

**BOM & LMETB Ratification/Resolution Process for
This Policy**

BOM Ratification

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| <i>Date Ratified by the Board of Management:</i> | 2 nd October 2019 |
| <i>Proposed By:</i> | <i>Kevin Cobden</i> |
| <i>Seconded By:</i> | <i>Elaine Turner</i> |
| <i>Signed:</i> | <i>Kevin Cobden</i> (Chairperson, BOM) |
| <i>Scheduled Date for Review of the Policy:</i> | October 2021 |

LMETB Ratification/Resolution of the ETB Board

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|--|---------------|
| <i>Date of Resolution of ETB Board</i> | |
| <i>Signed</i> | (Chairperson) |

SCHOOL
PLAN
COLÁISTE
CLAVIN

Reviewed September 2020

CONTENTS

| | |
|--|----|
| Mission Statement | 3 |
| Vision | 4 |
| Aims | 5 |
| School Profile | 6 |
| History | 7 |
| School Type | 7 |
| Characteristic Spirit/Student Support Programmes | 7 |
| Buildings and Facilities | 8 |
| Catchment Area | 8 |
| Twenty First Century School | 9 |
| Financial Resources | 9 |
| Structures and Resources | 10 |
| Board of Management | 10 |
| Staff and Programmes | 10 |
| Senior and Middle Management | 10 |
| Staff | 11 |
| Parent Association | 13 |
| Student Council | 13 |
| Pastoral Care | 13 |
| Care Committee | 14 |
| Mentoring | 14 |
| Learning Support/Resource | 14 |
| Steering Committee | 14 |
| Planning/Task Groups | 14 |
| Parent Association | 15 |
| Student Council | 15 |
| Pastoral Care | 15 |
| Curriculum | 16 |
| Curriculum Provision | 16 |
| Subjects, Courses, Programmes, Levels | 16 |
| Time Allocation, Timetabling | 17 |
| Options structure | 18 |
| Provision for Special Needs | 20 |
| Extra and Co-curricular Activities | 21 |
| Curriculum Planning and Co-Ordination | 21 |
| Subject Departments | 21 |
| Programme Co-Ordination | 21 |
| Cross-Curricular Provision | 21 |
| Curriculum Policies/Plans/School Self Evaluation (SSE) | 23 |
| Grouping of Pupils | 22 |
| Teaching Methodologies/Classroom Management | 22 |
| Curriculum Review Procedures | 24 |
| Assessment Procedures | 24 |
| Appropriateness of Curriculum | 24 |
| Levels of Attainment and Progression | 24 |
| Evaluation of Learning/Holistic Development | 24 |

MISSION STATEMENT

Colaiste Clavin is a supportive and inclusive community with a professional and committed staff providing our students with a holistic education to enable each individual achieve full potential.

VISION

- To provide a high standard of holistic education for pupils.
- To provide a wide ranging curriculum for all types of intelligences and abilities.
- To have fully developed pastoral and guidance programmes.

AIMS

- To provide a safe and caring environment where our students are encouraged to reach their full potential.
- To provide and continuously review the school curriculum so that is suited to the educational needs of the students.
- To maintain and improve the intake from our catchment area.
- To cater for the needs of the changing community in relation to newcomers and students who are educationally disadvantaged.
- To maintain and improve the facilities of the new school.
- To induct new staff into the school and to provide continuous professional development for staff.
- To provide structures that will implement school planning and development on an ongoing basis as it becomes necessary.
- To provide an environment where the highest standards of teaching and learning can flourish.
- To provide support systems for students that will cater for their educational and emotional needs.
- To promote the values of equality and inclusivity in a changing society.
- To ensure equality of opportunity for all students as a DEIS school.

SCHOOL PROFILE

History

The present school has roots going back to 1952 when Co. Meath Vocational Education Committee (VEC) opened an 'Experimental' school in the village of Longwood, Co. Meath. This developed over the years to meet the second level needs of those leaving Primary School. In 1956 boys were enrolled in the school. This fledgling school was set up in an ex British army Nissen hut which had been purchased by Rev Matthew Clavin parish priest of Longwood.

In an improved economic climate, a brand new school was built on the present site in 1966. A year later free secondary school was made universally available in Ireland.

The new school was given the name of St. Fintina after a nun of the name who had founded a nunnery during early Christian times in the local area of Clongiffen, the ruins of which are still to be seen.

From the beginning the school was co-educational and proudly continues so, believing strongly in equality. It quickly grew to a full post primary/second level school feeding Universities, Institutes of Technology, Colleges of Further Education, the Professions and Trades among others. To cater for this expansion in numbers several applications for permanent expansions were made – most notably in 1968 through to the 1970's and again in 1977, 1979 and 1990 – but without success. Continuing expansion has seen regular additions of pre-fab buildings and finally in August of 2005, St. Fintina's was identified as needing a completely new school to cater for some 500+ students on a greenfield site. In 2017 the school, including an ASD Special Centre moved to its current location. Colaiste Clavin bears the name of the man who was instrumental in setting up a second-level facility in Longwood for the young people of the area. Le Chéile was the name, chosen by the staff of the school, given to the new ASD Special Centre.

Characteristic Spirit

Coláiste Clavin is committed to the holistic development of students entrusted to its care. The uniqueness and dignity of each student are valued and in particular those who are disadvantaged or marginalised. Students are encouraged to strive for excellence in a caring, supportive and challenging environment. The school fosters a spirit of support and co-operation among all of the educational partners. The motto on the school crest “Ionad Foghlama agus Forbartha” refers to the coláiste as a centre of learning and student development.

Colaiste Clavin is a mixed co-educational non fee-paying day school that belongs to the Louth Meath Education and Training Board. The school has been designated disadvantaged and is part of the Developing Equality of Opportunity in Education (DEIS) Programme. The school has its own Home School Community Liaison officer and shares a School Completion Co-ordinator. The socio-economic background of the students would range from working class to middle class families with the majority being working class. Approximately 20% of the students would have special educational needs with a small number of these being students without English as their first language.

Student Support Programmes

- DEIS Programme
- Home School Community Liaison
- Leaving Certificate/LCVP/Junior Certificate/JCSP/New Junior Cycle/TY
- Pastoral Care System
- School Completion Programme
- Guidance and Counselling

Buildings and Facilities

Coláiste Clavin opened in September 2017. The students in the use a laptop or iPad instead of textbooks to facilitate their learning both at home and in the school.

Catchment Area

Coláiste Clavin's catchment area consists of its 9 feeder schools of South Meath and North Kildare. These schools are on average some 8 kms from Longwood.

They are Baconstown, Broadford, Cadamstown, Clonard, Enfield, Johnstownbridge, Kill/Rathmolyon, Killyon and Longwood.

There are four further primary schools close to the catchment boundary which have students on their rolls that are in the catchment area. This results in Coláiste Clavin having students from thirteen primary schools on its roll. A series of school bus routes service the area.

Financial Resources

As the school is an Education and Training Board school it receives its funding from the Louth and Meath Education and Training Board under the auspices of the Department of Education.

STRUCTURES AND RESOURCES

Louth and Meath Education and Training Board is the legal patron of Coláiste Clavin, Longwood.

Board of Management

The board of management is a sub-committee of Louth and Meath Education and Training Board and manages the school on its behalf. The members define all school policy especially policy in relation to admission to and participation in the school as well as policy pertaining to suspension and expulsion of students from the school. To that end all policies and action plans are discussed and ratified by the board prior to becoming official school policy. The board is ultimately responsible for preparing and updating the School Plan in addition to upholding the characteristic spirit of the school.

The board consists of three patron representatives, two teacher nominees, two parent representatives and a Bishop's representative. The principal acts as secretary to the board but does not have a vote. The Chief Executive Officer or the Education Officer of Louth and Meath Education and Training Board attends meetings in a non-voting capacity. The board meets at least four times a year. A draft agenda and relevant documentation are forwarded to members at least one week prior to the meeting. The draft minutes of each meeting are submitted to Louth and Meath Education and Training Board for ratification. An abbreviated version of these minutes is prepared for staff and parents. A report is prepared by the teacher's nominee for the teachers. Training for board members in relation to their roles is provided by Louth and Meath Education and Training Board

Staff and Programmes

The staff consists of the Principal, Deputy Principal, 4 x Assistant Principals I, 4 x Assistant Principal II, 2 x Programme Co-Coordinator and approximately 20 other teaching staff. There are 2 Special Needs Assistants, a caretaker, 2 secretaries and 3 cleaning personnel. Le Cheile has 2 co-ordinators, 1 teacher and 3 SNAs.

The school offers the standard Leaving Certificate, Junior Certificate, New Junior Cycle as well as the Junior Certificate Schools Programme, Transition Year and Leaving Certificate Vocational Programme (LCVP). The school takes part in the HSCL and SCP schemes.

Senior and Middle Management

The senior management team consists of the Principal and the Deputy Principal, while the middle management team consists of four Assistant Principals I, two Programme Co-ordinators and 4 Assistant Principals II.

There is a formal management meeting weekly at which the Principal, Deputy Principal and Year Heads attend and there is a DEIS meeting weekly attended by Principal, Deputy Principal, DEIS Co-ordinator, HSCL, SCP, Guidance Counsellor, SEN Co-Ordinator, and SSE Co-Ordinator.

Staff

Management

| | |
|-----------------|------------------|
| Margaret Deegan | Principal |
| Orla McBride | Deputy Principal |

Post Holders

| | |
|-------------------|---|
| Orla Calvey | Assistant Principal I and HSCL |
| Eugene Gorry | Assistant Principal I |
| Gareth O'Connell | Assistant Principal I |
| Shirley McDonagh | Assistant Principal I |
| Elaine Tiernan | Assistant Principal II |
| Sandra O'Rafferty | LCVP/Transition Year Programme Co-Ordinator |
| Deirdre Shine | Assistant Principal II |
| Denise Farrell | Assistant Principal II |
| Jill McCoy | Assistant Principal II |
| Anne Hamilton | JCSP Co-Ordinator |
| Catrin McGrath | SCP Co-Ordinator |
| Gabrielle Bushe: | Clerical Officer |
| Monica Donegan | Clerical Officer |
| Geraldine Monahan | Clerical Officer |

| | |
|--------------------|-----------|
| Gerry Mc Loughlin: | Caretaker |
| Bernadette Nangle: | Cleaner |
| Pauline Martin: | Cleaner |
| Sinead McQuaid | Cleaner |
| Fr Gilmartin: | Chaplin |

Teaching Staff

| Name | Department |
|-------------------|---|
| Orla McBride | Gaeilge |
| Orla Calvey | Careers Guidance, Biology, Science |
| Eugene Gorry | Mathematics, Geography |
| Gareth O'Connell | English, History |
| Sinead Purcell | Geography, History, SPHE, CSPE |
| Elaine Tiernan | HSCL, Religion, English, Resource |
| Deirdre Shine | English, History, CSPE, SPHE |
| Ann McDonagh | Irish |
| Anne Hamilton | Art |
| Jill McCoy | Home Economics, Business Studies, SPHE |
| Sandra O'Rafferty | Mathematics, I.T., LCVP. |
| Orla Murray | French, History, CSPE |
| Morven Connolly | Science, Chemistry, Mathematics |

| | |
|--------------------|---|
| Niall Hughes | MTW, Construction Studies, Technical Graphics |
| Shirley McDonagh | Business, Business Studies, LCVP. |
| Aine Guilfoyle | Irish |
| Denise Farrell | English and Religion |
| Alan Moore | MTW and Technical Graphics |
| Amy Cahill | Mathematics |
| Mary Glynn | Mathematics |
| Ayesha Roche | Physical Education and Mathematics |
| Rebecca Evans | Science and Biology |
| Brian Farrell | Science and Maths. |
| Claire McKenna | Mathematics and Geography |
| Kayleigh Burke | Home Economics and Gaeilge |
| Rodica Darii | Spanish |
| Grace Coyne | Resource and English |
| Anne Marie O'Byrne | Gaeilge |
| Silvianne Strapp | Gaeilge and CSPE |
| Mark Magee | Technology, Metalwork, Design Communications Technology |
| Karen Kelly | English |
| Mary Gillespie | Special Needs Assistant |
| Karen Smyth | Special Needs Assistant |

Le Chéile ASD Special Centre

| | |
|----------------------|-------------------------|
| Colm Murphy | Co-ordinator |
| Niamh Meade | Co-ordinator |
| Carolann Farrelly | Teacher |
| Christine McAllister | Special Needs Assistant |
| Claire Flynn | Special Needs Assistant |
| Jacqueline Lenehan | Special Needs Assistant |

Parent Association

The primary function of the Parents Association is to represent the interests of parents of pupils attending the school and to foster good relationships between parents, the board of management and the school. The association acts as a watchdog on behalf of the school and advises the principal of potential problems or difficulties. Members of the association are consulted on school policy and developments.

The following are some activities that the association has been involved in:

- Political lobbying in an effort to secure new accommodation for the school
- Carrying out surveys and questionnaires on behalf of the school
- Assisting with school activities
- Organising fundraisers on behalf of the school
- Attending appropriate seminars and conferences

The association holds meetings at least twice per term and the minutes of these meetings are recorded by the secretary. The officers are elected annually. The association also produces an annual financial report and this is presented to the board of management. The principal and the deputy principal attend all parent association meetings.

Student Council

The school has a student council which was set up in 2005 and meets on a regular basis, about once a month. Ms. Elaine Tiernan, as liaison teacher until 2019 and Ms. Shirley McDonagh at present, helps to organise the council and attends the meetings. Minutes of meetings are kept and the council reports to the principal. The student representatives communicate to their classes the minutes of the meetings. The council is properly constituted and has a chairperson, secretary and treasurer. Each class has a representative on the student council who is democratically elected by secret ballot under the supervision of the class tutor. The Council is very active and plays an important role in the school to voice student concerns and organise various activities such as fundraising and events for the general student body

Pastoral Care

There is a Pastoral Care structure in place in the school. Each class has a tutor who meets with their class intermittingly. In addition a class period is assigned from time to time to present school policies to students. The school journal is an effective method of communication between the school and the home and the tutor tries to ensure that the journal is signed by a parent/guardian every week. Students are made aware that the tutor can be trusted to be confided in and to deal compassionately with any problems that students may have. All students have one timetabled SPHE or Pastoral Care class in the week.

Care Committee

The school Care Committee consisting of: Principal, Deputy Principal, Pastoral Care Coordinator/Guidance Counsellor, Wellbeing/Anti Bullying Coordinator, SEN Coordinator, HSCL, Le Cheile Co-ordinator and the School Completion Programme Coordinator meet once a fortnight to discuss student issues and to make recommendations.

Mentoring

There is a mentoring programme in place in the school. Fifth year students volunteer to become mentors to first year students when they start in the school. The mentors try to ensure that the first years settle as smoothly as possible into the school, by showing them around the school, explaining the school day etc. They meet up with them regularly to build the relationship between mentor and student.

Learning Support/Resource

A Learning Support/Resource Department is in place and is co-ordinated by post holder Ms. Elaine Tiernan. The school tries to ensure that students with special educational needs are identified as early as possible. Parents are asked to tick a box on the school enrolment form to indicate if their child has been assessed by a psychologist. The school then follows up on psychological reports and applications are submitted to the local Special Education Needs Organiser for resources. If a particular student does not have a psychological report and the school feels that s/he would benefit from resource help then an application, subject to parental consent, may be made to the NEPS psychologist to have the student assessed. Local feeder primary schools are also contacted to ascertain the level of support each SEN student was receiving. SEN students are withdrawn from European Language class and Irish class, if they have been granted an exemption, and are assisted individually or in very small groups by resource teachers during this time. Individual plans are drawn up for these students and they are assessed at intervals during the year. If a SEN student is not granted resource hours then s/he may receive learning support within the school.

Home School Community Liaison

The Home School Community Liaison officer is Ms. Orla Calvey who administers the scheme to link in with the schools DEIS Plan. Ms. Catrín McGrath is the School's Completion Programme Co-ordinator whom we share with Boyne Community School, Trim, Co. Meath.

Planning/Task Groups

Planning/task groups are set up to formulate and review school policies. They meet on a regular basis after school. There are currently 3 School Improvement Plans on Literacy, Numeracy and Health and Well-being, with a fourth starting this year on Attendance.

CURRICULUM

Curriculum Provision

Subjects, Programmes, Courses and Levels

The school provides a full range of subjects for students at Junior and Senior Cycle.

Junior Certificate/Cycle

Students in junior cycle study for the Junior Certificate with the addition of the Junior Certificate Schools Programme (JCSP) for some students.

Students can study Irish, English and Mathematics at foundation, ordinary and higher levels.

They can study History, Geography, Business Studies, Home Economics, Materials Technology Wood, Technical Graphics, Science, French, Spanish, Music and Art at ordinary, higher or common levels.

They can study CSPE, SPHE and PE as part of Wellbeing.

Students also have classes in Religion and Information Technology which are non-examination subjects.

Senior Cycle

Students in senior cycle can study for the traditional Leaving Certificate or the Leaving Certificate Vocational Programme (LCVP).

If they elect to study for the LCVP they are required to pick a suitable combination of subjects. They must do Irish, English, Mathematics, a modern language and a vocational subject grouping (VSG) e.g. Home Economics and Biology.

Irish and Mathematics are available for senior cycle subjects at foundation, ordinary and higher levels.

English, French, Spanish, Biology, Chemistry, History, Geography, Construction Studies, Art, Home Economics and Business are available at ordinary and higher levels.

Link Modules is at common level for those who do the LCVP.

Pastoral Care, Religion and Information Technology are also taken as non-examination subjects.

Time Allocation and Timetabling*

New Junior Cycle

| <u>Subject</u> | <u>Periods per Week</u> |
|--------------------|-------------------------|
| Irish | 4 |
| English | 4 |
| Maths | 5 |
| Home Economics | 4 |
| Religion | 2 |
| Art | 4 |
| I.T. | 1 |
| Technical Graphics | 4 |
| M.T.W. | 4 |
| Wellbeing | 1 |
| Geography | 4 |
| History | 4 |
| Business Studies | 4 |
| Science | 4 |
| French/German | 4 |
| Music | 4 |

Senior Cycle

| <u>Subject</u> | <u>Periods per Week</u> |
|----------------------|-------------------------|
| Irish | 6 |
| English | 5/6 |
| Maths | 6 |
| History | 5/6 |
| Careers Guidance | 1 |
| Art | 4/5 |
| Business | 4/5 |
| I.T. | 1 |
| Pastoral Care | 1 |
| Religion | 2 |
| Link Modules | 2 |
| Geography | 4/5 |
| Home Economics | 5 |
| Biology | 5 |
| Chemistry | 5 |
| Construction Studies | 5 |
| French/German | 5 |

*Each class is 40 minutes.

Options Structure

Junior Cycle

Provision is made for all students in Junior Certificate to take all subjects on the school curriculum. The only exceptions to this are where students choose option subjects.

Prospective first year students are informed about the subjects available in the school when the HSCL and Principal/Deputy Principal visit the students in sixth class in the feeder primary schools. They can also obtain information about subjects on Open Night and by reading the school prospectus.

New Junior Cycle

The students in first year take one class period a week for ten weeks in Safety on Line, Friends for Life, or Guidance.

Senior Cycle

In the March/April of their third year, students are given information on the subjects available for study in the Leaving Certificate. The Principal/Deputy Principal and the Guidance Counsellor meet with third year students. The Principal/Deputy Principal informs the students of the possible subjects which will be available for study. The Guidance Counsellor gives both verbal and written information relating to the career implication of choosing the various subjects. The students are encouraged to discuss this information with their Parents/Guardians. In addition, students are encouraged to find out information about all the subjects which are available for study from current students in the Senior Cycle and from the relevant Subject Teachers.

The Guidance Counsellor is available to individually meet with third year students and/or their Parent/Guardian to discuss and advise them on subject choice. Inevitably the final decision about subject choice rests with the student.

Students will be given a minimum of two weeks to consider the subject options. At the end of this period, students will be asked to indicate which subjects they wish to study.

Note:

All students will study the following subjects:

Core Subjects:

Irish (unless an exemption applies)

English

Mathematics

European Language (unless they have not undertaken it for the Junior Certificate)

Additional Subjects:

Pastoral Care

Religious Education

Information Technology

Subject Choice:

Students choose three subjects from the list of subjects provided.

Note:

Students qualifying for the Leaving Certificate Vocational Programme (L.C.V.P) also study Link Modules.

Depending on the subjects identified by the students for study, the Principal and Deputy Principal in consultation with the Guidance Counsellor and the students identifies possible subject blocks. These are then given to the students for consideration.

Provision for Special Needs

The special educational needs of incoming students and current students are identified at the earliest possible stage. These students may then receive timetabled access to a Resource Teacher or Learning Support.

Individual Education Plans (IEPs) are then drawn up for these students to address their educational needs. These IEPs are sent home to parents who are encouraged to meet with the resource Co-ordinator to discuss and/or make agreed changes to the IEP.

From time to time it may be necessary for students to be assessed to identify learning difficulties or behavioural problems. The school works closely with the National Educational Psychological Service (NEPS) to carry out assessments on students by educational psychologists.

Other students, such as traveller children and non-nationals also receive support in line with Department of Education and Science guidelines.

Extra and Co-curricular Activities

The school provides a wide range of extra and co-curricular activities. These include sporting activities such as gaelic football, basketball, hurling, swimming, soccer and athletics. The school also has a drama club, a debating club, a Green Schools Group and indoor games club.

Co-curricular activities include various subject related visits out to places of historical, geographical, business and political interest. Also fifth year L.C.V.P. students, and T.Y students participate in work experience, and some years there is a trip abroad for French or German students.

Students also participate in the Young Entrepreneurs Scheme organized by the Meath Local Enterprise Office.

Curriculum Planning and Co-Ordination

Subject Departments

All subject Departments meet once every half term to plan and co-ordinate their subject. Each department has a plan of work for that subject for each year of both Junior and Senior cycles. These plans are kept in the subject department folders in the staffroom. Each department has a subject department co-ordinator which changes annually. Minutes of these meetings are kept and can be found in the development section of the School Plan.

Programme Co-Ordination

The Leaving Certificate Programme (LCVP) Co-ordinator for the school is Sandra O'Rafferty. She co-ordinates the programme with the help of her team which consists of herself, Eugene Gorry (Link Modules teacher), Shirley McDonagh (Link Modules teacher), Orla Murray (Modern Languages teacher) and Orla Calvey (Guidance). The team hold meetings to implement and review the Programme.

The Junior Certificate Schools Programme (JCSP) Co-ordinator is Anne Hamilton. She co-ordinates the programme with the help of her core team, Shirley McDonagh, Karen Kelly and all the subject teachers who teach the JCSP students.

The Transition Year programme Co-ordinator for the school is Sandra O'Rafferty. She co-ordinates the programme with the help of a Transition Year team of teachers. The team hold meetings to implement the programme.

Cross-Curricular Provision

The LCVP provides a platform to promote cross-curricular activities. Students participating in the active learning methodologies of the LCVP are required to draw on different subjects to complete tasks e.g. Mini-enterprises, Portfolios, Work Placements.

It is hoped that subject departments may identify common subject areas that can be used to promote cross-curricular learning in the school.

Curriculum Policies/Plans/School Self Evaluation/School Improvement Plans

See policies in school plan.

See plans in Action Plans folder.

See School Self Evaluation.

Grouping of Pupils

In Junior Cycle, after first year, students are streamed for Irish and Mathematics and are in mixed ability classes for the other subjects.

In Senior Cycle, students are streamed for Irish, English and Mathematics and are in mixed ability classes for all other subjects. Within the mixed ability classes students may opt for higher or ordinary levels.

Teaching Methodologies/Classroom Management

A wide range of methodologies may be used in the classroom depending on the subject being taught. (See subject plans) These would include teacher explanation, use of textbook, visual displays/charts, practical work, group work, paired work, ICT methodologies, team teaching and active learning. Teachers strive to vary their methodologies to ensure that the three main learning styles are accommodated i.e. visual, kinaesthetic and auditory.

The atmosphere and management of the classroom will vary throughout the subject departments. Generally, the atmosphere aimed for will be positive, respectful, and busy with a good work ethic.

The teaching methodologies and classroom management techniques used will be focused on developing students as effective, responsible learners.

Curriculum Review Procedures

Assessment Procedures

Students are assessed in house examinations at Christmas and at end of the year in Summer tests. Subject teachers will also give their own tests regularly in the classroom. In addition the Junior Certificate and Leaving Certificate students sit the state examinations in June.

Teachers meet the parents of all students at least once a year to discuss the students' progress. Generally the teachers and tutors of all students make themselves available for appointment to meet parents during the year should it be requested by either party.

Appropriateness of Curriculum

The appropriateness of the curriculum to the students' needs is continually reviewed on a number of levels in the school. This includes senior management level, steering committee level, Guidance team level, Resource team and subject department level (including JCSP and LCVP team). The implementation and monitoring of the schools DEIS Plan also plays a role in ensuring that the needs of the educationally disadvantaged students in the school are catered for sufficiently. Other school policies relevant to this area include the Homework Policy, Special Needs Policy and the Guidance Policy.

Levels of Attainment and Progression

The effectiveness of curriculum in terms of educational progress and attainment is reviewed within the subject departments. The national averages of the National Certificate examinations are compared with those of the schools for comparison purposes. Subject departments then endeavour to address issues that may arise as a result of these comparisons, with a view to improving teaching and learning in the classroom.

The school's DEIS Plan also sets targets in its 'educational progress and attainment' section to be aimed for.

Evaluation of Learning – Holistic Development and e-Learning

The school places a strong emphasis on the holistic development of the student. This is reflected in the schools mission statement where it is clearly stated.

The management of the school along with the DEIS/CARE team try to ensure that students participate in as many extra-curricular activities as possible to enhance their learning experience in school and to complement their academic learning.

The school also places a strong emphasis on the development of the student's computer skills. This is reflected in the schools e-Learning vision and plan.