

Presentation Secondary School, Wexford



School Plan
2017-2022



Our Best, Always



Our Best, Always



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Introduction

Welcome to our Strategic School Plan 2017/2022

The Presentation order was established in Wexford town in October 1818, being the first religious order to come to the town after the Penal Laws. In the 1820s, the Presentation Sisters established a school, which has, over time, developed into the Presentation Secondary School. We will mark 200 years of providing education to the town of Wexford in 2018.

The school currently operates under the trusteeship of C. E. I. S. T. (Catholic Education an Irish Schools Trust). As such, it supports the Religious and Educational Philosophy of its Founder, Nano Nagle. Religious Education takes a central place in the life and curriculum of the school. We are an all-girl, voluntary secondary school and are situated in a primarily residential area of Wexford town.

Presentation School Wexford aims, with the resources available, to provide the best possible environment in which to facilitate the cultural, educational, moral, physical, religious, social, linguistic and spiritual values and traditions of all students.

Presentation Secondary School, Wexford provides for a wide range of artistic, cultural, social and sporting activities to develop the talents of all students and to provide them with the confidence to be involved in various activities in later life. The school also places great emphasis on the development of competitive games for all its students.

Working together as a school community, the Board of Management, parents, staff and students aim to provide an environment that will allow each student to develop intellectually, physically, morally, socially and spiritually so that she will be able to fulfil her role in society.

The current student cohort of 792 reflects a wide variety of socio-economic backgrounds and includes students from the locality and a considerably large rural hinterland. There is a strong culture of C. P. D. for the teaching staff within the school. The school offers the Junior Certificate, an optional and well-established Transition Year (T. Y.) programme, the established Leaving Certificate and L.C.V.P. We have approximately 26 schools in our catchment area.

Enrolment

During the lifetime of this School Plan it is anticipated that the school population will grow as follows (a full analysis appears in Appendices).

2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
751	777	783	790	792	808

The demographic profile of the Wexford area has been increasing over the last few years, which is evidenced by analysis of Census 2011.

This document was compiled by the School Improvement Planning Team

Presentation Secondary School, Wexford



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5 Year Focus 2017-2022



5 year Focus 2017-2022

Academic Achievement

Positive Behaviour

Attendance

3rd Level Progression

School Community

Well Being

3 year Pastoral Focus

2016/2017 Our School; Creating Community (A sense of Belonging)

2017/2018 Celebrating Education, Bicentenary celebration

2018/2019 Being Just & Responsible.

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Trusteeship

Presentation Secondary School, Wexford operates under the trusteeship of C.E.I.S.T. - Catholic Education-an Irish Schools Trust.

C.E.I.S.T. is the collaborative trustee body for the voluntary secondary school of the congregation of the Presentation Sisters, Christian Retreat Sisters, Sisters of Mercy, Missionaries of the Sacred Heart and Daughters of Charity.

C.E.I.S.T. is committed to honouring this rich heritage, promoting inclusion, hospitality, excellence and compassion in a teaching and learning environment inspired by the Gospel and by the unique wisdom of its respective Founders.

C.E.I.S.T. aims, in a spirit of collaboration, to continually invite its members to reach their potential, in the context of a school faith community, which seeks to consciously embody a true expression of the Reign of God as announced by Jesus Christ.

C.E.I.S.T. is committed to building school faith communities where good personal relationships are fostered, where the staff are supported and facilitated in their vital role within the school.

C.E.I.S.T. faces unprecedented challenges today as it attempts to anticipate, define and meet the evolving needs of young people in the Third Millennium.

C.E.I.S.T. schools endeavour to work closely with members of other Christian traditions in a spirit of ecumenical dialogue, emphasising what is held in common while valuing their own unique Catholic identity and Church community.

C.E.I.S.T. Core Values

Promoting Spiritual and Human Development

We believe a knowledge of and a personal relationship with Jesus Christ give meaning and purpose to our lives.

Achieving Quality in Teaching and Learning

We are committed to excellence and to continually improving the quality of teaching and learning.

Showing Respect for Every Person

We respect the unique and intrinsic value of every person.

Creating Community

Our schools are faith communities of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.

Being Just and Responsible

We seek to act justly and responsibly in all our relationships.

Nurturing Faith, Christian Spirituality and Gospel based values

Presentation Secondary School, Wexford is a Catholic school, rooted in the ideals of its founder, Venerable Nano Nagle. As a school rooted in Catholic educational values, we expect nothing but excellence from ourselves as educators and ask the same of our students. We strive to be faithful to the founding intention of Venerable Nano Nagle and to the implications of what it means to be a Catholic school in today's society. Therefore, Gospel values and the celebration of our ethos forms and informs how we treat all, Catholic and non-Catholic, within our school community.

1.1 Contemplation

All within our school community are called to reflect on their spirituality, to find meaning for his or her life, which is centred around others and a desire to do good. This is asked of all people whether they are of the Catholic faith tradition, other faiths or of none.

1.2 Religious Education

In Presentation Secondary School, Wexford, Religious Education plays a central role in the curriculum offered to students. We are committed to the importance of formal religious education, as it enables us to reflect on, explore and articulate what it means to be a Presentation school and a CEIST school.

At Junior Cycle, Religious Education is scheduled for three class periods, per week, from 1st year to 3rd year. In Transition Year, students take Religious Education for two periods per week. At Senior Cycle, Religious Education is scheduled for three class periods, per week, in 5th year and 6th year. Currently, Junior Cycle students take the subject for State Examination purposes, while Leaving Certificate students follow the prescribed non-examination syllabus.

The integrity of Religious Education class time will be protected and supported, as recently outlined by the Irish Catholic Bishops at their annual conference in January 2017.

All Religious Education teachers have a professional qualification in their field.

** If a parent/guardian has concerns about the religious education of their daughter, then these concerns must be raised through appointment with the Principal, prior to accepting the offer of a place in the school.**



1.3 Liturgical Celebration

Our school community gathers in Rowe Street/Bride Street churches and the Franciscan Friary for liturgies and celebration of the Eucharist throughout the school year:

Opening of school year Mass in September/October
Presentation Day celebrations (November 21st)
Biannual confessions in our school's Prayer Room (during Advent and Lent)
Christmas Carol Service
Catholic schools week celebrations in January
Blessing of Throats on the feast of St Blaise
Distribution of ashes on Ash Wednesday in the Prayer Room
6th year Graduation Mass in the Franciscan Friary in May

Students are encouraged to play an active role in the celebration of the above.

The liturgical year is also acknowledged in the implementation and design of the Sacred Space (outside the Study Hall). Important liturgical moments are celebrated and acknowledged through the year (Harvest, Advent, Christmas, New Year, Catholic Schools Week, Lent, St Patrick's Day, Easter and May, the month of Mary).

Chaplaincy

The school's religious chaplain is Fr Tom Dalton, Parish Priest of Riverchapel in north County Wexford. Fr Dalton has been chaplain, in our school, since the 1990s. Fr Dalton makes himself available for the Opening of Year Mass, Presentation Day celebrations and the Graduation Mass, as well as for biannual confessions in school or as the need arises during the school year.

Since 2007, our school has also had a lay chaplain. He/she is seen as a faith presence in our school and coordinates activities, encourages faith formation and charity events outside of the classroom. This role is currently undertaken by Ms Amy Redmond.

1.4 Praxis

The Religious Education department are active in the promotion of Christian spirituality in the school.

To this end, the Religious Education department oversee the following:

St Vincent de Paul food appeal (Christmas)
Non-uniform day in aid of the diocesan pilgrimage to Lourdes for two 5th year students (March)
Trocaire Lenten appeal and educational campaign (during Lent)
Retreat for 6th years, as far as this is practicable

The school also has an active student St Vincent de Paul (Nano foundation) team, who help oversee some of the above, as well as other student driven events e. g. clothes appeal for St Vincent de Paul.



Promoting Partnership

All the stakeholders are invited and encouraged to take a full part in day to day school life as well as shaping the future of Presentation Wexford.

2.1 Parents

Formal Parent Teacher Meetings take place for each year group, including Transition Year. Parents will be supplied with two assessment reports per year as well as being able to track their daughters progress at any time on the school's VSWARE system. Parents can contact members of the teaching staff, Year Head, Deputy Principals and Principal should the need present itself between formal Parent-Teacher meetings. Parents are also encouraged to volunteer as members of the Parents Association and may be elected by fellow parents to the Executive Committee. An Awards night each year also lets Parents celebrate the wide range of achievement by students in our school.

2.2 Students

A Student Council is elected each year by students, with all year groups represented. A teacher is assigned to liaise with the Council and attend Council meetings. The Principal or Deputy Principal is committed to engage with the Council and to formally reply to issues raised. It is intended that the Student Council be invited to address the Board of Management on an annual basis. Members of the council often represent the school during formal events or ceremonies.

2.3 Trustees

The Trustees appoint nominees to the Board of Management which sits for a three year period. The Trustees arrange for an annual audit of the financial accounts of the school and receive a copy of the minutes of each Board Meeting. Directors from the Trustees office are invited to meet with the Board.

2.4 Parish and Community groups

Strong relationships between the local parish, sporting groups and local schools will continue to be developed in a spirit of collaboration and mutual support. The school has an established link with St. Brigid's day centre during Transition Year as well as the close by FDYS centre and often hosts Local Musical events during the Opera Festival each year. The upcoming 200 year anniversary of the founding of the school offers a unique opportunity to forge new links and awareness of the school in our community and a schedule of exciting events commemorations are planned.

2.5 Teachers

Teachers will be encouraged to continue to forge close links and good working relationships with our partners and stakeholders. Two teacher's serve on the Board of management at all times but all teachers have a role in fostering communication and collaboration between everyone connected with our school.

Actions:

- Widen Participation in the Parents Association
- Student Council to have direct role in policy formulation
- Student Council to address the Board of Management
- Events in the community surrounding Bicentenary



We are committed to excellence and to continually improving the quality of teaching and learning.
CEIST Charter, p15

Excelling in teaching and learning

As a CEIST school, Presentation Wexford, promotes quality and excellence in teaching and learning. The educational needs of the students are identified and we endeavour to provide suitable programmes and curricula to meet the breadth of needs identified so that all students can participate with dignity and confidence. The school is committed in catering to the needs of the students so that the highest standards are achieved and maintained and all students have the opportunity to reach their own potential. The school promotes a culture of on-going professional and personal development.

3.1 State Examinations

The school is committed to supporting each student to achieve their potential in State Examinations. An Academic Council has been set up to oversee the change of levels for students between higher and ordinary level. It is expected that the majority of students will take examination subjects at higher level.

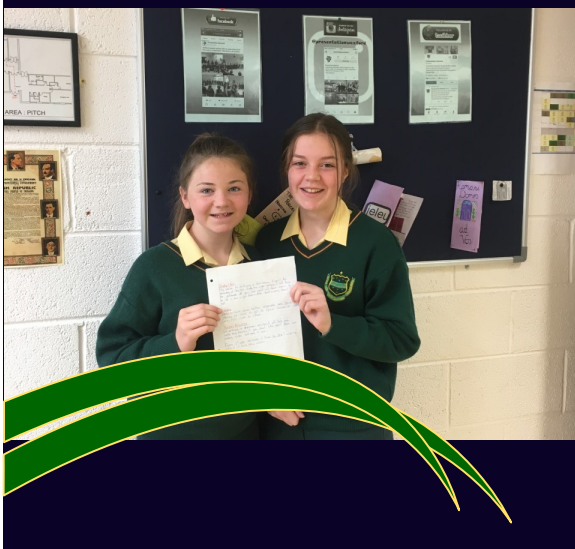
We expect that our pupils will achieve higher than the national average marks in all their subjects. To this end a report showing examination results achieved by

Presentation Wexford pupils compared with national statistics will be prepared annually and will be reviewed by each subject department and each teacher.

3.2 Curriculum

The subjects on the school curriculum are as follows:

Junior Cycle Subjects	Leaving Cert Subjects
Irish	Irish
English	English
Maths	Maths
Religious Education	Religious Education
Physical Education	Physical Education
French	French
German	German
Science	Business
History	Accounting
Geography	Chemistry
Business	Biology
SPHE	Physics
CSPE	History
Art/ Music	Agricultural Science
Home Economics	Geography
	Careers
Well Being	Art
ICT	Music
	Home Economics
	Politics and Society
	RSE



3.3 Junior Cycle

The school embraces the challenges offered by the Junior Cycle programme. In particular the school sees the greatest challenge in moving from summative to formative assessment and to support this transition teaching staff have engaged in CPD to enhance their knowledge and classroom practice of Assessment for Learning and group work strategies. Both staff and students have contributed to the development of a rubric for successful group work, which is prominently displayed in all classrooms. Subject plans reflect this change of approach from teacher centred to student centred learning. The new Junior Cycle Student Achievement programme introduces significant change to encourage pupils to take responsibility for their own learning, which will be marked by evaluation and assessment of learning rather than only success in passing examinations. To this end teachers will be encouraged to use constructivist methodologies where appropriate in leading teaching and learning, where students are actively involved and classroom activities are interactive and student-centred.

3.4 School Self Evaluation

A three year School Improvement Plan, as mandated by the Department of Education School Self Evaluation Programme (2012) was initiated in 2013. School Improvement Plans were developed for Literacy 2014-2017, Numeracy 2015-2018 and Teaching and Learning 2016-2019.

Literacy testing will be based on reading comprehension, spelling and punctuation.

Keyword testing for first years will take place in all subjects each April. Numeracy testing will be based on mental arithmetic, percentages, fractions and problem solving. The School Improvement Plans can be found in Appendix ii.



3.5 Colloquium

The Principal and each teacher will have a formal meeting annually to discuss challenges and opportunities that the principal, school and teacher may be facing. At this Colloquium opportunities for professional and personal development will be discussed.

3.6 Board of Studies

A Board of Studies has been set up as prescribed in the Manual for Boards of Management of Voluntary Secondary Schools (Appendix 1, 16b). This Board of Studies consists of teachers from different subject areas who will advise the Principal and the Board of Management on curriculum development issues and recommend changes to the curriculum. The Board of Studies will have a critical role in planning for the reformed Junior Cycle Student Achievement Award which will replace the Junior Certificate.

3.7 Differentiated and Streamed Learning.

Mixed ability classes and differentiated teaching and learning class settings generally apply. However where the efficacy of mixed ability classes is challenged, for example in maths and Irish classes and Higher and Ordinary level classes in Senior Cycle, streaming will occur.

3.8 Continuing Professional Development

The school is committed to offering CPD to teachers covering all aspects of curriculum development and advances in teaching and learning methodologies especially in the area of Information and Communication Technology (ICT).

Feedback after each CPD event will be sought through focus group discussions and staff survey. The Board will continue to offer support to teachers engaging in individual CPD.



3.9 ICT in Education



The school recognises the needs of its students to be educated to a high standard in the area of technology so as to prepare them to fully engage in the opportunities provided by our fast changing world. To facilitate this, a 1:1 iPad programme was introduced for students in 2013. All teaching staff receive ongoing CPD in the integration of technology into the classroom to enhance teaching and learning. Regular surveys are conducted with students, parents and staff to continually improve the student experience of using the iPad as part of their learning and to identify areas of need for CPD. The school has invested heavily in Office 365 to provide a platform for sharing subject plans, teaching resources and school policies. The challenges and opportunities of technology in contemporary education will drive the future proofing of ICT provision in Presentation Wexford over the next five years and a ICT Development Plan will be prepared. This Plan will re-imagine the potential of technology in learning and pedagogy and will greatly enhance the areas of research and self-directed learning.

3.10 The School Library

The school library is a focal point for the development of reading for pleasure and enhancing student literacy. Events such as World Book Day, poetry competitions, visits from local authors and book shops to present newly published books of interest to students help to cement its position as a central point for student engagement with reading. The area is a bright, welcoming, comfortable space that is open to students every lunch time.

3.11 School Time Table.

A curriculum audit of teaching resources available within the teaching staff will be conducted each spring in the planning process for the school time table. This audit along with the Colloquium with the principal and teacher will be used in shaping the school timetable. The time table will be delivered to teachers in a timely manner in advance of the commencement of a new academic year.

Actions

Analysis of examination statistics

Draw up a School Improvement Plan for... ..

Review of the Transition Year

ICT Development Plan

Teacher-Principal colloquium

CPD on ICT in education

CPD on teaching and learning

School Library

Curriculum Audit and timely distribution of the Time Table.

References:

Core Values of CEIST

Academic Council Policy Change of Level

Assessment and Reporting Policy 2009

Support for Professional Development Policy
2008 Learning Support and Resource Teaching
Policy 2013 Code of Behaviour 2012

Reporting Policy

Data protection policy

Creating a School Community

Presentation School Wexford offers every member of the school community a caring environment in which to grow and be affirmed. Every pupil and member of staff have a duty of care to ensure that such an environment exists and is nurtured. This is the essence of a caring school community and is sustained by the Pastoral Care System, to include Year Heads Class Tutors and the Student Support Team.

Presentation Secondary School Wexford inspired by the core values of CEIST, aims with the resources available, aims to provide the best possible environment in which to facilitate the cultural, educational, moral, physical, religious, social, linguistic and spiritual values and traditions of all students. We show special concern for the disadvantaged and we make every effort to ensure that the uniqueness and dignity of each person is respected, and responded to, especially through the pastoral care system in the school. We realise too, that we must cater for the changing needs of today's world and towards that end, we frequently review our various programmes. Being keenly aware of the ever-increasing effect of outside influences on the lives of our students, we are even more concerned to maintain Christian values and practices.

Working together as a school community, the Board of Management, parents, staff and students aim to provide an environment that will allow each student to develop intellectually, physically, morally, socially and spiritually so that she will be able to fulfil her role in society.

CEIST values are reflected in the quality of relationships between all the school partners, and in every interaction between the school, parents, outside agencies and communities. (see Core Values of CEIST)

4.1 The Student Support Team

Presentation Secondary School Wexford has a Student Support Team in place that deals with students whose need for support might exceed those of other students in the school. The Student Support Team comprises the Principal, Deputy Principal, the Guidance Counsellors, the Special Education Needs and Learning Support coordinators. The Student Support Team meets each week and reviews the needs of all the students who receive extra supports in the school.

The Student Support Team having reviewed the needs of the individual student may decide to link in with the student in school but may also decide to seek extra supports outside of the school.

Year Heads, Class Tutors and Subject Teachers may raise their concerns with regard to particular students and may refer students to the Student Support Team.

Members of the Student Support Team act as link people for different students who have individual needs. They check in with these individuals on a regular basis to monitor their needs and to ensure the appropriate supports are in place.



4.2 Role of the Year Head

The Year Head's primary role is to oversee the welfare of a year group. The role is both pastoral and disciplinary. They are an intermediate level and a channel of communication between Class Teachers and Principal/Deputy Principal. The Year Heads are available for contact and support with class tutors and class teachers to monitor the progress of each class group and to ensure that the school Code of Behaviour is implemented.

The role of Year Head operates outside the Post of Responsibility Schedule with time allocation given proportionate to the work of the Year Head. Year Heads are encouraged and supported in attending any in-service or workshops that helps to equip them in their role. Year Heads are also supported by meeting with the Principal and the Deputy Principal once a week.

Year Heads refer any serious matters affecting a student's welfare to the Principal/ Deputy Principal and /or Student Support Team.

4.3 Role of the Class Tutor

The school places great importance on its Pastoral Care System. Although pastoral care involves all teachers in their day to day contact with students the Class Tutor has responsibility in this area. The Class Tutor is the teacher who takes on the task of special care of one class group and has concern for each student in the class. The role is caring, positive and pastoral in nature. The tutor is a significant person for students to approach should they be experiencing difficulties. Tutors are not expected to deal with discipline issues.

At the start of each school year the Principal assigns a Tutor to each class. Every effort is made to ensure that this is a teacher who has regular contact with the class.

4.4 Code of Behaviour

In co-operation with parents, and in the spirit of Venerable Nano Nagle, the school is committed in working to build a sense of pride in the school and to foster respect for the whole school community. Mutual respect, responsibility, good manners and academic excellence in a safe, caring and effective learning environment underpins the management of discipline and behaviour in Presentation Secondary School Wexford.

Students are expected to be:

- ♦ Caring and respectful towards others
- ♦ Committed to their study
- ♦ Respectful of the rights of other students to learn and of teachers to teach

Positive behaviour is promoted through the Positive Rewards System on VSWare. Our school rewards system is designed to motivate students by recognising the great things they do. Students are awarded points online, making things a lot quicker and easier than the traditional paper-based school reward systems. Students are awarded points or commendations for doing something well. This might be for working really hard on a piece of work or based on something like extra-curricular involvement, attendance, grades or sticking to the school rules. Points can also be deducted for various reasons. The usual school sanctions are still in place, such as detentions, in-school suspensions & out-of-school suspensions.

The Principal promotes the Code of Behaviour and responsibility is delegated to the Year Head assigned to each year group. Year Heads are also responsible for monitoring and tracking of the behavioural points system on VSWare.



4.5 Admissions Policy

Presentation Secondary School Wexford is an inclusive school supporting the principles of equality and parental choice, while having regard for the characteristic spirit of the school and respect for diversity of beliefs, languages and traditions in society. All students are welcomed to the school irrespective of their intellectual ability, ethnic background, religion or socio-economic status as long as they fulfil the criteria set out in the Admissions Policy. The Board of Management annually reviews the Selection Procedures of the Admissions Policy.

4.6 Meitheal

The school operates a peer led mentoring programme to assist First Year students in the transition from primary to secondary school. 6th year students receive training to equip them with the skills to become mentors for incoming First Year students. This programme is based on respect within the school community, and one that enables students to take responsibility for the happiness of others and for the safety and well-being of all who share a school environment.

The task of the Meitheal Leaders is to ensure the smooth transition of students into the school and to be available to assist them in any way necessary, especially during their first few days in school. This may involve practical things such as getting to grips with the timetable, organising their lockers, homework and finding their way around the school.

A teacher in school acts as co-ordinator of the programme. The co-ordinator's role is to help the Leaders organise the day-to-day running of the programme and provide any in-school assistance or back up that is needed.

4.7 Child Protection

Presentation Secondary School, Wexford is fully committed to the provisions of the Child Protection Procedures for Primary and Post Primary Schools (D.E.S. 2011). To this end, the Board of Management reviews the Child Protection Policy annually, the Principal presents a report on Child Protection at each BOM meeting and the staff engage in regular Child Protection training. The Designated Liaison Person (DLP) is Mr William Ryan, Principal
The Deputy Designated Liaison Person (Deputy DLP) is Ms. Mary Dooley, Deputy Principal

4.8 Student Support Procedures

The school has a number of policies and plans which outline procedures to support students. Please refer to:

Code of Behaviour,
Anti-Bullying Policy,
Child Protection Policy,
Critical Incident Management Policy,
Internet Acceptable User Policy,
Substance Use Policy,
SPHE Policy,
Special Needs Policy.
Admissions Policy
Pastoral Care Policy
Guidance Plan
Dignity at Work Policy



Inspiring Transformational and Distributed Leadership

Transformational leadership inspires people to achieve unexpected or remarkable results. It gives workers autonomy over specific jobs, as well as the authority to make decisions once they have been trained. It is a model that is not just for teachers but also for students.

Transformational leadership follows the following concepts:

- Is a model of integrity and fairness.
- Sets clear goals.
- Has high expectations.
- Encourages others.
- Provides support and recognition.
- Stirs the emotions of people.
- Gets people to look beyond their self-interest.
- Inspires people to reach for the improbable.

Distributed leadership is primarily concerned with the practice of leadership rather than specific leadership roles or responsibilities. It equates with shared, collective and extended leadership practice that builds the capacity for change and improvement.

Distributed leadership means mobilising leadership expertise at all levels in the school in order to generate more opportunities for change and to build the capacity for improvement. The emphasis is upon interdependent interaction and practice rather than individual and independent actions associated with those with formal leadership roles or responsibilities.

In summary, it is 'leadership by expertise' rather than leadership by role or years of experience. Genuine distributed leadership requires high levels of trust, transparency and mutual respect.

5.1 The Board of Management

Through the Articles of Management, the Trustees C.E.I.S.T. devolve their powers to the Board of management, which now undertakes responsibility for the conduct, management and financial administration of the school, in accordance with the ethos of the Trustees and under their general supervision and control.

Presentation Secondary School, Wexford has a Board of Management. This Board has a 3-year term of office. Nominations for the two parent representatives and the two teacher representatives on the Board of Management for Presentation Secondary School, Wexford are sought every three years.

The Board of Management consists of:

- Four members nominated by the trustees of the school.
- Two members elected by the teachers in the school.
- Two members nominated by the parents.
- The Principal will act as Secretary to the board



5.2 The Principal

The Board of Management governs the school on behalf of the Trustees C.E.I.S.T. and the day-to-day management and leadership of the school is delegated to the Principal. The Principal as leader of the school community has overall responsibility for the successful implementation of all five elements of the C.E.I.S.T. core values (Promoting Spiritual and Human Development, Achieving Quality in Teaching and Learning, Showing Respect for Every Person, Creating Community, and Being Just and Responsible). Working closely with the stakeholders, the Principal creates a vision for the school, which is a clear picture of a preferred future that motivates staff, students, and parents to develop, share and own the vision so it permeates all facets of school life.

To this end, the Principal and Deputy Principals will engage in training and networking opportunities on a regular basis.

5.3 Teachers

At Presentation Wexford, we believe in a community of continuous development in our teaching and learning. Staff who hold Assistant Principal and Special Duties posts of responsibility will be encouraged to play their roles as senior and middle management within the school. Continuing Professional Development in management will be offered to this end.

CPD is promoted and encouraged for all staff. Teacher professional development refers to the wide range of learning activities, which teachers engage in, individually or collectively, to improve their professional practice and to enhance student learning. This definition includes In-service Training, Continuing Professional Development and Teacher Learning.

Benefits for the teacher - career progression, improved teaching, personal growth

Benefits for the school - students' learning, fellow colleagues, community.

5.4 Student Body

Student Council - The aim of the Student Council is to provide a line of communication between students, management, staff and parents. It aspires to work in partnership for the benefit of the whole school community. Members of the Student Council are elected by their peers to represent the views of the school body. They are encouraged to be leaders within the school, to have an influence, and to be stakeholders in shaping and owning the vision for the school. Membership of the Student Council is currently open to all year groups in the school. An Assistant Principal in the school liaises with the student council.

Meitheal Programme - is an anti-bullying mentoring programme for students in secondary schools. Senior cycle students receive training to equip them with the skills to become mentors for incoming First Year students. A programme based on pro-respect within the school community, and one enables students to take responsibility for the happiness of others and for the safety and well-being of all who share a school environment.

This training programme covers the areas of:

- Personal Development
- Outdoor team-building skills
- Bullying Awareness
- Communication skills and active listening skills
- Assertiveness skills
- Group Dynamics
- Group Management and Decision Making Skills
- An Assistant Principal in the school runs the Meitheal Programme.

Prefect System- Each year, the Year Head of 5th Year seeks nominations from staff and students for the names of twelve Fifth Year students to act as School Prefects for the following academic year. The final selection of students from this list results from a consultation process involving Principal, Deputy Principal, Year Head and other relevant members of the school community. These students are entrusted with important responsibilities and are given the full support of staff, parents and students in the exercise of the duties assigned to them.

Head Girl/Deputy Head Girls - these are the most significant student positions in the school and the choice of candidates reflects the high regard that they are held in by members of the school community. It is a 50/50 vote between the staff and the students of the year group.

The Head Girl and the two Deputies represent not just the students, but also the whole school community and must be capable of fulfilling a variety of roles and responsibilities from the everyday routine to meeting visiting dignitaries and public speaking at school events.



Junior Prefects - The second year prefects are voted for by their classmates at the beginning of the year. There are 2 prefects in each tutor class.

Their jobs are mainly to pass on messages to their classes from teachers regarding various things.. They act as spokespeople for their classes in general. They their leaders with ideas on how generally to improve the school. They receive training at the beginning of the year on leadership skills.

Positivity Group - The Presentation Mental Health Awareness Team (Positivity Group) were founded in 2014, based on an idea forwarded by Senior Students while attending the Cycle Against Suicide Ambassador Award Ceremony. The aim of the group is the raise awareness of Positive Mental Health at Presentation Wexford, primarily creating a visible presence in the school community. Students achieve this through the Positivity Board, celebrating events such as World Mental Health Day and coordinating an annual whole school event 'Happy Week'. Students apply after Easter each year to join the group through an application form/ interview process arranged and conducted by existing team members with assistance from the coordinating teacher. Students in Transition Year are eligible to apply for the positivity group.

5.5 Anti-bullying Programme

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

1. A positive school culture and climate which-

- ⇒ is welcoming of difference and diversity and is based on inclusivity;
- ⇒ encourages students to seek help from an adult to resolve friendship or relationship issues
- ⇒ encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
- ⇒ promotes respectful relationships across the school community;

2. Implementation of education and prevention strategies (including awareness raising measures) that-

- ⇒ build empathy, respect and resilience in students; and
- ⇒ explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying

3. Effective leadership;

4. A school-wide approach;

5. A shared understanding of what bullying is and its impact;

6. Effective supervision and monitoring of students;

7. Supports for staff;

8. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

9. On-going evaluation of the effectiveness of the anti-bullying policy.

The Anti-bullying Programme asks that every pupil be a leader within their peer group and in his leadership to support the aims of the Anti-bullying Team. From a student first term in the school and up to Leaving Certificate year, pupils are given classes to enforce a culture that 'recognises rejects and reports' bullying behaviour. Pupils are empowered to report bullying behaviour they may observe.



5.6 Extra-Curricular and Co-curricular Activities

Extra-Curricular Activities					
	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch Time	Senior Camogie	1st Year Football	U16 & Senior Basketball	1st Year Soccer	Junior Camogie
	Games Club	Choir	Choir	Senior Football	Choir
				Choir	
After School	Senior & Junior Football	Junior & Senior Basketball	Junior Camogie	2nd Year Basketball	
	1st Year Basketball		Badminton	Senior Camogie	

Other Activities

Deepgreen

Feminist Society

Equestrian Club

Library

Games Club

Green Schools Committee

5.7 VSware Positive Behaviour System

- ◆ Our school rewards system is designed to motivate students by recognising the great things they do. Students are awarded praise points online, making things a lot quicker and easier than the traditional paper-based school reward systems
- ◆ Reward systems are an effective way in which you can celebrate student achievement and positive student behaviour.
- ◆ The use of rewards within the classroom are a form of extrinsic motivation for students, encouraging them to participate cooperatively in academic and social learning experiences.
- ◆ However, it is important to recognise that these rewards systems should be consistent and fair, providing students with motivation and encouragement
- ◆ Our School reward systems is where students are awarded points or commendations for doing something well. This might be for working hard on a piece of work or based on something like extra-curricular involvement, attendance, grades or sticking to the school rules. Alternatively, for showing leadership qualities in school.
- ◆ Vsware Behaviour System is an add on to promote Positive Behaviour Management and Positive Reinforcement.
- ◆ Parents & guardians have access to our online system and can monitor where their daughter is.
- ◆ Then School Year Heads for each Year Group are responsible for monitoring and tracking of their Year Group points.
- ◆ Civic Spirit Awards are given to students at our End of Year Awards, to those students who have gained the most points on the system. As well as this, a Class Spirit Award is given to the First Year Class who have accumulated the most points.



Appendix i

School Profile

Section A: Mission Statement

Presentation Secondary School, Wexford is a Voluntary Catholic Secondary School, founded by the Presentation Sisters, in 1818, and now under the trusteeship of Catholic Education, An Irish Schools Trust (CEIST). As such, our school supports the religious and educational philosophy of its founder, Venerable Nano Nagle.

Mission Statement

"The school is committed to the pursuit of excellence in a caring environment."

Section B: Operating Context

1. Underlying Principles

The Board of Management has, within the parameters of the financial and resource support available through the Department of Education and Skills and other sources, paid due regard to the provisions of the Education Act, 1998, the Education Welfare Act, 2000 and the Equal Status Act, 2000.

- Inclusiveness, especially in relation to enrolment of girls who are either disadvantaged or have special needs, subject to the terms of the Equal Status Act, 2000, Section 4.
- Parental choice as enshrined in Article 42 of the Constitution and the Education Act, 1998, Section 6 (e), while, at the same time, having due regard to the ethos and characteristic spirit of the school.
- Equality of access to and participation in the school for girls.
- Respect for diversity of traditions, values, beliefs, languages and ways of life in society, while, at the same time, having due regard to the ethos and characteristic spirit of the school.

2. School Resources

The financial and teaching resources of the school are provided by a combination of:

- Department of Education and Skills grants and teacher allocations
- Voluntary contributions by parents/guardians
- Local fundraising, when the need arises

The implementation of school plans and policies must have due regard to:

- the funding and resources available to the school
- curricular programmes prescribed by the Department of Education and Skills, which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act, 1998.

The Board of Management reserves the right, in consultation with the trustees, to alter services offered by the school, in line with available resources.

Section C: School Details

1) Presentation Secondary School, Wexford is a Voluntary Catholic Secondary School for girls, under the trusteeship of CEIST. It is grant-aided by the Department of Education and Skills.

Principal: Mr William Ryan
Deputy Principal: Ms Mary Dooley
Deputy Principal: Ms Caroline Ryan
Guidance Counsellors: Ms Brid Kavanagh, Mr Damien Nugent
Programme co-ordinator: Ms Jacqueline Hartnett

Board of Management - serving from October 2016 to October 2019

Chairperson: Sr Madaleine Ryan (CEIST trustee)

Members: Ms Grainne Power & Mr Joe Rolston (Teacher representatives), Mr Darren Fortune & Ms Brigitte McLoughlin (Parent representatives), Sr Grace Redmond, Ms Mary Ryan & Ms Mary Culleton (CEIST trustees).

Mr William Ryan acts as secretary to the Board of Management.

2) Organisation

Parents' Council

There is an active Parents' Council operating in the school. Meetings are generally held twice per term.

Student Council

The Student Council comprises of twelve students: six students from Senior Cycle and six students from Junior Cycle. Elections take place, on an annual basis, in September. The aim of the Student Council is to provide a line of communication between students, management, staff and parents/guardians. The Council aspires to work in partnership for the benefit of the whole school community. The Student Council aims to meet at least twice a month.

3) Teaching Resources and Curriculum

Number of teachers

As of the 2016-2017 school year, there are 55 teaching staff working in the school, 45 of whom are on Permanent Whole Time contracts. Teacher allocation is determined by the Department of Education and Skills and may vary from year-to-year.

Curriculum

Presentation Secondary School, Wexford follows the curricular programmes set down by the Department of Education and Skills. These may be amended from time to time in accordance with the Education Act 1998 (Sections 9 & 30).

Junior Cycle (3 years)

Students take the following subjects at Junior Cycle:

Irish*, English, Maths, Religious Education, History, Geography, Science, Business Studies, Physical Education, C. S. P. E. and S. P. H. E. In First Year, students also choose two subjects from Art or Music or Home Economics (in Second Year, students will then choose one subject from these two) and one Modern Language from French or German or Spanish.

(*unless in cases where official exemptions apply under formal DES guidelines)

The school's capacity to offer a particular non-core subject will depend on the resources available to the school and on the level of demand for that subject in any particular year.

Where applications for a particular subject exceed the number of places available, places will be offered on the basis of when preferences were expressed in writing to the Deputy Principal.

The Board of Management reserves the right to amend these provisions on an annual basis.

Transition Year (one year optional)

The school offers Transition Year as an optional one year programme, which is designed to bridge the gap between Junior and Senior Cycles and to prepare students for adult life. Numbers are determined annually by the Board of Management. Admission criteria for interested students is outlined in the specific Admission Policy for Entry into the Transition Year Programme.

Leaving Certificate (2 years)

Students take the following core subjects in the Leaving Certificate:

Irish*, English, Maths, Religious Education, Careers/Guidance, Physical Education, Relationships & Sexuality Education
(*unless in cases where official exemptions apply under formal DES guidelines)

In addition to the above core subjects, students select four additional subjects from a list of options (see list below). The options offered are based on the choices of each group of incoming Fifth Year students and are designed to satisfy the choices of the maximum number of students possible.

The school's capacity to offer a particular non-core subject will depend on the resources available to the school and on the level of demand for that subject in any particular year.

Where applications for a particular subject exceed the number of places available, places will be offered on the basis of order of preference and when completed Option Forms are returned to the Deputy Principal. Advice from the Guidance Counsellor to relevant students, their parent(s)/guardians and the Principal may also be considered, if appropriate.

Students choose four subjects from the following list of subjects on offer:

Biology	Politics and Society	French	Applied Maths
Physics	History	German	
Chemistry	Geography	Music	
Agricultural Science	Business	Art	
Home Economics (S&S)	Accounting	LCVP	

4. Extra-Curricular Activities:

Students are invited and encouraged to participate in a wide variety of sports and other activities. Each year, the school competes in inter-school competitions in Basketball, Camogie, Gaelic Football, Equestrian, Athletics, Soccer and Hockey.

Teams enter Mini-Company Competitions, Inter-School Debate Competitions, Student Enterprise Awards, the Young Scientists' Competition, the Young Social Innovators Initiative, An Gaisce Awards and Junk Couture. There is also a Green Schools committee who have secured green flag status for Presentation Wexford.

The School has a Creative writing group who publish the "Deep Green" website for aspiring writers as well as a the Presentation Library Team who run the Fiction library at lunchtimes and organise events and initiatives to boost literacy and reading for pleasure in the school. There is also an active Feminist Society for senior students which organises events and educational opportunities around gender equality issues.

The school stages one major drama production each year. There is a choir and music ensemble run by the Music Dept. Students regularly participate in cultural and educational outings.

The Positive Behaviour Awards system aims to create a positive environment for teaching and learning. The overall objective is to remove low-level misbehaviour by focusing on recognising, endorsing and rewarding good behaviour in the different teaching groups and individuals within those groups. At the end of the year, exceptional performance, achievement and effort are acknowledged during Awards Night.

5. Other Information:

Opening Hours:

Classes are timetabled from 08.50 am to 15.50 on Monday and from 08.50 am to 3.30pm Tuesday to Friday. Morning break takes place from 10.50 am to 11.00am on Monday, 10.50 am to 11.02 am Tuesday to Friday, followed by tutor time. Lunch break runs from 13.08 pm to 13.50 pm Monday and 12.30 pm to 13.30 pm Tuesday to Friday.

The school will be open to receive students at 8.30 am. No responsibility is accepted for students arriving before that time. No responsibility is accepted for students after 4.10 pm on Monday to Thursday, after 3.40pm on Friday, unless participating in an organised, school-related activity. Students are expected to be in class prior to 8.45 am. Students arriving late in the morning or after lunch will have their lateness recorded and monitored. Persistent lateness is open to sanction as per the school discipline policy.

At lunchtime, students must remain on school property. Lunch facilities are provided in the Concert Hall. Sixth Year Students have their own social area for lunchtimes.

Parent-Teacher Meetings:

Parent-Teacher Meetings take place at regular intervals during the year. The dates for all Parent-Teacher meetings are on the school website.

Voluntary Contributions:

In order that the school may provide a comprehensive education for all its students and to provide for their personal and extra-curricular needs, the Board of Management deems it necessary to seek a Voluntary Contribution from all parents and guardians who are in a position to contribute. These monies compensate for the shortfall in Government Funding, especially in relation to upkeep and maintenance of school buildings and grounds and the provision of technical equipment and support, of a general nature. It is also used to support the curricular and extracurricular programme in the school. The Voluntary Contribution for 2017-18 period is set by the Board.

Appendix ii

School Improvement Plan 2014-2019

Focus of the evaluation

A school self-evaluation of teaching and learning of Literacy, Numeracy and Assessment for Learning (AfL) in Presentation Wexford was undertaken over successive school years 2013-2016. Based on the findings of these self-evaluations the following targets were identified for improvement.

School Improvement Plan for Literacy 2014-17	
Targets	
To increase the level of speaking and listening skills in 1 st year students.	
To increase number of 1 st year students reading for pleasure.	
To improve students writing skills- grammar, punctuation, spelling.	
To decrease students' difficulty in comprehending subject specific vocabulary.	
To improve digital literacy skills of students, to continue the use of iPads for class and for research.	

School Improvement Plan for Numeracy 2015-18	
Targets	
To improve the recognition of the importance of numeracy in all subject areas across the curriculum.	
To increase the use of correct mathematical language by all students.	
To increase the numbers of 1 st year students who can perform basic operations using fractions and percentages.	
To increase the number of 1 st year students that can problem solve using an agreed common solving approach.	
To continue the use of iPads and use excel spreadsheets as part of the 1 st year statistics module in maths class.	

School Improvement Plan for Teaching & Learning 2016-19	
Targets	
	To increase the sharing of learning intentions at the beginning of all lessons.
	To increase the sharing of success criteria (what good work looks like) with students.
	To increase the use of effective feedback – to help students improve & move forward in their learning.
	To develop student skills in peer and self -assessment based on success criteria.
	To increase focus on learning intentions and success criteria by referral throughout and at end of lessons.

List of Policies
SECTION 1: SCHOOL PROFILE
Ethos & Mission
Trusteeship & Core Values of CEIST
SECTION 2: SCHOOL MANAGEMENT & ORGANISATION
Student Council Constitution
Constitution of the Presentation Secondary School Parents Association
Vetting Procedures
SECTION 3: MANAGEMENT OF STUDENTS
Admissions Policy
Code of Behaviour
Uniform Essentials
Anti-Bullying Policy
Suspension & Expulsion
Critical Incident Policy
Guidelines & Best Practice for Student Support Team Special Needs Assistant Policy

Guidelines & Best Practice for Student Support Team Special Needs Assistant Policy
Guidelines & Best Practice Role of Year Head
Guidelines & Best Practice Role of Tutor
Homework Policy
Policy on Students Using Medication in School
Chaplaincy
Bereavement Policy
Substance Use Policy
Inclusion of Students with Special Educational Needs (SEN) policy
Policy on Student Mothers
Managing Students who present with Mental Health Issues
Whole School Guidance Plan
SECTION 5: CURRICULUM
Internet Acceptable User Policy (IAUP)
Information, Communication & Technology-Profile and Plan (ICT)
iPad Acceptable User Policy
Relationships & Sexuality Education (RSE) Policy
Guidelines for Teachers of RSE
SPHE Policy
Transition Year Plan
Transition Year Admissions Criteria
Academic Council Policy for Change of Subject Level

SECTION 6: HEALTH & SAFETY
Child Protection Policy
Child Protection Procedures
Group outing Checklist
Parent Permission for use of photos/ videos
Presentation Secondary School Safety Statement
Fire and Emergency Planning
Smoke Free Workplace
Dignity in the Workplace

Appendix iii

Projected enrolment in Presentation Secondary School, Wexford

The figures for the past 5 years have been:

2012-2017

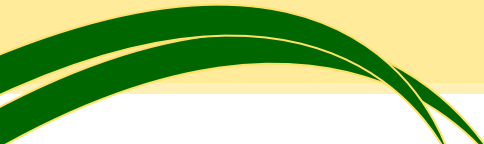
2012/13	2013/14	2014/15	2015/16	2016/17
751	777	783	790	792

2017-2022

2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
808	815	815	815	815

Population Change for Wexford

Province County or City	Sex	statistical indicator	2016
Wexford	Both sexes	Population 2011 (Number)	145320
Wexford	Both sexes	Population 2016 (Number)	149605
Wexford	Both sexes	Actual change since previous census (Number)	4285
Wexford	Both sexes	Percentage change since previous census (%)	2.9



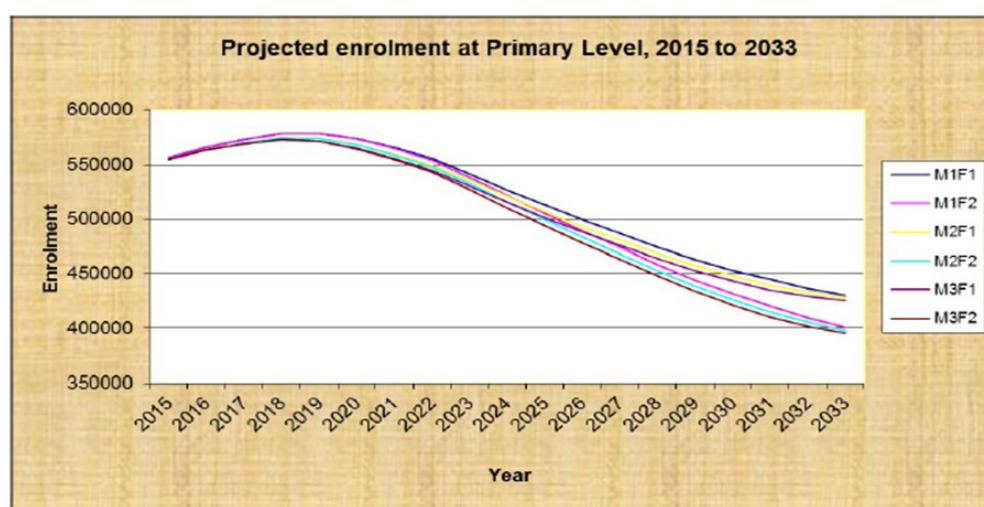
Appendix iv

Primary Level Projections

Table 1 Projections of Enrolment at Primary Level 2015-2033

	M1F1	M1F2	M2F1	M2F2	M3F1	M3F2
2015	556133	556133	555134	555134	555134	555134
2016	565459	565459	563093	563093	563093	563093
2017	572844	572844	569562	569562	569076	569076
2018	578453	578489	574469	574464	573054	573054
2019	578498	578557	574011	574002	571333	571333
2020	573764	573659	568495	568288	564793	564597
2021	565549	564890	559785	558990	555305	554519
2022	555553	553915	549577	547770	544563	542759
2023	541568	538543	535514	532289	530204	528969
2024	526582	521780	520502	515468	515124	510064
2025	512403	505445	506372	499152	501081	493812
2026	499128	489646	493216	483442	488088	478238
2027	486329	473959	480602	467910	475636	462838
2028	474180	458750	468633	452847	463821	447899
2029	462992	444515	457611	438747	452943	433910
2030	453014	431522	447782	425880	443247	421143
2031	444647	420307	439545	414780	435129	410129
2032	436430	409366	432642	405248	429357	401781
2033	429986	400541	427306	397617	424977	395153

Note: Peak enrolment figures are highlighted in green above.



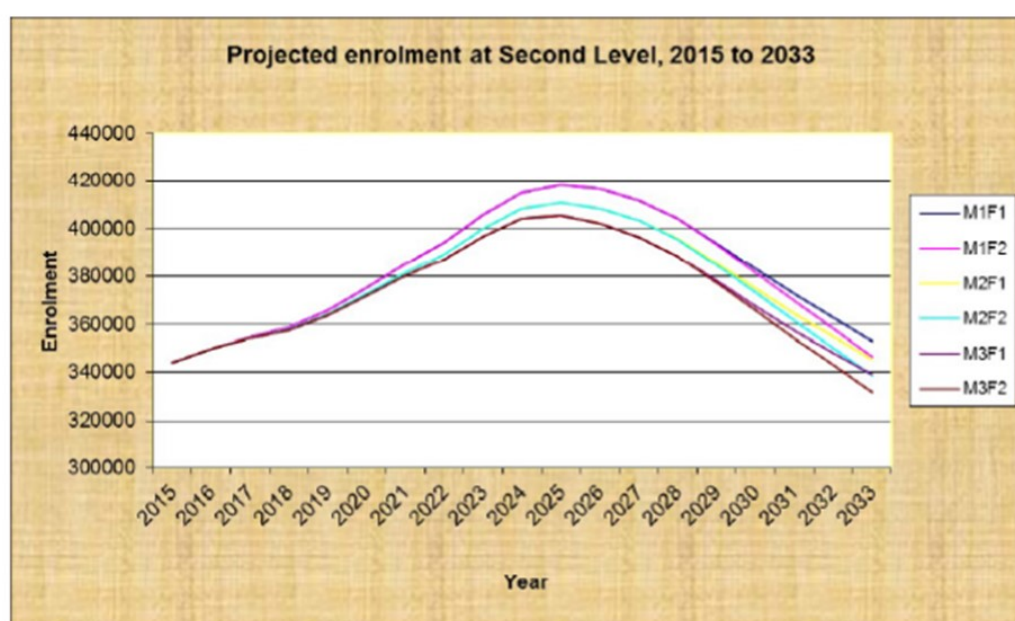
Appendix v

Secondary Level Projections

Table 2 Projections of Enrolment at Second Level 2015-2033

	M1F1	M1F2	M2F1	M2F2	M3F1	M3F2
2015	343972	343972	343972	343972	343972	343972
2016	349905	349905	349764	349764	349764	349764
2017	354783	354783	354290	354290	354290	354290
2018	358852	358852	357825	357825	357758	357758
2019	365957	365957	364222	364222	363947	363947
2020	375330	375330	372715	372715	372026	372026
2021	385256	385256	381574	381574	380269	380269
2022	394289	394289	389471	389471	387354	387354
2023	405672	405672	399829	399829	396735	396732
2024	414933	414933	408242	408242	404076	404076
2025	418146	418146	410756	410756	405565	405565
2026	416235	416235	408318	408318	402268	402268
2027	411419	411439	403182	403191	396510	396486
2028	404030	404111	395694	395527	388634	388415
2029	393820	393397	385493	384776	378273	377477
2030	383016	381674	374758	373077	367575	365783
2031	372711	370050	364590	361545	357565	354371
2032	362844	358477	354922	350127	348100	343117
2033	352883	346476	345360	338498	338881	331802

Note: Peak enrolment figures are highlighted in green above;



Appendix vi

Projection Analysis

The projections show a continuing increase in both primary and post primary enrolments into the future, at a slightly increased level than projected previously given updated assumptions.

Primary enrolments, which have already risen substantially in recent years, are projected to rise by an additional 25,000 pupils by 2017, and will continue to rise to a peak of over 574,000 in 2018 before beginning to reduce. This peak figure is reflective of primary enrolment levels last seen in Ireland in the early 1980s, where enrolments rose to a peak of 566,000 pupils in 1985 before beginning to reduce.

Post-primary enrolments are also projected to rise by approximately 15,000 by 2017 and will continue to rise until 2025, at which point enrolments at second level are expected to be in excess of 400,000 pupils for the first time in the history of the State.

In total therefore, for the three years ahead an additional 40,000 pupils are expected to enter the system across first and second level education, and continuing increases are expected up to close to the end of this decade at primary level, and until 2025 at post primary level.

There has been a noticeable increase in retention at second level in recent years, with the most recent report showing a rate of over 90% for the group of students which entered second level education in 2008. The increased rates are reflected as part of the assumptions on flows in and out of the second level system.

Table A.1: Projected Births under each Fertility Assumption, 2015-2027

	F1	F2
2015	65878	65878
2016	64149	63697
2017	62428	61542
2018	60770	59468
2019	59136	57435
2020	57595	55508
2021	56197	53736
2022	54935	52108
2023	53855	50663
2024	53003	49443
2025	52404	48464
2026	52074	47734
2026	52399	48032
2027	52976	48561

Source: DES projections model



Our Best, Always



Our Best, Always

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