded on the basis of cost etc. • Pastoral Care- Chaplain • A post holder with special responsibility for promoting inclusion on a whole school basis.
		Manage and planning the implementation of the school curriculum.	<ul style="list-style-type: none"> • Subject Teachers plan and teach the school curriculum • New subjects introduced to reflect student feedback and increasing enrolment • Curriculum planning and timetabling arrangements aim to ensure that the schools' curriculum is delivered in the best possible way • Junior Cycle Framework implemented. • School Self Evaluation practices (assemblies, surveys, focus groups etc.) help us to understand the needs of our students, their preferences and feedback.
		Foster teacher professional development that enriches teachers' and students' learning	<ul style="list-style-type: none"> • School Self Evaluation – subject departments consider issues related to teaching and learning • Facilitating CPD, both externally and internally • Subject Department meetings with Principal/Deputy Principals at least twice per year • BOM supports and encourages teachers to be part of their subject associations.
Leadership and Management	2. Managing the Organisation	Establish an orderly, secure and healthy learning environment, and maintain it through effective communication.	<ul style="list-style-type: none"> • BOM and Principal are aware of statutory obligations and are fully compliant • Policies are developed, reviewed and updated • Child Protection policies are in place, with a separate section on school website to inform all parties. • Website - updated weekly • Health and Safety- Fire Drills • Critical Incident Plan in place • Weekly meeting with the Facilities Manager to discuss upcoming events and general points relating to the school building • Regular staff updates to staff • Management have an 'open-door' policy • Green Schools committee • Pastoral Care- Student Care Co-ordination Team (SCCT) • Wellbeing- Meitheal, Student Council, Amber Flag committee • Wellbeing- taught curriculum in place • Regular assemblies and focus groups with students to ascertain if there are any particular issues of concern to the students.

Leadership and Management			<ul style="list-style-type: none"> • Close liaison with the Parents' Council • Two general meetings of parents held annually and addressed by the Principal and Deputy Principals
		<p>Mange the school's human, physical and financial resources so as to create and maintain a learning organisation.</p>	<ul style="list-style-type: none"> • BOM, secretaries and the Principal oversee use of the school's financial resources • Resources are prioritised and used appropriately • Departments are resourced appropriately • Staff are fully utilised, deployed to make the best use of their qualifications and talents • LM review and restructure (CL 0003/2018) allowed the school appoint a number of new post holders to help manage the current and future needs of the school • Green Schools committee.
		<p>Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice.</p>	<ul style="list-style-type: none"> • Ethos of the school and the Mission Statement evident in our policies and the daily life of the school • Policies are implemented in a fair and just manner • Positive atmosphere as highlighted by visitors to the school and the results of the whole school community survey, carried out in 2019 • Interactions between all members of the school community are respectful and positive • Challenging situations are dealt with in a fair, evidence-based manner. • Teachers and management are alert to potentially challenging situations and have procedures in place to prevent/react where necessary (Class Teachers, Special Needs Assistants (SNAs), Student Support Team (SST), SCCT, Academic Council, LS Team, external agencies, Guidance provision above our allocated quota) • Procedures to deal with conflict are clearly outlined and reviewed.
		<p>Develop and implement a system to promote professional responsibility and accountability</p>	<ul style="list-style-type: none"> • SSE – teachers, students and parents have the opportunity to reflect on their school experiences • SIP – BOM oversee the implementation of the School Improvement Plan • LAOS- teachers have an opportunity to reflect on the standards • Two general meetings of parents per year – these meetings update parents in a full, transparent manner on all aspects of the school • Subject Department meetings- teachers are encouraged to collaborate, discuss teaching and learning • JC/LC results are analysed and discussed with Departments • Subject Departments meet formally with

Leadership and Management			<ul style="list-style-type: none"> Principal/Deputy Principals twice per year Principal/Deputy Principals schedule individual meetings with all staff at least twice per year The Principal meets weekly with secretarial, facilities management, Guidance and SNA staff Open door policy - staff are free to meet members of the management team at any time to discuss difficulties Droichead – The Professional Support Team support newly qualified teachers Deputy Principal with a specific role to support staff, keep them updated on teaching and learning, SSE, educational developments, DES circulars and international developments.
	3. Leading School Development	Communicate the guiding vision for the school and lead its realisation.	<ul style="list-style-type: none"> Faith Development Liturgical events are celebrated by the whole school community Chaplaincy – religious and lay Pastoral Care practices aim to look after the most vulnerable and those in need of additional care Inclusive policies The Mission Statement is central to everything we do The vision of the school is communicated to all, through classroom visits, assemblies, general meetings of parents and other events As we establish ourselves in our new school, we will look to make our ethos and vision more visible.
		Lead the school's engagement in a continuous process of self-evaluation.	<ul style="list-style-type: none"> SSE/SIP Advisory visit (Friday, 9 March 2018) reaffirmed good practice and provided advice for the future School Planning Group (SPG) – meet weekly, consider and review all school policies and SIP Subject departments are encouraged to reflect on their practice and collaborate Teachers work with departmental colleagues, working to improve their practice Management meet subject departments and discuss results/resources, encouraging reflection and improvement where necessary Staff get the opportunity to reflect on LAOS domains/standards at staff meetings. The use of focus groups and assemblies to listen to the student voice. In February 2019, the SPG organised a survey of parents, students and staff to reflect on the implementation of our School Improvement Plan.
		Build and maintain relationships with parents, with other schools, and the	<ul style="list-style-type: none"> School website-updated weekly. Contact details for all staff and subject departments is very clear.

Leadership and Management		wider community.	<ul style="list-style-type: none"> • PTM meetings • Deputy Principal attends every meeting of the Parents' Council • Parents are welcome to contact the school and arrange an appointment to meet staff • Regular letters to families keep the whole school community up-to-date. • LS team work very closely with parents • School has a good relationship with other schools - musical etc. • School has a good relationship with the wider community- guest speakers, mock interviews, and local businesses for work experience • General meeting of parents (2 per year) allows for an open discussion on school/educational related matters • Regular communication with home via text/website.
		Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	<ul style="list-style-type: none"> • SSE • Wellbeing - 400 hours of timetabled engagement from September 2019 • TY- annual review and change, listening to feedback gathered from parents, teachers and students • JC reform – support ongoing • New subjects (Technology, Technical Graphics, Spanish) introduced in 2018/19. • Regular consultation with staff on changes, through the SPG and other means • Needs analysis in line with circular 0003/2018 highlighted the changing needs of the school. Additional AP 1 and AP 2 appointments focused on these needs • Deputy Principal with a focus on educational developments, new methodologies and curricular reform. This information is then disseminated to all staff through e-mail and staff meetings. Resources are made available (JC Resources, for example) • CPD. Staff are informed about CPD and cover provided, where necessary.
	4. Developing Leadership Capacity	Critique their practice as leaders and develop their understanding of effective and sustainable leadership	<ul style="list-style-type: none"> • SSE allows for reflection on school practices and procedures • SIP- regular review of plans/policies • Subject department meetings allow for sharing of practice and reflection on same • Peer learning and feedback forms part of the Droichead process • Wellbeing of the whole school community is considered through our policies and the formal curriculum • Management operate an 'open door' policy for staff and students to discuss any issues • The Principal/Deputy Principals meets all staff

			<p>individually over the year</p> <ul style="list-style-type: none"> • Management hold weekly meetings, which are an opportunity to discuss short and longer-term objectives, assessing what can be done better. • Monthly meetings of the Leadership and Management Group (composed of AP1/2 holders) • Staff are encouraged to suggest initiatives etc. that they may wish to lead • Circular 0003/2018 led to a review of current duties attached to LM posts. The Principal delegated roles and responsibilities in a strategic manner, to ensure the needs of a growing school were met.
		Empower staff to take on and carry out leadership roles.	<ul style="list-style-type: none"> • Staff participation in CPD is supported and facilitated • Teachers are encouraged to share expertise • LM roles and responsibilities will be reviewed at least every 2 years and reassigned where appropriate. This will enhance the leadership capability of all post holders • SPG- teachers are welcome to attend and contribute to the group • Staff have the opportunity to join committees, including ad hoc committees, thereby leading school development. Examples include the LCA Committee, Library Committee and the Whole School Guidance Group. • Droichead – mentoring and supporting NQTs. • A post holder has responsibility for the induction of staff new to the school.
		Promote and facilitate the development of student voice, student participation and student leadership	<ul style="list-style-type: none"> • Student Council • Meitheal • Student engagement through the SSE process • Input of students through SPG • Classroom visits by Principal • TY initiatives • Student participation in various committees (Library committee, Ethos group, Justice and Peace Group, Green Schools committee, Amber Flag committee) • Regular focus groups and assemblies of each year group to listen to the student voice • SSE – surveys and feedback from students is gathered and analysed accordingly.
		Build professional networks with other school leaders	<ul style="list-style-type: none"> • Loreto Network-support • Principal and Deputy Principals attend Loreto network events, JMB events, NAPD events and JCT events. They use information gathered at such events to inform teaching and learning • The school facilitates and supports the attendance of all staff at relevant CPD • Principal and Deputy Principals liaise with

			<p>counterparts in different schools to exchange ideas/suggestions.</p> <ul style="list-style-type: none">• SLAR meetings – some involve teachers from other schools, sharing of experiences is valued in this regard.• Co-operation with other schools on an ongoing basis – German exchange, school musical, sharing of facilities
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10.1 Introduction and DES circular 0033/2021

The Covid-19 pandemic has caused schools to pause their normal work on school development planning and self-evaluation.

With the improving situation currently being experienced in the country, DES circular 0033/2021 points the way to what is required of SSE from 2021/2022.

Relevant extracts from the circular point to the following:

School self-evaluation (SSE) in the 2021/22 school year

Under Circular 0041/2020, the second cycle of SSE was extended until June 2021 and the third cycle was due to commence in September 2021. In light of the additional challenges faced by schools in the pandemic context and to allow consultation on the third cycle of SSE to take place, the Department of Education is extending the second cycle of SSE until June 2022. Consequently, the third cycle of SSE, which had been due to commence in September 2021 will now commence in September 2022.

In the 2021/22 school year, schools will continue with their current plans and priorities for SSE and have the flexibility to:

Use the SSE process to help them to address the challenges that have arisen in the pandemic context. These may include for example, addressing the needs of students whose learning was particularly impacted during the pandemic, supporting the wellbeing of children and young people, and supporting mediation of particular curriculum areas/subjects

AND/OR

Complete any work remaining on the aspects of teaching and learning that they had previously selected as the focus for self-evaluation

AND/OR

Address other areas that they have identified as a priority in accordance with their school context and the needs of the children and young people in their school

As schools use the SSE process to identify the key actions that are relevant to their own context, they may find it useful to include additional or adjusted targets/actions in their existing school self-evaluation report and school improvement plan. While documentation should not be the focus of SSE throughout 2021/22, key decisions should be recorded in a way that is meaningful for the school community.

SSE and Wellbeing

In making decisions on the focus of SSE in the next year, the attention of schools is drawn to the Wellbeing Policy Statement and Framework for Practice 2018–2025.

The Wellbeing Policy Statement and Framework for Practice was published by the Department in 2018 and updated in 2019. It sets out the ambition and vision that the promotion of wellbeing will be at the core of the ethos of every school and centre for education in Ireland. The Policy included the intention that all schools and centres for education will use the SSE process to initiate a wellbeing promotion review and development cycle by 2023.

In view of the impact of Covid-19 on school activities, this date is now changed to 2025. The policy can be accessed at:

<https://www.education.ie/en/Schools-Colleges/Information/wellbeingineducation/wellbeing-in-education.html>

Wellbeing resources to support this process are also available at the above link. These resources include:

- Indicators of Success and Statements of Effective Practice
- Parent, teacher and student questionnaires
- Focus group guidelines

A Directory of Wellbeing Services, Supports and Resources for Schools is available at <https://www.gov.ie/en/publication/af24b-wellbeing-guidance-documents-for-parents-students-and-schools/#school-staff-post-primary-schools>

Following an action research project involving thirty schools, the Professional Development Service for Teachers (PDST) is currently developing Continuing Professional Development (CPD) to support schools as they engage in a wellbeing promotion process. This national rollout of CPD is due to begin in Autumn 2021, depending on public health advice, and will continue for three years.

Developing SSE practices in school

In the January-March 2022 period, the Inspectorate will commence work with school principals and/or deputy principals in a sample of schools, including DEIS schools and Irish-medium schools, with a view to assisting them to develop their SSE processes, including their capacity to gather, analyse and use information from school self-evaluation. As in all such developmental work, schools can choose or decline to join the project, and any reports on the developmental work in individual schools will not be published. If your school is interested in participating in this developmental work, please email esru@education.gov.ie.

Consultation on the next cycle of SSE

In preparation for the next cycle of SSE, 2022/2025, the Department and its Inspectorate will engage in consultation with all stakeholders, including principals, school leaders, teachers, parents and students. This will provide a very valuable opportunity to consider what is working well, what the next focus of SSE should be, and what additional actions should be taken to support the use and further development of SSE in post-primary schools and centres for education.

As part of the consultation, the Inspectorate will carry out surveys and/or focus groups with a range of education stakeholders in the September-December 2021 term. The outcomes of the surveys/focus groups will inform the wider consultation with education stakeholders on the future direction of SSE.

SSE advisory visits

The Inspectorate will continue to provide SSE advisory visits during the 2021/22 school year. Schools can apply for an advisory session by emailing info@schoolself-evaluation.ie.

The School Planning Group, made up of staff, student and parent representatives will resume weekly meetings in early September 2021 to implement SSE in accordance with the DES circular above.

10.2 School Plan, 2021/2022

The phased return to normality has made it possible for our long-established School Planning Group to resume its important work.

Representative of staff, student and parent voices, the group meets after school every Thursday and has identified the following targets for the year ahead. Updates on the group's work are also included.

<p>Target 1</p>	<p>To review the school's compliance with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)</p> <p>Update</p> <ul style="list-style-type: none"> ➤ This review was completed in October 2021. ➤ A report on anti-bullying measures is presented at each meeting of the Board of Management ➤ The school's Student Support Team implements a range of initiatives to highlight anti-bullying messages throughout the school e.g. poster campaigns, the introduction of the Helping Hands programme, themed bracelets for all students
<p>Target 2</p>	<p>To review the school's Wellbeing practices, in particular for students with very high levels of need, with reference to the Wellbeing Policy Statement and Framework for Practice 2018-2025</p> <p>Update</p> <ul style="list-style-type: none"> ➤ A Healthy Living for Students draft policy was agreed in March for consideration by the Board of Management ➤ Work is ongoing in relation to the Wellbeing Policy Statement and Framework for Practice 2018-2025
<p>Target 3</p>	<p>To develop and implement a whole-school approach to teaching study skills</p> <p>Update</p> <ul style="list-style-type: none"> ➤ A presentation on the general principles of good study skills was made to all students by Guidance Counsellors ➤ Subject specific study tips were passed by teachers to students in October 2021 and January 2022 and on an ongoing basis through the year as part of effective teaching practice ➤ A school subscription to Studyclix was paid for 2021/2022 and made available to all 5th and 6th year students free-of-charge ➤ Arrangements have been made to engage external personnel in 2022/2023 to complement school staff in the teaching of study skills
<p>Target 4</p>	<p>To review the school curriculum at both junior and senior cycles and to make provision for any additional programme deemed necessary e.g. Leaving Certificate Applied Programme (LCAP)</p> <p>Update</p> <ul style="list-style-type: none"> ➤ It has been decided to offer the LCAP to current Transition Year students with a commencement date of September 2022, subject to demand ➤ The 1st year timetable will be modified slightly from September 2022 to provide an additional class period per week in both English and Maths – all examination subjects will either fulfil or exceed minimum teaching requirements for the Junior Cycle programme

<p>Target 5</p>	<p>To review the structure of each school day with regard to the duration of classes (40 minutes or 60 minutes), length of lunch break, provision for extra-curricular activities and any associated matters of concern e.g traffic management at the end of the day</p> <p>Update</p> <ul style="list-style-type: none"> ➤ It has been decided to defer consideration of class duration (40 or 60 minutes) until the 2022/2023 school year as more time is needed to assess current timetable provisions ➤ Following consultation with students and staff, the Board of Management has approved a revised structure for the school day, effective on and from 25 April 2022
<p>Target 6</p>	<p>To consider what positive learnings should be applied to school practices as a consequence of dealing with the Covid-19 pandemic</p> <p>Update</p> <ul style="list-style-type: none"> ➤ Following surveys of both parents and teachers, the possibility of holding online parent-teacher meetings for 2nd and TY students should be considered for 2022/2023 ➤ Online information meetings should also be considered, particularly in respect of CAO talks for parents, subject choice talks for TY students and the general meeting of incoming 1st year students and their parents ➤ A new administration software system, VS Ware, will be introduced in August 2022 that will further enhance communication between school and home
<p>Target 7</p>	<p>To review the process by which Head Girls are appointed</p> <p>Update</p> <ul style="list-style-type: none"> ➤ New arrangements have been approved and implemented allowing for students to self-nominate and providing for a staff ballot prior to the interview process

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