

Plean Scoile: Naomh Tola

1. Mission, vision and aims

Vision:

St. Tola's N.S. aims to provide a full and enriching education and learning environment where pupils, teachers and staff and parents feel valued as a community and work towards enabling the full and harmonious development of each child. The school supports the aim of the *National Curriculum, 1999* to, 'develop each child's potential to the full, encourage a love of learning and to help children develop skills they will use all their lives.'

The school is a Catholic School and aims to promote the development of all aspects of the person, intellectual, physical, cultural, moral and spiritual including a living relationship with God and with other people. The school acknowledges and is respectful of all persons of other faiths / beliefs.

Mission:

The school aims to ensure that each child achieves to his/ her true and full potential academically, physically, emotionally and spiritually. The teaching and support staff aim to create a positive and effective learning environment, where pupils will be given opportunities to develop as lifelong learners and where the Board of Management, Principal, teachers and staff strive towards excellence in the provision of a balanced and informative curriculum.

Aims:

1. To enable the pupils to enjoy school.
2. To enable the pupils to be aware of and to understand their environment.
3. To encourage habits and attitudes related to spiritual formation.
4. To develop each pupil's self-confidence.
5. To promote a spirit of co-operation.
6. To teach pupils to behave in an acceptable manner.
7. To encourage and develop appropriate leisure activities.
8. To cultivate a love for the Irish language and to develop an appreciation of our cultural heritage.
9. To acknowledge a pupils individual needs and accomodate these differentiated learning needs through the intervention of learning support and or resource teaching in and out of classroom.
10. To prepare each pupil to avail of appropriate further education.
11. To enable teachers ongoing professional development and the opportunity to work collaboratively and to ensure that pupils and staff have a safe and enriching working environment.

2. School Profile

(i) Historical Background

St. Tolas's N.S. was established in June 1969 as a result of the amalgamation of Killulagh N.S and Johnstown N.S. The school is a rural co-educational primary school situated 2 miles from Delvin village. It has a total enrolment of 198 children. With an extension completed in 2010, and a further extension in 2014, the school has seven mainstream classrooms, an Aistear room, staff room, learning support room, resource room, general office, Principal's Office and a gymnasium.

(ii) School Facilities & Environment

Indoors, the school has a gymnasium which is utilized for P.E., sports, games & practice, drama, music and events such as the Ceol Choirm during Seachtain na Gaeilge, the Christmas Carol Service, Christmas Play, Harvest Mass in October of each year and other activities.

The addition of a Poly Tunnel in October 2015 has been a very useful resource as an outdoor classroom, providing the children with opportunities for exploring growth and change in Science & SESE, Maths and can be integrated with many other curricular areas. The poly tunnel coupled with the front garden as a facility enables all children to take part in gardening. The Gardening Club along with Mr. Stenson takes responsibility for the upkeep and general planning of these areas.

The school also has a chicken coop with 5 hens which the Hen Club take responsibility for in terms of care of the hens and the coop in general. All pupils have the opportunity to see the hens in their natural environment in their hen run and roaming freely within the school grounds. Parents are very supportive with both the garden and the hens.

The school has a large playing field towards the back of the site. Classes from 3rd – 6th can access this area every day for lunch break. A time table of sports operates with a focus on a different sport each day to include Gaelic Football, Soccer, Athletics, Children from Junior Infants – 2nd classes have access to the tennis court and tarmacadam area with the shelter. Skipping ropes, hoola hoops and other materials are provided for play activities. Children in Junior & Senior Infants have access to Little Tike Cars on a daily rota. The school has a small kitchenette area located at the end of the gymnasium which pupils can use of cookery lessons with their class teacher or SEN teacher.

Managerial Structure:

(ii) Board of Management:

Fr. Heaney (Chairperson)
Mrs. Gaffney (Principal)
Eileen Smyth (Secretary)
Claire Fox (Treasurer)
Lorraine Ryan (Parent Representative)
James Cassidy (Parent Representative)
David Smyth (Community Representative)
Emma Sheerin (Community Representative)

Staff:

Fidelma Gaffney (Principal)
Eileen Smyth (Deputy Principal)
Lavina Higgins (Post Holder)
Anne Stenson (Post Holder)
Kieran Stenson (Resource Teacher)
Katie Somers (Learning Support Teacher)
Julie Ann Carroll
Aoife Lynch
Laura Kelleghan
Joseph Doherty

Ancillary Staff:

S.N.A's: Bernie Reilly and Tara Horan
Siobhan Conlon (Secretary)
John Donlon (Caretaker)
Jean Hamilton & Susan Murtagh (Cleaners)

(iii) Post of Responsibility: (Detailed description on notice board)

Fidelma Gaffney (Administrative Principal)
Eileen Smyth (Deputy Principal)
Lavina Higgins (Post of Responsibility)
Anne Stenson (Post of Responsibility)

(iv) Physical Structure:

Main building consisting of:

- 7 classrooms
- Aistear Play room
- Learning Support Room
- Resource Room
- Staff room

- General Office
- Principal's Office
- Gymnasium with Kitchenette & store room

(v) Uniform:

- Green jumper with school crest.
- Navy trousers/skirt/pinafore
- White T-shirt
- Black shoes

(vi) Extra Curricular Activities:

- Boys and girls G.A.A. - football, hurling and camoige
- Cross-country and athletics
- School concerts
- Homework Club
- School mass
- Art and science exhibitions
- Credit union quiz
- School Tours – Educational & Adventure
- Educational trips/ events
- Gardening club
- Hen Club

(vii) Books:

There is a book rental scheme in place from classes 3rd- 6th and a partial Book Rental for Junior Infants – 2nd classes. All pupils avail of the book rental scheme.

3. Administrative Procedures

(i) Staff: Routines regarding:

Supervision

1. Supervisory Duties: Teachers are responsible for all pupils under their care from assembly to dismissal.
2. Yard Supervision: Each teacher completes 1 hour of yard supervision weekly.
3. SNA staff supervise morning yard from 8.45am – 9am for children lining up and entry to the school building. Parents are regularly informed that supervision is NOT provided before 8.45am or after 2.40pm.
 - a. In the event that child is not collected in the evening on time, the child informs a teacher or member of staff who will make a phone call to parents to check the reason for the delay.

Computerised Roll Books

4. Computerised Roll Books: Aladdin School System

- Roll call should be completed not later 11am each day.
 - Any pupil absent is marked absent for that day
 - Parents are required to provide a letter stating the date and reason for the absence
 - Teachers must enter the reason for the pupil's absence on the Aladdin School System on receiving the parent letter and file the letter in the pupil's classroom file.

(ii) Discipline:

Each teacher must ensure that they are fully informed of the school's Code of Discipline & Anti Bullying Policy and undertake to:

- Apply sanctions fairly and consistently
- Review their own discipline style and its effectiveness
- Seek support with a challenging pupil or parent from the Principal, another teacher or a professional.
- If in doubt seek immediate support from the Principal, Deputy Principal or other experienced teacher.

(iii) Educational Visits and Outings:

- Permission of the Chairperson, B.O.M and Principal is required for all educational visits and outings.
- Classes may not be taken outside the school building without prior consent of the Principal.
- Parent consent is required for all tours/ trips which take place off the school grounds.

(iv) Opening & Closing Times:

- Class line-up in yard – 8.55am
- Class begins: 09.00am
- Break: 10.30am -10.40am
- Roll Call: 10.45am – 11.00am
- Lunch: 12.00pm -12.30pm
- Dismissal of Infants: 1.40pm
- Dismissal of all other classes: 2.40pm

(v) Care of Classroom:

Teachers model care of the classroom environment and encourage pupils to also care for the classroom and associated resources and personal possessions. Each day the following should be implemented:

- Chairs to be put on top of desks before dismissal.

- Ensure that the windows and blinds are closed and that nothing has been left on the window sills.
- Ensure that no books, wrappers etc. are left lying around and place them in correct colour coded bins.
- All electrical appliances and the Interactive White Boards are switched off
- Laptops and tablets are stored away safely in locked store rooms.

(vi) Staff Absences:

- Contact Principal / Chairman of B.O.M before commencement of school, specifying envisaged duration of absence.
- Teachers completing Probationary Period must also inform the Inspector.
- All arrangements for sick leave will be informed by Department of Education Circular http://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0053_2015.pdf (Teachers)
http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/0054_2015.pdf (SNA Staff)

(vii) Cover During Staff Absences:

- If medical certificate has been obtained, substitute cover is allowed from first day of illness.
- If illness is of a brief duration and a substitute teacher has not been employed, children will be re-allocated to other members of staff or SEN Team
- For staff EPV days, the classes will be re-allocated to other members of staff with appropriate work set by the teacher on leave or a teacher from SEN team may come into the class for the day.

Staff EPV Days

Teachers who complete a Summer Course in professional development are entitled to take 3 EPV days during that academic year. Teachers are asked to comply with the following guidelines when seeking an EPV day:

- Teachers are asked to take 1EPV day per term so as to minimize the disruption to classes. Classes are split, with the class teacher planning work for the day.
- On booking an EPV day, teachers should check the EPV day calendar (Staffroom) to see if the day is available and immediately after book the date with the Principal.
- Teachers are asked not to keep the full 3 EPV days until the final term as taking these days in one term will only be granted in exceptional circumstances (e.g. family wedding/ occasion). In exceptional circumstances the Principal must be informed in Term 1.

(viii) Contact with Outside Bodies:

Contact with outside bodies will only be allowed with the consent of the Principal acting as representative of the B.O.M on a daily basis and then:

- Only recognized charities approved by the B.O.M./Principal (e.g. Hope Christmas Shoe Box Appeal, local charities)
- Educational Reps and suppliers
- Book Fairs e.g. Scholastic
- All callers should enter by the front door or car park door (buzz to enter) and report to the Office Secretary/Principal.

(ix) Parents Collecting Children during the School Day

- Parents must seek permission from the Principal either by phone or by sending in a note that they will need to take their child from the school during the school day.
- Children may only leave the school to attend appointments such as medical or dental or any other emergency, which can only be facilitated during the school day and may only do so when accompanied by their parent/ guardian.
- Children must be signed out by their parent/ guardian giving the date, time and reason for the absence and stating a return/ non-return time.
- Parents are asked not to take children out of school during the school day for non-essential reasons.

(ix) Timetables:

- Each teacher will devise a curricular time table of lessons that will be taught in the different subject areas on a weekly basis. The class time table should identify the day, time, subject and length of time denoted to each subject area and in accordance with the *National Curriculum, 1999* framework for time allocation to individual subject areas.
- This time Table should be visible in the classroom and be available to the Principal / Inspector at all times.
- The general observance of the time-table is vital to effective teaching ensuring that all subject areas are taught and with consistency.
- The SEN Team and class teachers will consult in producing time tables that work effectively for each teacher and the pupils.

BLOCKS TO TIME: The following grid shows the amount of time which is to be allocated to each subject area as per the *National Curriculum, 1999*.

Subject	Infants	1 st – 6 th class
Irish	2.5	3.5
English	3	4
Maths	2.25	3
SESE	2.25	3
Arts Education	2.5	3
SPHE	0.5 hr	0.5 hr
P.E.	1	1
Rel. Inst.	2.5	2.5
*Discretionary Curriculum Time	1	2
Assembly	1hr 40mins	1hr 40mins
Roll Call	50mins	50mins

* Discretionary & other time (Assembly) will be used to increase the teaching time for Literacy & Numeracy to 1 hour per day for each subject.

(x) Teacher Planning

- Each teacher shall prepare long-term plans (termly /yearly scheme of work) for each curricular subject area.
- A short term plan or fortnightly plan is prepared by each teacher taking into account the ability and attainment of the pupils assigned to them. Headings in the fortnightly plan must include the following :- *Subject, Strand, strand unit, Learning objective which includes (i) content objectives, (ii) skill development objective, teaching approaches, resources, differentiation, assessment, linkage & integration, reflection section for NQTs & Cuntas Míósúil section*
- To complete the Cuntas Míósúil teachers are asked to do the following:
 - Annotate the fortnightly plan (written notes etc.) daily or weekly as preferred, indicate work completed (ticking) or work to be completed
 - Complete the Cuntas Míósúil section at the end of the plan.
 - A copy of the Cuntas Míósúil to be given to the Principal.

(xi) Supervision During Breaks:

1. Each teacher completes 1 hour of yard supervision per week. This is organized using a time table where by each teacher has a set day on yard.
2. The yard is supervised by 2 teachers and 2 SNA staff on both breaks daily.
 - a. Teachers who are absent or on an EPV day on their yard duty day are asked to arrange cover for that with another teacher
3. Children must inform the teacher/ SNA on yard supervision if they wish to go inside to use the toilet facilities for safety and protection.

The following areas are out of bounds for pupils during break times and at all other times unless with a teacher:

- Outside main walls and gates in front of school & the car park.

- Field areas bordering or next to the school.
- Under no circumstances may pupils leave school to go on messages.

Pupils remaining inside the school building due to illness or completing work:

1. A pupil may remain inside during break if a parent note has been presented due to illness or a pupil becomes ill during the school day and has not yet been collected by a parent. The designated area at break times for pupils remaining inside is the Aistear Room.
2. A teacher may also ask a pupil to complete work during break time such as incomplete homework.
3. If a child is allowed or requested to remain inside, the teacher must be satisfied that adequate supervision is maintained from the Staff Room.

(xii)Accident Procedures:

The school's 'Accident & Injury Policy' should be adhered to as follows:

- If a minor accident occurs in the yard, the teacher/SNA on yard duty will attend to the child with First Aid.
- Teachers should ensure that class teacher is informed and that the child's accident is recorded in the 'Accidents on Yard Book', which is kept in the First Aid bag.
- The child's class teacher should inform the parent of the accident by note in the journal, phone call home or in person depending on the seriousness of the accident.
- If the accident appears to be of a more serious nature, inform class teacher and Principal immediately to attend accident site and attend to the pupil.
 - Inform the child's parents or person delegated to take responsibility for the parents by phone as soon as possible.
- Where an accident is deemed to be of a very serious nature where a child has a head injury, becomes unconscious, needs CPR, a 999 call will be made immediately for ambulance service. Parents will be contacted immediately
- After an accident requiring more than a plaster (i.e. small cut or graze) an accident report will be completed by the teacher on yard supervision (Accident Report Form).
- Similar procedure applied to accidents within class rooms.
- Teachers should ensure familiarity with the 'School Accident & Injury Policy' & Early Years First Aid Manual (copies of both are kept in the First Aid Bag)

**All staff have received First Aid Training for children including CPR training October 2016*

(m)Routine prior to assembly:

- Assembly is at 08.50am each morning. Parents have been informed that children should not be in the yard before 8.45am because supervision is NOT provided before this time.
- SNA Staff supervise the yard before school from 8.45am – 9.00am. All pupils line up in the tennis court area.
- The first bell is rung at 8.50am for all pupils to get into line. At 8.55am pupils being to enter the school building by class group.
- Children should not enter the school building prior to 08.55am unless they have sought permission from a member of staff.

(n)Routine for Dismissal:

- Classes dismissed at 1.40pm for infants and 2.40pm for all other classes signaled by the bell.
- Infants are supervised leaving the building by SNA staff and their teachers. Parents meet the children at two points of exit, at the main entrance door and the car park door.
- Teachers ensure that pupils leave their classroom in a safe an orderly manner and mindful of younger children also using the corridor.
- Children from 1st – 6th classes leave the school building using the two points of exit, the main door and car park door. Parents are requested to meet their child on the pathway and accompany their child to their parked car.
- Children are not allowed to cross the road outside of the school to go to waiting parked cars. These children must be accompanied by parents/ guardians.

4. Curricular Provision

(i)Subjects

English

- (a) Oral Language
- (b) Reading
- (c) Writing

Gaeilge

- (d) Labhairt
- (e) Léitheoireacht
- (f) Scríbhneoireacht

Mathematics

Visual Arts

- (g) Art

(h) Music
(i) Drama
SESE
(j) Science
(k) History
(l) Geography
SPHE: Social Personal and Health Education
Physical Education
Religion

All subjects are provided from Junior Infants-6th Class.

(ii) Components of the curriculum:

Each curriculum statement has a similar structure and similar components. See policies documents for more information. These are available on the Blog Site and from the office.

- Rationale
- Content
- Aims
- Objectives
- Curriculum Organisation
- Assessment
- Special Needs
- Organisational Planning
- Resources
- ICT
- Staff Development
- Parental Involvement
- Success Criteria
- Implementation

(iii) Teaching & Learning Standards in the School

The school strives to ensure that each child achieves to their fullest potential and that each teacher provides well planned lessons aimed at ensuring children's learning and academic progress while also being aware of each child's more differentiated needs.

The results for the school in Literacy and Maths are very encouraging with an average of over 50% of pupils scoring a STEN score of between 8 – 10 in Literacy and an average of over 60% of pupils scoring a STEN score of between 8 – 10 in Maths over the last 4

years. On average there are less than 4% of pupils scoring a STEN of 3 or lower in both Maths and Literacy.

(iii)Curriculum Planning Approach

St. Tolas N.S. has adopted a collaborative approach towards planning and our school encourages contribution from parents, the board of management and the wider school community. In planning for the implementation of the curriculum, our school considers the nature and purpose of each curricular area, how subjects can be treated in a discrete as well as in an integrated manner, the amount of time to be devoted to each curricular area, the balance between strands, the development of concepts and skills within each subject, and, finally, the approaches & methodologies and assessment practices which will serve to inform teaching and learning and also highlight any challenges for individual pupils.

(iv)Grouping of Pupils for Teaching & Learning

Pupils of similar needs are grouped for subjects such as Literacy and Maths. These need's based groups take into account factors such as the child's developing skill and strategy development in specific areas (*Example: skills such as phonemic awareness, sight word knowledge, concepts of print, level of reading comprehension & word attack strategies, knowledge of number facts, understanding of pattern in number, the ability to apply strategies for problem-solving etc.*)

Each class teacher co-ordinates the needs-based group learning with the learning support/ resource SEN team. The class teacher will monitor the effectiveness of a particular grouping for the child and also that changes and the on-going development which may necessitate the child moving forward and not remaining in specific group for the year unless it is deemed the most appropriate placing for the child.

(v) Parental Involvement in School Based Learning

The school supports the involvement of parents within all of the curricular subject areas where appropriate. Parents support the 'Guided Reading Programme' by engaging in group reading activities with pupils throughout the school on a weekly basis and under the direction of the class teacher. The parent volunteers are trained and supported by Ms. Higgins and the Learning Support Teacher prior to beginning guided reading support. (All volunteers are fully Garda Vetted.

(vi)Differentiated & Targeted Learning

In St. Tola's, we aim to provide a balanced provision of education and care, the nature of which can vary as the child develops and progresses. Our staff aims to provide a flexible education to accommodate both ease of movement between special and mainstream education and also the transition from primary to post-primary. To ensure this aim is achieved, teachers differentiate teaching and learning targets using assessment of and for learning; and differentiated planning to take into account the different needs of all

the children in their class and modifying the curriculum accordingly to their targeted needs.

Our model of learning support focuses on the provision of in-class support, small group tutoring and individualised one to one teaching. Parents are recognized as a valuable support and resource in supporting all children, the SEN child and any child with a learning difference. Parent's advice and input is sought and parents are encouraged to be part of developing and refining the child's targeted learning, in the Individual Pupil Learning Profile (IPLP) and or the child's Individual Educational Plan (IEP). Parents are encouraged to be part of the review process at the end of each term and at various stages of the child's educational, social, physical and emotional development throughout the academic year.

(vii) Learning Support Provision

Learning support is provided for pupils who may not be reaching their full potential with class room teaching alone. Pupils enter learning support through a staged process at stage 2 after it has been found that Stage 1, classroom monitoring and support is not sufficient to enable this pupil. Pupils are selected for learning support based on the following criteria:

1. Low scores of attainment in standardized tests below the 10th percentile
2. Low scores of attainment in standardized tests below a Sten 4
3. NRIT IQ scores combined with standardized test scores indicating that a pupil is not meeting expected educational targets
4. Recommendations from psychological reports
5. In-school screening assessments and teacher recommendations

(viii) Resource Teaching Provision

Pupils attending Resource support have a recognized low incidence disability or learning difference and have been sanctioned by the SENO to receive resource hours. The school currently has 1 full-time resource teacher and 5 hours, which is facilitated by clustering with Kildalkey N.S.

5. Assessment

The objective of assessment practice is to enable teachers and the SEN team to support individual pupils relevant to their needs. Assessment and screening tools aim to inform the teacher of the following:

- Individual pupil learning
- Difference between attainment and expected attainment
- Pupil's learning profile – visual, auditory, kinesthetic, multi-sensory
- A difficulty or challenge a child is experiencing

- Effectiveness of teaching and learning
- Review of current practice

The types of assessment used and listed below aims to provide the teacher, pupil and parent with valuable information relevant to the developing knowledge and skills of the child and which serves to support each child's growth and development as a learner. The school uses the following assessment practices to best enable pupil and teacher learning:

1. Formative assessment
2. Summative assessment
3. Diagnostic assessment
4. Formal assessment

Assessment Approaches

(i)Formative Assessment

Formative assessment aims to inform planning for teaching and learning. It places an emphasis on developing pupil meta-cognition and self-evaluation by pupils of their own learning.

Teacher Observation & Classroom Designed Tasks

- Daily observations, teacher designed observation tasks
- Assessment of developing concept knowledge, skills & strategy development to support learning.
- Assessments are recorded in teacher notes, on pupil's classroom profile, and inform short term planning. (*Examples may include running records, phonological & sight word task tests, metacognition and pupil self-awareness as learner etc.*)

(ii)Summative Assessment

Teacher designed tasks/ tests enabling the teacher to identify areas to be re-taught, consolidated and or reviewed. Teachers record summative test information in assessment folders. These tasks or tests can include:

- Spelling tasks/ tests
- Number facts / tables and test results
- End of topic tasks/ tests

(iii)Diagnostic Assessment

Diagnostic assessment is used to provide valuable information relative to a pupil who presents with any learning difference. St. Tola's N.S. recognizes the specialized knowledge and skill of individual teachers in the identification of pupils who may present with a learning difference. Teachers liaise with the Principal and SEN Team; and

as a team they may decide to administer the relevant screening/ testing tools so as to identify and confirm any particular learning difference. This information then becomes part of the staged process of gaining access to learning support and in some cases towards the recommendation for formal testing with NEPs or other assistive support services.

The following screening & diagnostic tests are used by the school:

1. Single Word Spelling Test (SWST)
2. YARK
3. NRIT IQ Test - administered in 2nd & 4th class.
4. Middle Infant Screening Test (MIST)
5. Bellfield Infant Assessment Programme (BIAP)

(iv) Formal Assessment

Standardised Testing

The school administers standardized testing in classes from 1st – 6th in subject areas Literacy, Maths & Gaeilge (2nd – 6th class). The following standardized tests are used in May/ June of each academic year:

1. Drumcondra Standardised Literacy Test
2. Sigma-T Standardised Maths Test
3. Drumcondra Standardised Gaeilge Test

Learning Support & Formal Assessment

After Stage 2 and when a pupil who is attending learning support and receiving classroom support is still presenting with a possible learning difference, the formal assessment process may be engaged. Pupils may present with indicators which will require one or more of the following formal assessments:

1. Educational Psychological Assessment- for possible Dyslexia, ADHD/ ADD, Learning Disability, Dysgraphia, Dyscalculia
2. Language Assessment- speech difficulty or disorder, difficulty with receptive or expressive language.
3. Occupational Therapy Assessment- Dyspraxia, Visual Processing Disorder
4. Clinical/Psychological Assessment- Emotional/behavioural difficulties, depression...

6. Homework

It is the policy of the school to assign homework for pupils from Monday – Thursday, which aims to support and consolidate class work.

The following are taken into consideration by teachers when assigning homework:

- A pupil is not given homework to do that has not been fully explained by the teacher.
- The teacher must ensure that each child does understand what is expected in terms of the standard required in finished work and how to complete an exercise- i.e explicitly taught, good writing, ruled copies etc.
- Recommended time spent on homework:
Junior classes - 20 - 30 mins
Middle classes – 30 - 40mins
Senior Classes – 40 – 1hr
- Homework will include:
Reading - English and Irish
After Reading Activities
Spellings-English and Irish
Maths practice Qs and learning of tables & number facts
Short other/ writing activity

Teachers will ensure that all homework is completed and corrected.

A homework club has been in operation since September 2011 and available to classes from 1st – 6th directly after school.

7. Religious Education

St. Tola's N.S. is a Catholic School under the patronage of Bishop Michael Smith. Religion is taught in all classes from Junior Infants to 6th class using the materials of the Grow in Love and Alive O Programmes. Each class are prepared for the sacraments of First Holy Communion and Confirmation. Children who are not Catholic are welcome to take part in Religion classes. The enrolment policy makes direct provision for Catholic children within the school catchment area as a priority. Children from all faiths, beliefs and cultures are welcome in our school.

During each academic year the pupils and their parents attend masses in the school which include the Harvest Mass, Mass for Catholic School's Week and an End of Year Mass.

Parents are encouraged and welcomed to be involved in their children's religious education by supporting with religion programmes at home and also through their participation in preparation workshops for the sacraments.

8. Meeting with Parents

The school management, Principal and staff recognize the valuable contribution that parents make to our school and also the importance of parents, teachers and pupils working together to ensure positive outcomes for each learner.

(i) Parent request for a meeting with a teacher and or the Principal

Parents can arrange a meeting with a teacher and or the Principal by phone or by calling into the school. Teachers and the Principal will make every effort to meet with the parent on that day or as soon as is practically possible (*e.g. after school on that day or the following morning before school*)

(ii) Parent seeking an immediate/ emergency meeting

The school recognizes that a parent may be worried about some aspect of their child's wellbeing, learning or an issue that requires immediate attention.

Where there is a real concern or worry, the teacher or the Principal may facilitate an immediate meeting if this is practicable (noting that teachers begin class each morning at 9am and the Principal teaches Maths each morning). Every effort will be made to facilitate the parent and their concern.

(iii) Irate Parent

The school models and upholds the respect of all persons within the school community. A parent whose is abusive or aggressive in any way will only be facilitated with a meeting if they are calm and can do so without anger, abuse or any form of aggression. The Principal will have the right to ask an angry or an abusive parent to come back when they are in a calmer state so that any issues may be discussed in a productive manner. The Garda will be called immediately for any kind of physical assault or abusive behavior and the parent will be requested to leave the building immediately.

9. Pastoral Care & Student Support

The school's ethos of one of respect and care for all. Children are encouraged to come to teachers and SNA staff if they are feeling unwell or upset. The Principal and Ms. Higgins provide pastoral care for any pupil who wishes to talk about any issue that may be causing upset. As members of the Child Protection team, these teachers will liaise with other teachers and staff members, the child and their parents when providing pastoral care and support for any child, ensuring that the issue is carefully monitored and supported.

The transition from primary to post-primary education represents a significant and challenging step in the child's educational experience and may present difficulties for some children. The pastoral care team for transition to secondary school are Ms. Smyth and Ms. Stenson. The team along with the SEN team use various opportunities throughout the senior years to discuss and put in place strategies for dealing with this transition. Links with the various secondary schools in the area are strong and most schools send a speaker to discuss the various options for secondary with the children. The school is happy to facilitate this link.

10. Health & Safety

The Health and Safety Officer is Ms. Smyth. This role encompasses the following:

- Carrying out health and safety checks of both inside and outside the school building.
- Liaising with the care-taker on duties to be carried out and overseeing the safety of work practices
- Ensuring that the burgular alarm and firm alarm are serviced regularly and liaising with the security company Merrion Security
- Conducting fire drills (1 per Term) and informing staff of the school's policy and guidelines on good practice in the event of a fire.

11. Waste Management & Effective Use of Resources

The school recognises the part we all have to play in protecting our environment through effective waste management practices. Within the school building, all waste is separated at classroom level, whereby children sort their waste using colour-coded bins into 3 categories of waste, recyclable and biodegradable products. Ms Higgins along with the waste management committee of pupils have responsibility for the 'within school' management of waste. Each classroom has a pupil bin monitorer and teachers take on the role of supporting the bin monitorer monitoring bins

The school's waste and recyclables leaves the school using waste (black) bins & recycling (blue) bins. The service company is Oxigen and Ms. Stenson oversees this process of the waste leaving the school along with a waste team of 5 pupils.

Electrical power usage is monitored by the Di-Energisers (a pupil appointed for each class) at classroom level under the guidance and support of Ms Higgins and the Green School's Committee. The school encourahes all pupils and staff to be energy aware by turning off lights and appliances when not in use.

The school has an upgraded oil heating system. As a non-renewable resource, oil usage is carefully monioered by the Principal.

12. Organisational Policies

(i) Policies Required by Legislation

1. Enrolment Policy
2. Child Protection Policy
3. Code of Behaviour
4. Anti-Bullying Policy
5. Safety Statement

(ii) Policies addressed in national guidelines and official documents:

1. RSE Policy
2. Substance Use Policy
3. Special Educational Needs
4. Critical Incident
5. Internet Safety
6. Fire Drill & Safety

(iii) Guidelines relating to the care and management of students:

1. School Accident & Injury Policy
2. Homework Policy
3. Healthy Eating Policy

13. Parental Involvement and Wider Community Support

The school recognizes the important role parents have to play in our school. Parental support is very strong and is one of the school's best resources. The following is a list of how parents are and can become involved of the day to day life of the school. Each year we encourage and welcome the support and involvement of our new parents to ensure continuity in parental support.

Parents are involved in the following areas:

- The Annual Fundraiser 'Bring & Buy' held in November of each year is run by the school and parents. A fundraising committee comprises largely of parents, members of the community and the Principal.
- Harvest Mass & End of Year Mass: Parents help prepare for the Harvest Mass held in October at the beginning of each academic year and for the End of Year mass held in June each year.
- Parents are involved in the preparation of children for First Holy Communion and Confirmation.
- One of our parents is the organist for any musical events and she gives freely of her knowledge and expertise throughout the school in music.

- We have a chicken run & coop on site which the children and Mr. Stenson take responsibility for. The health of the chickens is supervised by a parent veterinary practitioner. Parents with their children take on the responsibility of feeding and looking after the chickens during school holiday periods.
- The school garden & poly tunnel is supported by parents, Mr. Stenson and the pupils. Parents with expert skills and knowledge provide their services on a voluntary and regular basis.
- Guided Reading: A number of parents support the literacy programme through Guided Reading support. These parents are fully Garda Vetted and given training in terms of supporting children with early literacy skills, senior literacy skills and comprehension development under the guidance of each class teacher.
- Fundraising Committee: A group of dedicated parents form a core group for fundraising, which includes organizing and supporting 5K Walk/ Run, Bring & Buy, Table Quiz and any other fundraising event run by the school.
- SESE & SPHE: Parents with expert knowledge and experience of various career paths, parents from other cultural backgrounds and parents with specialized skills give of their time to support teachers when focusing on specific areas for learning e.g. Chinese New Year, life of a Vet, work of a physiotherapist

We also acknowledge and are very appreciative of support from the wider community through the following:

1. People in the community with specialist skills are very supportive to the school, farm advisors, architects, accountants, builders and others
2. The wider community supports with events – fundraising, Hunt, 5K Walk
3. Advice is sought may be from the wider community when reviewing and developing policies which support the school

(13) School's Review and Evaluation

The school recognizes the importance of evaluation and review of existing practices. An annual review and evaluation will take place in October of each year. During this process issues arising and areas for change and development are listed for discussion. The actions to be taken in addressing the areas identified are outlined and the roles of responsibility are assigned to ensure accountability.

(14) Schools Developing Needs

Structural

The school's older toilet facilities and windows on the back of the school's original building need to be upgraded. An application under the Summer Works Scheme was made in 2015/16 but was unsuccessful.

Care of the Environment

In continuing with the ethos of energy and conservation, the school hope to be able to plan for investment in a Rain Water Harvester in the future. The harvester would provide a supply water to toilets, wash hand basins, sinks and the poly tunnel and would reduce significantly the overall water usage of the school and as a consequence the cost of water charges annually. The estimated cost of the Rain Water Harvester and the ground works is 15K – 20K.

Playground Area

As the number of pupils has been steadily increasing, there is a need for a sensory / general play area complete with resources. The estimated cost of this proposal is between 10K –15K and would require support and significant fundraising efforts.

Library

The school is adequately resourced with text books for Guided Reading due to ongoing investment and fundraising by the school. It would be very beneficial in the future if the school had a dedicated library area and resourced with suitable texts to encourage and motivate children as life-long readers.

Curricular

The school's approach to curricular provision is through consistent planning of rich learning opportunities using a variety of teaching and learning approaches so as to ensure consistency and an education of high standards.

The area of Gaelge is an area that has been identified as an area for development across all strands. In the last academic year of 2015/16, baseline data was collected by using the Drumcondra Test in Irish. It was found that 54.5% of pupils scored STEN scores of between 5 – 7, with 30% of pupils scoring a STEN score of between 8 –10.

Areas of weakness were identified in Éisteacht scores with 21% of pupils scoring a STEN of 4 or less. The aim is to increase this score for next year by providing a variety of and opportunity for increased speaking and listening activities.

This initiative will be supported with the introduction of the New Primary Language Curriculum which will come into effect from Junior Infants – 2nd class in this academic year. Teachers will take part in a 1-day training event given by the PDST during the current academic year.

(15) Action Plans

1. Summer Works Grant application – renew
2. Fundraising 2016/17 – Term 2 – Sensory playground area
 - a. 5 k Walk
 - b. Inland Bikers Run
 - c. Other
3. Fundraising Part 1 – Rain Water Harvester
 - a. Term 3 - Lip Sync / other ??
4. Library
 - a. Planning 2016/17
 - b. Donation of books?
5. Curricular – Gaeilge/ Language 1 & 2
 - a. PDST training
 - b. Classroom practices implemented 2017 Term 2 & 3

(16) Time frame

Review of targets October 2017

Full Review in October 2018

Roles & Responsibilities:

1. Principal – F. Gaffney
2. Deputy Principal – E. Smyth
3. In-school management team – L. Higgins & A. Stenson
4. B.O.M

This policy will be reviewed in 2018/2019

Signed..... (Chairperson, Board of Management)

Signed..... (Principal)