



Maryfield College School Plan 2020-2022

Part 1: Established Features of the School

Statement of Mission, Vision and Aims

Maryfield College is a voluntary secondary school for girls under the trusteeship of the Le Chéile Education Trust. Maryfield College was established in 1945 by the Sisters of the Cross and Passion.

The Sisters of the Cross and Passion were founded in Manchester, England, in 1852, by Elizabeth Prout. Elizabeth had witnessed the difficulties faced by those without education. They lacked choice and the skills necessary to lead independent lives. Her mission was to provide a holistic education for those whom she was privileged to teach. She hoped their lives would be enhanced by the opportunities provided in the schools.

Our school community aspires to create a positive environment in the belief that through caring relationships students will: learn respect for self, others and the natural world, develop a love of learning and appreciation of their talents, share their gifts and resources in a spirit of compassion for the building of a more just world and learn the meaning of inclusive community which celebrates difference and acknowledges mutual interdependence. It is our hope that the students will become creative, independent adults who can take their place in society and whose lives reflect gospel values.

Mission Statement

“We, in Maryfield College, acknowledge that it is through our relationships with others that we grow to our full potential. Therefore, we aspire to create an educational environment where pupils come to learn and to understand themselves, their abilities, and their world. In this environment they learn to take responsibility for themselves and others and so can become independent adults.”

We, in the school community, are guided by the teaching of Jesus, who urged us to love God and one another as oneself, as a way of life that would bring us to self-fulfilment.

We teach and learn respect for one another and our world, accept our differences and acknowledge our interdependence. In doing so, particular attention will be paid to those in most need of our help.”

School Profile

History

In 1945 Sisters of the Cross and Passion acquired a large site of about sixteen acres in the Glandore Road area. The Sisters were already established in Kilcullen, Co Kildare. The Archbishop of Dublin on visiting the convent in Kilcullen in 1944 invited the Sisters to establish a foundation in North Dublin. At that time, this area of north Dublin was partly rural but was about to undergo rapid housing developments. The school with its primary and secondary intake of pupils would provide for the educational needs of the growing community. Building works began in 1945 and although progress was slow, partly because of war time disruption to supplies and labour, the school was ready to receive the first 45 pupils in September 1945.

Since its early beginnings, Maryfield has been extended on several occasions to accommodate growing numbers. New classrooms and specialist rooms were added in the 1960's, the 1980's and most recently in the 2000's. A stand-alone Sport's Hall was completed in the 1990's. Additional works to the Sport's Hall heating system is planned for completion in mid-2021.

At the time of publication of this document Maryfield College was selected to be included in Department of Education & Skills Pilot Energy Retrofit Programme. This programme involves a deep retrofit to the school using energy efficiency solutions and renewable heat technology.

Context factors

Maryfield College is a Catholic Secondary School for girls. It is a non-fee-paying school in the voluntary sector. The school has a current enrolment (2020-2021) of 574 students. Enrolment marginally declined between 2018 and 2019 but has grown again and enrolment numbers are projected to remain steady in the coming academic years 2021-2022 and 2022-2023. Students are drawn mostly from within a 5km radius of the school; from suburbs such as Marino, Santry, Artane, Beaumont, Drumcondra, and Fairview, many within walking distance of the school. The students are of mixed socio-economic groupings. The school currently has an enrolment that includes students of 28 different nationalities.

Structures and resources

The school is under the Trusteeship of the Le Chéile Education Trust. It has a Board of Management comprising of four trustee nominees, one of whom is the Chairperson, two parent nominees who are elected by the parents of current pupils and two teacher nominees who are elected by the teaching staff. The Board of Management operates the school under licence from the Trustees and in accordance with the Articles of Management for Voluntary Secondary Schools. A Board of Management holds office for three years.

The Parent's Association plays an active role in the school. The Parents' Association hold monthly meetings and support the school through consultation on school policies, organising and participating in school events such as the Spring Clean Day, First Year Parent Christmas Concert, Transition Year School Musical etc. and by fundraising. The P.A holds an annual AGM with a guest speaker each Autumn.

The Student Council comprises of student representatives across all years in the school and meets weekly and is co-ordinated by volunteer teachers. The student council run initiatives and projects for the students e.g. Annual Easter Egg Hunt, School Journal and Art Work Competition and act as a consultative body for school policies. The Student Council provides a platform for students to raise issues of concern with school leaders and management.

The Senior School Prefects are twenty-four 6th year students who are selected by application and interview to undertake a student leadership role within the school community. The Senior Prefects undertake a mentorship role with the students in 1st to 3rd year and they organise and hold whole school charity events during the year and organise the Student Christmas Talent Show. The Senior Prefects are led by a member of staff at AP 2 level of the school's management structure.

The school's Green School Committee is made up of student representatives from across the school and is led by a volunteer teacher who acts as the Green Schools Coordinator. The Green Schools Committee undertake the 7 steps process involved in maintaining and achieving the environmental awards under the An Taisce Green Schools Programme. Maryfield College holds Green Flags for Litter and Waste and Water. In 2019-2020 Maryfield College was awarded Water School of the Year for its region. The school is currently working towards their Green Flag for Travel.

The teaching staff is appointed by the Board of Management and the school functions in accordance with the Education Act 1998 within the Voluntary sector system as operated by the Department of Education & Skills (DES). The number of teaching posts in any given year is governed by the total pupil enrolment in the previous year with the pupil- teacher ratio being the principal instrument by which this is determined.

Full-time and Part-time support staff include a school secretary, a school bursar, two caretaking staff, three cleaning staff and one full time school supervisor.

Structures for In School Leadership and Management include:

- Principal & Deputy Principal
- Assistant Principals AP 1 & AP 2
- Programme Co-ordinator LCVP and Transition Year
- School planning task groups and planning teams including Curriculum Advisory Group, School Self Evaluation Group and IT Support Team.
- Junior Cycle Management Hours Allocation
- Student Care teams including Pastoral Care team, Year Heads, Guidance & Counselling team, Special Education Teaching team and Care team.

The physical resources of the school include a 36-classroom building, four science laboratories, three Home Economic rooms, two Art rooms, Assembly Hall and stage, Music Room, Computer room, Library, two Special Education Teaching rooms, two meeting rooms, dining room, student locker areas and separate PE hall. Each classroom is equipped with a PC and a Data Projector and Apple TV. There is high speed broadband throughout the school. The school is sited in spacious grounds with one full size camogie pitch and designated car parking spaces for visitor and staff cars. Three internal courtyards provide outdoor space for students for break and lunchtime.

Note: During the school year 2020-2021 modifications were made to the school's Assembly Hall, sewing room and one art room in response to the need to increase the physical space available for students in the school during the COVID -19 pandemic.

Finance

The school is registered with the Charities Regulator and financed through capitation and support services grants from the Department of Education & Skills, voluntary contributions from parents with occasional fund raising from the Parents' Association.

The school accounts are audited at end of each academic year and the accounts are forwarded to the school trustees, Le Chéile, and to the Financial Service Unit (FSSU) in the JMB for the Department of Education & Skills

Curriculum

Summary of Curriculum Provision

Junior Cycle, Leaving Certificate, Transition Year Programme, Leaving Certificate Vocational Programme are all provided in the school. (TY and LVCP are optional programmes). Subjects on offer are either a core subject or an optional subject. Junior Cycle includes 4 short course as part of Wellbeing for Junior Cycle.

Junior Cycle:

CORE: Irish, English, Mathematics, Modern Foreign Languages (French/German/Spanish), History, Religious Education and Wellbeing (PE, SPHE, CSPE & Digital Media Literacy). 400 hours of Wellbeing were provided in 2020-2021 for the incoming 1st year cohort. Geography remains core for 2nd and 3rd years 2020-2021.

OPTIONS: Science, Music, Art, Business Studies, Geography (introduced as an optional subject in 2020-2021) and Home Economics.

Senior Cycle:

CORE: Irish, English, Mathematics, Modern Foreign Languages (French or German),

OPTIONS: Chemistry, Biology, Physics, Music, Art, Business, Accounting, Home Economics, History and Geography, Society and Politics and Leaving Certificate Physical Education. LCPE was introduced in 2020-2021.

All students at Senior Cycle have RE, PE, Guidance & SPHE.

The **Leaving Certificate Vocational Programme (LCVP)** is an optional programme taken by students in 5th and 6th year.

From 2020-2021 students take eight subjects at Junior Cycle and 4 short courses in PE, SPHE, CSPE and Digital Media Literacy and seven subjects for Leaving Certificate, LCVP is taken as an additional subject. In 2020-2021 Leaving Certificate Japanese was introduced as an optional subject. The tuition for Japanese is provided by Post Primary Languages Ireland (PPLI).

Transition Year Programme:

The Transition Year Programme is an optional programme in Maryfield College. Traditionally in excess of 2/3's of students choose the TY Programme.

The TY Curriculum includes core subjects of Irish, English, Mathematics, Modern Foreign Languages, Social Personal and Academic Development, Careers Education, Young Social Innovators, RE and PE.

Modular subjects include Biology, Chemistry, Physics, Geography, History, Art, Music, Spanish, Japanese, Environmental Education & Green Schools, Catering and Craft, Coding and Digital Literacy, Political Education and Global Issues.

The TY Programmes of Community Action and Work Experiences are included also.

The TY Curriculum is reviewed annually, and adjustments made to reflect the needs of the students and the optimum use of the schools' resources.

All classes at both Junior and Senior Cycle are generally of mixed ability and subjects are taken at the level appropriate to the student following advice and guidance from teachers and parents.

There is a good uptake of subjects at higher level; uptake is mostly above the national average both at Junior Cycle and Leaving Certificate.

Special Education Teaching

Pupils with Special Educational Teaching needs are identified on entry to the school through in-house assessment, by the provision of reports and assessments completed in primary school, by the provision of the Primary School Passport and by discussion with feeder schools, parents, and teachers. The provision for SET is guided by Circular 0014/2017 and Circular 008/2019 which sets out the Allocation Model for the provision of Special Education Teaching. A variety of teaching & learning methodologies and support is used depending on the need of the student with the greatest level of support given to the students with the greatest level of need. The school has an

allocation of 1.5 Special Needs Assistants which the school allocates as per the allocation model. In class support for all and some is provided by team teaching in some classes. Withdrawal is used where this is in the best interest of the student or group of students and provides students with one on one and small group support from the SET Teachers.

Whole School Guidance Provision

A Whole School Approach to Guidance in Maryfield College refers to the range of learning experiences, provided in a developmental sequence, that assist students to make choices about their lives and to make transitions consequent on these choices. These choices may be categorised into three separate but interlinked areas:

- Personal and Social Guidance
- Educational Guidance
- Vocational and Career Guidance

The School provides a range of guidance activities and services that include Counselling, Assessment, Information, Advice, Educational Development, Personal Development and Social Development. Guidance is provided at all levels from First Year to Sixth Year. The Guidance Plan incorporates the SPHE and Wellbeing programmes and follows the Continuum of Support framework.

Section (9) of the Education Act (1998), Subsection (c), states that schools must “ensure that students have access to appropriate guidance to assist them in their educational and career choices”.

Circular 0009/2012 states that ‘it remains the case that a person being assigned as (a) guidance counsellor must be a qualified, registered second-level teacher’ and hold the relevant recognised qualification for school guidance work’.

Extracurricular activities

A variety of extracurricular activities in any academic year may include;

Sports: camogie, basketball, Gaelic football, badminton, hockey and athletics.

Academic: Maths Club

Performance: school choir, traditional music group and orchestra.

Advocacy Groups: Green School Committee, Global Issues Group, Multicultural Group, Amber Flag Committee

Creative: Debating Club, Drama Club, Poetry Club, and Creative Writing Club.

Digital Strategy Development

Under the Digital Strategy for Schools 2015-2020 Enhancing Teaching Learning and Assessment the school has prioritised the following actions for 2020-2022:

- Continue the use of Microsoft Office Student and Faculty Licenses and use Microsoft Office as a single Virtual Learning Environment (VLE) for teaching, learning and assessment to complement and enhance learning beyond the walls of the classroom and traditional textbooks with a vision to implement a blended learning model.
- Support teaching staff with the use of teacher iPads through CPD in the use of Microsoft Office, Teams and One Note.
- Provide teaching staff with Wriggle Connect licences to support their own CPD when their need for support arises at their own pace.
- Support students with the use of Microsoft Office as a VLE through the establishment of a School Based IT Support Team for Staff and Students.
- Provision of class sets of iPads for use in the classroom to support Junior Cycle teaching, learning and assessment.
- Prioritise the provision of ICT and audio-visual equipment in the classrooms through the consistence maintenance and upgrading of desktops, data projectors, Apple TV's and audio equipment through the use of the ICT grant.
- Promote the teaching, learning and assessment teacher support provided by PDST and Scoilnet www.scoilnet.ie
- Explore through full consultation with staff, students and parents the possibility of the introduction of one to one devices for students as part of the next phase of the Digital Strategy for Schools.

With the current strategy due to expire in the academic year 2020-2021 the school welcomes the next phase of the Digital Strategy and the guidance it will provide to respond to continuing need to embed ICT and the use of digital technologies into teaching, learning and assessment in our school.

Curriculum Policies and Practices

Every student has access to every subject and programme. Advice regarding subject choice is given prior to making choices at entry level during incoming first year parent meeting and the provision of detailed documentation to all parents and incoming students and at the end of 3rd year and 4th Year through student and parent meetings and subject choice talks.

Incoming students to 1st year choose three subjects from Art, Music, Science, Home Economics, Geography and Business. In response to a growing interest from parents and incoming students for the provision of Spanish as a Modern Foreign Language at Junior Cycle it was introduced in 2020 for 1st years. Leaving Certificate Physical Education was introduced for 2020-2021.

In 3rd Year students choose between Transition Year Programme and Leaving Certificate Programme. Students that opt for Leaving Certificate choose three subjects from Chemistry, Biology, Physics, Music, Art, Business, Accounting and Home Economics, History, Geography, Society and Politics and Leaving Certificate Physical Education. Students may also opt for LCVP should their subject combination match the vocational subject groupings necessary for the participation in LCVP.

Students are given a “free choice” by ranking subjects from 1 to 6 and most incoming 1st years get their first three subjects, all students are allocated their 1st choice by default. Students in 3rd year also rank choices for 5th Year from 1 to 5 and again the vast majority get their first three choices. Should a student be offered a fourth choice, advice and consultation with Guidance department is given. Similarly, if students would like to do LCVP but their subjects do not qualify them, the same process is used.

Students throughout the school are placed in mixed ability classes. Using the results from the Incoming Assessment Test, base classes are formed each with a range of ability. In 2nd Year students are set into faster or slower moving classes for Mathematics and Irish and these classes become the basis of higher and ordinary level for Junior Certificate. Mixed ability also predominates in Senior Cycle except for Mathematics, Irish and where teacher allocation allows in Modern Foreign Languages where students are grouped into Higher Level and Ordinary Level.

Formal written house examinations are held twice a year in November and in May. Other assessments both formative and summative are carried out on regular basis by subject teachers. Classroom Based Assessments are completed in all Junior Cycle Subjects during 2nd and 3rd Year. Subject Department Plans provide more detail on the nature of class-based assessment and homework. A Homework Policy is also available and printed each year in the school journal.

Progress is reported to all parents twice a year by way of a written school report which is made available to parents through the school's student data management system VS Ware. Parents of 1st, 2nd, 4th and 5th Year receive one report in December and another in June. Parents of 3rd and 6th Year students receive a report at Christmas again in March April following the 'Mock' Examinations. Interim reports are sometimes requested by parents or deemed necessary by teachers. Parent Teacher meetings are held once a year for Junior and Senior Cycle students while Transition Year parents are invited to attend an End of Year TY presentation of work.

Time for Subject and Programme Planning and Co-ordination along with School Self-Evaluation is made available using 'Croke Park' hours throughout the school year.

Maryfield College has participated in the NAPD Graham Powell Learning Powered School Workshops in 2018, 2019 and 2020 and has used the learnings to strive to be a learning powered school with a consistently high quality of teaching and learning across the curriculum which is reflected in student success.

The Curriculum Advisory Group, a group made up of teachers representing a variety of subject departments assists school management in reviewing the curriculum, and best practice with a view to providing the best choices and opportunities for students.

Provision for Student Support

Maryfield College places student Wellbeing at the core of all school activities both inside and outside the classroom. Our vision is to create a positive learning environment which nurtures and supports students on their learning and life journey and allows them to experience success in their learning. Wellbeing is woven into the current SSE Theme and will continue as a theme for the next cycle of SSE 2021-2026.

The following Policies, and Plans detail the provision of Student Support.

- Whole School Guidance Plan
- Plan for Students with Special Education Needs
- Code of Behaviour
- Anti- Bullying Policy
- Critical Incident Policy
- Care Team Policy

- Child Safeguarding and Risk Assessment
- RSE and SPHE Policy
- School Self Evaluation Process

Student support meetings of Year Heads, Guidance Counselling, SET Team and Prefect Team meetings are held once a week. Communication structures within the school allow all staff and staff with responsibility for student welfare issues to liaise with each other and school management on a constant basis.

Organisational Policies

Legislative	Admissions Policy Code of Behaviour Attendance Health and Safety Child Safeguarding and Risk Assessment School Data Protection Policy Maryfield College Vetting Policy
National Guidelines	Anti-Bullying Policy Acceptable Use Policy Educational Technology Usage Policy for students, staff and families. CCTV Policy
Care and Management of Students	Guidance Plan Anti-Bullying Policy Child Safeguarding and Risk Assessment Statement of Strategy for School Attendance Attendance Policy Acceptable Use Policy Educational Technology Usage Policy for students, staff and families. RSE and SPHE Policy School Trips Policy Study Skills
Policies relating to Staff	Induction of New Staff Professional Development Dignity in the Workplace

	Complaints Procedure Grievance Procedure
Custom and Practice	Organisation of School Calendar Organisation of House Examinations Communication Practices for staff, students, and parents Parking in school premises Supervision and Substitution Arrangements

Brief Outline of the School's Established Review and Evaluation Practices

School Self Evaluation has been in operation since 2013. Initially a small working group led the process. SSE has focused on Literacy, Numeracy, Assessment for Learning and currently Student Wellbeing relating to Teaching and Learning.

In 2019 a School Self Evaluation Coordinator was appointed as part of the Post of Responsibility Schedule at AP 2 level. The working group remains as a staff group led by the SSE Coordinator. The SSE 6 step process is followed to allow the school to identify its strengths and weakness in the area of focus. Data is gathered from a variety of sources including staff and students, the data is analysed for the strengths and weaknesses and these are presented to staff for whole staff consultation on agreed targets and actions. SSE is prioritised during staff meetings and is a constant focus for subject departments to facilitate the 6 step process. At the end of each school year an SSE report is prepared and presented to the BOM and wider school community. In 2020 the use of our Virtual Learning Platform enabled the school to increase the amount of initial data gathered. The use of the VLE will allow an increased amount of data to be available during the review and evaluation steps of the process. A School Improvement Plan with targets is currently in operation in relation to Teaching and Learning (2016-2020) with a focus on how students Wellbeing and awareness of their learning achievements and areas for improvement can be improved using Learning Intentions and Formative Assessment in all classes. This cycle of SSE will be complete at the end of 2020. Through full consultation the focus of the next cycle of SSE will be decided upon in September 2021.

At Subject Department Level SSE development targets are set in place at the beginning of each year and evaluated by the department at the end of the year. Minutes of Subject Department meetings are returned to management which reflect the ongoing focus of SSE at departmental level.

Part 2: School Development

Summary of factors governing the school's development needs

Local Context Factors have a bearing on the school development. The changing population of the local area is a significant consideration. The traditional catchment of the school includes Beaumont, Marino, Artane, Whitehall, Santry, Griffith Avenue, Drumcondra, Grace Park and to lesser extent North Inner City of East Wall and Ballybough. A comparison of the 2011 and 2016 census shows an increase in population in all the areas that are considered part of traditional catchment of the school.

Based on statistics drawn from electoral divisions, Beaumont, Whitehall and Grace Park/Griffith Ave. all show an increase of between 2% and 4% with additional increases in population size between 5% and 10% in the traditional catchment areas of Clontarf/ Marino, Ballybough and Drumcondra. According to the CSO during the most recent inter-censal period 2011 to 2016 natural increase (birth rate exceeding death rate) has continued to be the main driver of population growth in Ireland. Therefore, with this increase in population size comes the demand for school places both at post-primary level within our catchment areas with children born from 2011 to 2016 due to start post primary education from 2023 to 2028. Despite the development of additional post-primary schools within our area for the provision of non-denominational education we can be confident that with the increase in population size and the further development of housing developments within 1 km our school site namely Sion Hill Park, Hampton, Grace Park Woods, Griffith Wood, Thornwood and lands to be developed on the Swords Road and Whitehall Car Park sites that school enrolment numbers will remain steady if not increase over the next five years as local residents seek and choose a faith based education for their daughters.

Electoral District	Population 2011	Population 2016	Increase / Decrease	% change
Ballybough	6,831	7,416	585	8.56
Beaumont	17,965	18,443	478	2.66
Botanic/Glasnevin	8,315	8,850	535	6.43
Clontarf/Marino*	31,029	32,778	1,749	5.63
Drumcondra	9,288	10,278	990	10
Finglas	20,752	21,839	1,087	5.23
Grace Park/Griffith Ave	5,670	5,806	136	2.39
Whitehall	12,517	13,023	506	4.04

*Based on Electoral district Clontarf East and West A to E

Socio – Cultural Composition

The Socio-Cultural composition of the area also puts development needs into focus and an increase in the schools multicultural dimension also places emphasis on the need to respond to the changing context of our school. The students are of mixed socio-economic groupings, with a majority from a lower middle-class background. Most of the students were born in Ireland with approximately 12% being born outside Ireland, this is an increase of 2% since the publication of the school plan in 2017 when 10% of the students were born outside Ireland. Ensuring that all students, regardless of socio-economic background and or nationality, feel a sense of inclusion whilst also being given the opportunities in school to celebrate their heritage and culture is an important focus. The inclusion of Culture Day within the school calendar, a day in which all students of all nationalities are invited to share with the school community their cultural traditions, cuisine, music, dance, heritage and history plays a vital role in building an inclusive school community.

Nationality	Number of Students	Nationality	Number of Students
Bangladesh	2	Mauritania	1
Bulgaria	1	Mauritius	1
China	5	Mexico	1
Croatia	1	Moldova Rep of	2
France	2	Mongolia	1
Georgia	1	Philippines	2
Germany	1	Poland	6
Hungary	1	Romania	13
Iran	1	Russian Federation	1
India	17	Thailand	1
Italy	1	UAE	1
Latvia	1	United Kingdom	3
Lithuania	2	USA	3
Malaysia	1		

Based on enrolment data from 2020-2021

National Educational & Curricular Development

National Educational and Curricular Policy and Framework documents support the school in its policy development and practice to strive to meet the needs of all students. The guiding documents are;

- Looking at our Schools 2016
- Wellbeing Policy Statement and Framework for Practice 2018-2023
- School Self-Evaluation Guidelines for Post-Primary School 2016- 2020
- Digital Strategy for School 2015 -2020
- Special Education Teaching Allocation cl 008/2019
- Leadership and Management in Post-Primary Schools cl 0003/2018
- Strategy to Improve Literacy and Numeracy 2011 to 2020
- Junior Cycle Framework 2015
- Admissions Policy Changes outlined in cl 0007/2020

A list of agreed development needs 2020-2022

- Provision of 400 hrs of Wellbeing for Junior Cycle from September 2020
- School Self Evaluation & School Improvement Plan - Teaching & Learning and Wellbeing
- Digital Strategy
- Whole School Wellbeing Strategy
- Development of Whole School Assessment Policy to include School Based Junior Cycle Assessment
- Post of Responsibility Review under cl 0003/2018
- Progression through An Taisce 7 Step Green Schools Programme to achieve the Green Flag for Travel

Action Plans to address the Development Needs 2020-2022

Theme	Required actions	Persons responsible	Timeframe for Action	Success Criteria/ Measurable outcomes	Review Date
Junior Cycle Wellbeing Provision	Include 400 hrs of Wellbeing for Junior Cycle from Sept. 2020 following staff consultation.	Principal & Deputy Principal Curriculum Advisory Group	January 2020 to May 2020	Provision within timetable to ensure minimum no. of JC subjects and short course are provided.	January 2022.
SSE	This is set out in SIP	This is set out in SIP	This is set out in SIP	This is set out in SIP	This is set out in SIP
Digital Strategy	*Staff CPD *Student Support & Education *Allocation of ICT Grant *Whole School Consultation	Principal & Deputy Principal IT Support Team Teaching Staff	September 2020 to January 2022	*Use of Blended Learning Model to enhance T & L & Assessment *Improvement in Student engagement with Digital Learning Technologies	Upon publication of the next phase of the Digital Strategy for Schools
Whole School Wellbeing Strategy	*Using the Wellbeing Policy Statement and Framework for Practice document chose a Key Area to focus on and through agreed actions align school practice with LAOS Statements of Effective Practice	Principal & Deputy Principal SSE Co-Ordinator SSE Group Whole Staff Students	September 2021 onwards	The school's practice and policy align with the Statements of Effective Practice as described in LAOS 2016 as being indicators for success in Wellbeing.	May 2022

Post of Responsibility Review	Review of Posts of Responsibility under Leadership and Management in Post Primary Schools cl 0003/2018	Principal & Deputy Principal Teaching Staff BOM	October 2020 to December 2020	School's Post Of Responsibility Schedule align with the needs and priorities of the school for 2020-2022	October 2022
Whole School Assessment Policy	Develop a Whole School Assessment Policy	Principal & Deputy Principal Principal Assessment Review Group to be established Teaching Staff	September 2020 to January 2022	Publication of a Whole School Assessment Policy	January 2022
An Taisce Green Flag for Travel	7 Step Process to achieve Green Flag for Travel	Green Schools Committee	September 2020 to March 2022	Awarding of Green Flag for Travel	March 2022

Ratified by the Board of Management

24th May 2021