

**St. Patrick's Secondary School
Castleisland
Co. Kerry**



ADMISSIONS/ENROLMENT POLICY

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SECTION A

MISSION STATEMENT

The aim of the school is to provide a holistic education for all its students so as to help each student reach his full potential in academic, sporting and social terms. While our first concern is to prepare our students thoroughly for all public examinations our teachers and school chaplain ensures that the moral and religious training of each student is constantly promoted and delivered.

The school promotes and ensures strong links between home and school through structured and timetabled parent teacher meetings and individual appointments as the need arises.

The school's outlook is positive, embracing the best of the old and new. We encourage our students to take pride in themselves and in their surroundings. We help and encourage them to develop their talents so they can confidently face the challenges of the modern and fast developing world of today with hope and confidence. Hence our school motto – Mórtas is Dóchas - Pride and hope.

SECTION B

OPERATING CONTEXT

ADMISSIONS

The school supports the principles of:

- Inclusiveness
- Equality of access and participation in the school
- Parental choice in relation to enrolments
- Respect for diversity of traditions, values, beliefs, and ways of life in society.

RESOURCES

The financial and teaching resources of the school are provided by school management, DES grants and teacher allocation.

The school follows the curricular programmes prescribed by the DES and may be amended from time to time in accordance with section 9 and 30 of the education act 1998.

SECTION C**SCHOOL DETAILS****TYPE OF SCHOOL**

- Voluntary Catholic Secondary School
- Single sex – Boys.

MANAGEMENT & ORGANISATION

Owner: Denis O'Donovan

Management: Denis O'Donovan – St Patrick's Secondary School LTD

Principal: Denis O'Donovan

Deputy Principal: Tim O'Connor

Assistant Principal: Tim Long

Special Duties: 1. Kathryn Barry – SPHE/CSPE Programme Coordinator
2. Paddy Maher – School Library and resources – Media/Visual

L.C.V.P. Coord: John O'Sullivan

TY Coordinator: Tim Long

Guidance Counsellor: Danielle Rosenberg Polak

SEN: Claire Hally

TEACHING RESOURCES & CURRICULUM

No. of Teachers: Permanent 6

CID 7

Part time 6

Total 19

The school is involved in an educational partnership with the Presentation Convent, Castleisland, the details of which are outlined in the Partnership memorandum in Appendix A

PROGRAMMES & SUBJECTS

Junior cycle:

The junior cycle is a 3 year course leading to the new junior certificate in education. First year is devoted to helping the students make the transition from primary school to secondary school. There are many changes:

The primary school is in the students local area where he knows his fellow students as neighbours, his class is taught by one teacher. At second level the catchment area is much greater, the student will meet many teachers each day and he will study many new subjects. The dedication of our staff help the students make this difficult transition with ease.

In first year we consolidate the students knowledge of Irish, English, Mathematics, History, Geography, and Religion. The student is introduced to a selection of new subjects; French, Business studies, Science, Computer studies, C.S.P.E., S.P.H.E., MTW and Technical graphics.

In second and third year the student continues to study the same subjects. The purpose of the junior certificate is to provide a broad well – balanced education for those who leave school at 16 and to provide a strong foundation for those who advance to the leaving certificate. The vast majority of students in this school continue on to the leaving certificate.

Junior Cycle subjects 2015/2016

Irish	English	Mathematics	History	Geography
French	Science	Business	Religion	
C.S.P.E.	S.P.H.E.	T. Graphics	MTW	Physical Education

Senior Cycle:

This is a two year course leading to the Leaving Certificate. Students can make a choice regarding subjects they wish to study for the leaving certificate. The Compulsory subjects are; Irish, English, and Mathematics. Students can select from the following groups of subjects.

Humanities	Commerce	Science	Applied Science
History	Business	Physics	Agricultural Science
Geography	Accounting	Chemistry	DCG
French		Biology	Engineering

While every effort is made to accommodate each student's choice it is not always possible to arrange all combinations of subjects within the constraints of the school timetable. As the choice of subjects at the beginning of senior cycle has a major influence on the student's later career choice we advise students to choose wisely and in consultation with their parents.

As the school serves a largely rural area, special attention is drawn to Agricultural Science and each year a number of our students are awarded scholarships to Agricultural Colleges. Our students progress on to University, Institutes of Technology, Agricultural College, and Apprenticeships with SOLAS.

At the end of senior cycle the student has received a thorough education in his chosen subjects and is excellently prepared to advance to further education or employment.

CAREER GUIDANCE PROGRAMME

In third year students are consulted and assisted with the choice of subjects they wish to take in fifth and sixth year. The decision as to what subjects will be available depends on trying to

facilitate the needs of all the students where possible. This will mean a change on a yearly basis as to what subjects will be available in fifth year.

In fifth year the students are instructed in:

1. Career Categories:
 - (a) Choosing broad categories
 - (b) Where to obtain information on each category of career
 - (c) How to differentiate from all the different types for example the various types of Engineering, Electronic, Mechanical, Chemical, etc.

2. Exploring personal characteristics:
 - (a) Physical characteristics
 - (b) Interests
 - (c) Disposition / Temperament
 - (d) Attainments
 - (e) Aptitude and intelligence

3. The national certificate framework
 - (a) How does the framework affect third level
 - (b) What is
 - (i) a higher cert level 6
 - (ii) a bachelor degree level 7
 - (iii) an honours bachelor degree level 8

4. Making a career choice

5. SOLÁS
 - (a) Apprenticeship information
 - (b) How to become an apprentice
 - (c) How apprenticeships work

Speakers are invited in to the school from time to time during the year from different disciplines in life and from the various third level institutions.
A record is kept of each students ambitions.

In sixth year:

The emphasis is placed on choosing a particular career to which each student aspires to and in some instances several career areas.

To this end:

- (a) Guest speakers from the various third level institutions are invited to speak to the students
- (b) Career exhibitions and college open days are recommended to the students
- (c) Speakers from FÁS are invited to speak to the students on apprenticeships
- (d) Fáilte Ireland give talks to those interested in tourism and students who are interested are in positions to "shadow" workers in the workplace
- (e) The CAO application procedure is explained and assistance is given to all students in filling out their CAO forms on paper and on the Internet

Further assistance is given to students with regard to

- (a) Grants(SUSI)
- (b) When and how to look after accommodation when in third level
- (c) How to cope and deal with being in third level education.

Students are also given assistance and advice in the whole area of job application

LEAVING CERT VOCATIONAL PROGRAMME (LCVP)

The L.C.V. P. programme is designed to enhance the vocational dimension of the leaving certificate. The focus of the L.C.V.P. is to prepare the student for adult life by ensuring an education in the broadest terms possible. The programme gears the student to being innovative and enterprising and acquire attitudes and skills appropriate to the world of work. The programme is divided into two modules:

MODULE 1: Preparation for the world of work

This module is designed to develop an understanding of the world of work, an introduction to career research and the knowledge and skills to find employment. The module consists of the following units:

- (1) Introduction to working life
- (2) Job seeking skills, compiling a CV, application form filling
- (3) Career investigation
- (4) Work experience and work shadowing

MODULE 2: Enterprise education

This module is designed to develop creativity, resourcefulness, self – confidence, and initiative. The module consists of the following units:

- (1) Enterprise skills
- (2) Local business enterprise
- (3) Local voluntary and community organisations
- (4) Enterprise activity

Both modules 1 and 2 are complimented by inviting a guest speaker to give a presentation on the business world and local voluntary and community organisations and also by visiting a place of work/industry where students can see first hand the world of work.

Assessment: Portfolio 60%
Written Exam 40%

Grade	%	Points
Distinction	80 – 100	70
Merit	65 – 79	50
Pass	50 – 64	30
Fail	0 – 49	0

Points for L.C.V.P. are acknowledged by all third level colleges.

TRANSITION YEAR

The Transition Year Programme is a unique one year programme that promotes the personal, social, vocational and educational development of students and prepares them for their role as autonomous, participative and responsible members of society (Transition Year Guidelines, 1994, Department of Education). TY provides a bridge to enable students to make the transition from the more dependent type of learning associated with Junior Cycle to the more independent learning environment associated with Senior Cycle. It encourages the development of a wide range of transferable critical thinking and creative problem solving skills.

Criteria for the selection for Transition Year

1. Level of Responsibility and dependability displayed by the student throughout Junior Cycle in the light of the level of both qualities required for insurance purposes while on Work Shadowing.
2. How responsive the student has been to existing discipline structures in view of the required level of responsiveness to structures and codes of behaviour demanded in work placements to ensure a safe learning environment.
3. Co-operation with teaching staff throughout Junior Cycle in light of that required during school trips and activities integral to Transition Year.
4. Demonstrated potential for self-discipline and self-motivation essential to the level of personal initiative demanded by the Transition Year Programme.
5. A record of regular attendance during the Junior Cycle which would indicate the probability of regular attendance during Transition Year especially for work shadowing placements.

Points to note:

1. All applicants for Transition Year will be interviewed.
2. Application forms for Transition Year will be available from the offices in both schools.
3. A non-refundable deposit of €100 will be requested from each accepted candidate.
4. A fee of €200 including the deposit will cover the cost for the year.
5. The deadline for acceptance of places in Transition Year for 2014 will be March 20, 2014.
6. There will be a limit of 24 students in Transition Year for 2014/2015.
7. Places are available to students of St. Patrick's & Presentation only.

8. A co-ordination team made up of staff from both schools will co-ordinate Transition Year.
9. Students will have total responsibility for sourcing their work shadowing/work experience.
10. All accepted students will be expected to sign a Transition Year contract.
11. The contract will refer to attendance, behaviour, medical issues, off school placements etc.

SPECIAL NEEDS / LEARNING SUPPORT

The school provides learning support to students requiring same under the following guidelines:

- (a) Resource pupils on a one to one as granted by the DES
- (b) Other pupils are assessed in conjunction with the opinions of their teachers and in conjunction with their parents. Assistance is then provided to these students on a one to one and in very small groups where desirable
- (c) Students with difficulties in academic and disciplinary areas are taken and counselled where necessary.

SECTION D

ADMISSION PROCEDURES

Our admission procedure complies with all current legislation such as the Education Act 1998, Education Welfare Act 2000 and Equal Status Act 2000, Education for Persons with Special Educational Needs Act, 2004.

Application/Admission Procedures:

- (a) All primary schools within the catchment area of the school are visited and details of the open night are distributed to all 5th & 6th class pupils for their attention and the attention of their parents. Open Nights are advertised in the local media.
- (b) A letter is enclosed inviting all parents/guardians of prospective first year students to the open night along with the students.
- (c) An enrolment day/night (at least 2) is then held following the open night to which all parents/guardians are invited and an application form is completed.
- (d) All enrolled 1st year students will be given all relevant documents in May.
- (e) Before a pupil is enrolled parents/guardians must be aware of the code of behaviour. This code of behaviour is outlined to parents/guardians on enrolment.
- (f) Management reserves the right to refuse entry in exceptional circumstances.
- (g) Applications from Parent(s) on behalf of students requesting to transfer from another post primary school are considered in line with this admissions policy.
- (h) All applications for a place must be made on the appropriate application form.
- (i) All applications for a transfer in or a repeat Leaving Certificate will involve an interview after the application form is submitted.

SCHOOL CAPACITY:

For the school year 2016/2017 the school has a maximum capacity of 200 students. For classroom management purposes and on health and safety grounds the following will be the maximum allowed in each year.

1st Year	33 students (capacity for 3 more students)
2nd Year	44 students (capacity for 2 more students)
3rd Year	39 students (full)
TY	27 students (13 Boys & 14 girls) (full)
5th Year	36 students (full)
6th Year	31 students (full)

Students with Disabilities or other Special Educational Needs:

The Management is supportive of the principle of inclusiveness in particular regard to students with a disability or special educational need. St. Patrick's is proud of its reputation in regard to integrated provision for children with disabilities and with special educational needs. It is, however, a secondary, mainstream school. Where, during the application of the admission criteria, a place is offered to a child with disabilities or special educational needs, the school will use the resources, both financial and human, provided by the Oireachtas and/or Department of Education & Skills to make reasonable provision and accommodation for such students.

Refusal To Enrol

The Management reserves the right to refuse to enrol, or accept the transfer of, a person who may, in the opinion of the Manager pose an unacceptable threat to the safety and welfare of himself or herself or to other students, either because of prior behavioural difficulties or special needs which cannot safely be provided by the school.

Appeals Process

Any refusal to admit a student to the school may be appealed by the parent to the Secretary General of the Department of Education & Skills.

Please note that misleading or incorrect information given in any aspect to any application will render the application null and void. Documentary proof may be requested by the management.

Application to repeat a year

All such applications are subject to Department of Education & Skills Guidelines. The Department normally restricts to a maximum of six years at second level and does not allow students to repeat a year unless there are exceptional circumstances.

- Applications to repeat a year will be considered in the light of DES Circulars and Guidelines.
- Furnish to the school a full and honest reason for seeking a repeat year placement.
- Applications will be considered in the light of actual places available on the relevant programme and subjects (including appropriate level), class size limitations, and overall enrolment restrictions set out elsewhere in the policy.
- Applications must be in writing and must state the relevant circular and the particular clause(s) being invoked in support of the application.
- Applications must be accompanied by supporting documentation as appropriate.
- Applications will not be considered until the written application and supporting documentation has been submitted to the school.
- The school must be satisfied that the applicant, in light of special circumstances that gave rise to the application, applied him/herself to the best of their ability.
- Students taking a programme for the first time may be given priority in terms of subject choices within the programme.
- In the light of the student's previous academic record, application to study, attendance etc.
- Application to repeat a year must be made on the appropriate application form.

SECTION E

CODE OF BEHAVIOUR

Purpose of school rules and regulations:

- (a) To instil in the students a respect for themselves, their peers, their teachers and respect for school property.
- (b) To set a pattern for adulthood, so that they will be able to adapt more easily to characteristics such as punctuality, co-operation, application, and pride in their work.
- (c) To instil in our students a sense of responsibility so that each student will see it as his duty to ensure that the behaviour of other students conforms to schools code of discipline.
- (d) Since the disciplinary system is not repressive, it is hoped that our students, when they leave school, will be young men of integrity. Students who are in serious or persistent breach of the code of behaviour will be dealt with through the schools discipline procedures.

SCHOOL RULES (General)

School Motto - Mortas is Dochas

-
- Each student is entitled to benefit from his education in an atmosphere that is conducive to learning and he must not be prevented in the pursuit of his educational goals by the disruptive behaviour of other students.
- Students must be respectful and courteous to all members of the school staff and to one another at all times.
- The authority of all teachers extends to all students within the school and in the course of school related activities.
- Students must uphold the good name of the school at all times.
- Students must help in creating a positive, caring and trusting atmosphere in which they are sensitive to the needs of each other.
- The school authorities of St. Patrick's Secondary School see as one of their primary functions the creation and maintenance of an atmosphere free of bullying and intimidation. To this end the school has formulated a policy to ensure that all students will be protected at all times. Any violation of this code will be viewed in a very serious light and students and their parents are encouraged to bring to the attention of the school any occurrences of bullying and intimidation that may occur.
- It is school policy that homework is assigned each night and that the student completes his homework in a neat well-presented manner and on time.

SCHOOL RULES (Functional)

Dress Code

- The full school uniform must be worn at all times.
- The school uniform consists of a grey school jumper, blue shirt, tie, grey trousers and black dress shoes. **Sports shoes of any colour with logo's are not acceptable.**
- Hairstyles must be neat, clean and tidy.
- The wearing of earrings or any such similar items is forbidden, as is the wearing of necklaces or obtrusive items of personal jewellery of any kind.
- Rules relating to dress and general appearance also apply to students while they are outside the school during lunch-break, on their way to and from school and on all school related activities.

- An explanation in writing or by means of text message must accompany any failure to wear full school uniform.

Absences from School

- An explanation by note or phone call from a parent must be provided in relation to any absence from school.
- A text message/note/phone call must be submitted in advance where an absence is planned e.g. a doctor's or dentist's appointment, a planned family event etc.
- Students will not be allowed to leave the school without prior permission being received from parents which also indicates by whom the student is being collected.

Punctuality

- Students must present themselves on time for school and classes each day. All students are required to be in school by 8:50am. Students who are late without a valid reason and who are persistently late will be detained at lunch time.
- Students who arrive late must present themselves to the Principal or Deputy Principal before being admitted to class.

Smoking, Alcohol and Drugs

- Smoking within the school grounds and the environs of the school is strictly forbidden. Smoking is also forbidden while in school uniform or while engaging in any school-related activities.
- Possession or use of alcohol or drugs within the school grounds and the environs of the school is also strictly forbidden. Possession or use of alcohol, drugs or any other illegal substances when in school uniform or while engaging in any school-related activities is also strictly forbidden.

Respecting the School Environment

- Students must show respect for the total school environment, classrooms and the school grounds must be kept litter free and chewing gum is strictly banned from the school. Students must at all times show respect for school property and any damage caused must be repaired at the student's expense.

Use of Electronic Equipment

- Mobile phones, radios, personal music players or other such appliances must be turned off before the student enters the school grounds.

Students who are found to have any of the above equipment switched on in school will have the item taken and retained by the school – The first offence = 1 month, second offence = 2 months, etc.

Bullying:

Bullying will not be tolerated. Bullying may be in several forms e.g. threatening, teasing, taunting or refusing to speak to, etc. Parents should notify the school authorities if they have the slightest suspicion of bullying. Please ask your son not to "give as good as he gets" this

only adds to the problem. Talk to your son about bullying. Look out for the signs or behaviour that may indicate your son is being bullied. **Contact the school immediately – the strictest confidence is guaranteed at all times.** Once contacted the school authorities will :

- (a) take all necessary steps to eliminate the problem
- (b) make available to parents books on bullying from school library
- (c) refer the parents and the student to a free counselling service that specialise in bullying and related problems, if the parents so wishes.

All students are expected to be of good conduct during morning, lunchtime and evening while off school premises. Please ask your son to refrain from standing outside people's entrances and to respect other people's property, privacy and rights.

Parents:

- (a) If you wish to visit the school please contact the school to make an appointment in order to avoid unnecessary disruption of class.
- (b) If your son has any or develops any medical problem it is in everyone's interest that the school be notified immediately.

DISCIPLINARY SANCTIONS

DETENTION

Certain breaches of discipline are punishable by detention. Detention is an approved sanction in the school. It will be used reasonably and will be appropriate to the offence, the age of the student, inconvenience or danger from travelling home alone or at a later time. Parents will have due notice of detention. Detention will be held at times specified by school management.

SUSPENSION

Suspension is a serious sanction and will be imposed by the Principal in cases where other efforts to resolve a disciplinary situation have failed or where the nature of the incident dictates that a student be removed from the school. Before suspending a student the Principal will inform the parents in writing of the reason for the suspension, the length of the suspension and the requirements that must be met to gain re-instatement. The school will require a student to give an undertaking (oral or written) that she will behave appropriately if permitted to return to the school from suspension. Parents are fully informed of their right to appeal against the suspension to the Department of Education & Skills under section 29 of the Education Act (1998).

In accordance with section 21 Education Welfare Act 2000, where a student is suspended for six days or more, the Principal will report by notice in writing to an educational welfare officer.

EXPULSION

Expulsion is the most severe sanction imposed by a school. It will only be imposed for serious breaches of school discipline (gross misconduct) or for a consistent and progressive failure to abide by the school's Code of Behaviour and values. The Principal/Manager may for a cause, which he judges adequate, recommend the expulsion of a student. The parents will be informed of the complaint. The case against the student will be put to the student in the presence of her parents/guardians and they will be given an opportunity to respond. Parents will be provided with a fair opportunity to challenge the evidence. The parents are informed

in writing of the decision, the reasons for it and the right to appeal to Department of Education and Skills under Section 29 of the Education Act (1998)

THE EQUAL STATUS ACT, 2000

Schools are now regulated by the Equal Status Act 2000, which aims to promote equality and prohibit types of discrimination, harassment and related behaviour in connection with the provision of services, property and other opportunities to which the public generally has access. A school has duties under the Act i.e. under section 4,5 and 7 of the Act. An “educational establishment” such as a school is “a provider of a service” for the purposes of s.4 of the Act as it provides the service of education to students. A school may also be involved in the disposal of goods or in the supply of services under section 5 or as an “educational establishment” under section 7. There are nine heads of discrimination contained in section 3(2) of the Act. They are: gender, marital status, family status, sexual orientation, religion, age (over 18 years), disability, race and traveller community.

DISCRIMINATION

Discrimination occurs when, on any of the above discriminatory grounds, a person is treated less favourably, was treated less favourable or would be treated less favourable than another person.

DISCRIMINATION ON THE GROUNDS OF DISABILITY

“For the purposes of this Act discrimination includes a refusal or failure by the provider of a service to do all that is reasonable to accommodate the needs of a person with a disability by providing special treatment or facilities, if without such special treatment of facilities it would be impossible or unduly difficult for the person to avail himself or herself of the service. A “provider of a service” includes “educational establishment”. Thus, a school is required “to do all that is reasonable to accommodate the needs of a person with a disability by providing special treatment of facilities, if without such special treatment of facilities it would be impossible or unduly difficult for the person to avail himself or herself of a service” (2) A refusal or failure to provide the special treatment of facilities to which subsection (1) refers shall not be deemed reasonable unless such provision would give rise to a cost, other than a nominal cost, to provider of the service in question”.

“Where a person has a disability, that in the circumstances could cause harm to the person or to others, treating the person differently to the extent reasonably necessary to prevent such harm does not constitute discrimination.

SEXUAL OR OTHER HARASSMENT

The Act prohibits sexual and other harassment. Sexual harassment takes place where a person:-

- Subjects another person (“the victim”) to an act of physical intimacy
- Requests sexual favours from the victim, or
- Subjects the victim to any act of conduct with sexual connotations, including spoken words, gestures or the production, display or circulation of written words, pictures or other materials

In order to constitute sexual harassment, the act request or conduct must be:

- Unwelcome to the victim and could reasonably be regarded as offensive, humiliating or intimidating, OR
- The victim must be treated differently by reason of his or her rejection of a submission to the act, request or conduct complained of, or it could reasonably be anticipated that the victim would be so treated.

Harassment without sexual element, is also prohibited by the Act and takes place where a person, subject the victim to any unwelcome act, request or conduct including spoken words, gestures, or the production display or circulation or written words, pictures or other material, which in respect of the victim is based on any discriminatory ground and which could be reasonably be regarded as offensive humiliating or intimidating to him or her.

WHO IS RESPONSIBLE FOR HARASSMENT OR SEXUAL HARASSMENT

Section 11(2) provides that “A person (“the responsible person”) who is responsible for the operation of any place that is an educational establishment or at which goods, services or accommodation facilities are offered to the public shall not permit another person who has a right to be present in or to avail himself of herself of any facilities, goods or services provided at that place, to suffer sexual harassment or harassment at that place”.

GROSS MISCONDUCT:

Where a student has behaved in a seriously unacceptable manner or there has been a serious incident, the normal progressive disciplining process would not be appropriate. In this case the procedure is as follows:

1. Principal/Deputy Principal is contacted immediately.
2. Principal/Deputy Principal or Year Head withdraws the pupil from the class.
3. Deputy Principal/Year Head undertakes a full investigation.
4. Student is made aware of complaint.
5. Parents are informed and made fully aware of complaint.
6. Parents/Guardians are invited to attend a formal meeting at which the student will be given an opportunity to fully state her version of events.
- 7 Principal /Deputy Principal/Year Head will carefully consider all the relevant facts and recommend an appropriate course of action.
8. If a penalty/sanction is appropriate it may range from a verbal warning to recommendation by the Management for expulsion.

DISCIPLINE PROCEDURES

STEP 1

Teacher: All general classroom/outside classroom behaviour

STEP 2

Year Head: Persistent behaviour noted in year head journal

STEP 3

Year Head: The Year Head Journal

Step (a) Initial consultation with year head may result in a warning re future behaviour.

Step (b) The 1st entry is following consultation between the year head & teacher concerned.

Step (c) The 2nd entry is an automatic detention on the following day.

(Detentions must be recorded in class journal and are given after consultation with the year head.)

Step (d) A referral of the student to the Guidance Counsellor by year DP and year head

Step (e) A student may be placed on Subject report followed by a general report at the discretion of the Deputy Principal and year head to continually monitor behaviour. This is recorded in the Student's Journal

STEP 4

D. Principal: Student is referred to D. Principal by year head.

On the 3rd entry to the year head journal, parents are updated in writing of behaviour to date.

STEP 5

Principal: Student referred to Principal - Parents/Suspension

STEP 6

Suspension: On return - use of restorative Justice .

NOTE:

Where a teacher reports the behaviour of a student that is considered to be unacceptable and where the class teacher and Deputy Principal have investigated the reported behaviour, the class teacher and Deputy Principal can refer the matter to stage 5 of the procedures without having to follow stages 3 and 4 of the procedures.

SECTION F

RATIFICATION:

This Admissions policy has been updated and ratified and is the operating policy of this school until the next review/update

Signed: Denis O'Donovan
Principal

Denis O'Donovan
Manager

Date: 05/09/2016

Review Date: 01/09/2017

APPENDIX A

**PRESENTATION SECONDARY SCHOOL,
ST. PATRICK'S SECONDARY SCHOOL,**

**Castleisland, Co. Kerry
Castleisland, Co. Kerry.**

Memorandum **AN EDUCATIONAL PARTNERSHIP**

INTRODUCTION

Presentation Secondary School, Castleisland is a secondary school for girls which is under the trusteeship of CEIST and whose mission is to provide a holistic education in the catholic tradition based on the vision of Nano Nagle.

St. Patrick's Secondary School, Castleisland is a lay secondary school for boys of catholic ethos which strives to provide an inclusive and holistic education for its whole school community. The school operates under a unitary management system.

This Educational Partnership brings together the many individual and unique elements of both schools and collectively provide new and worthwhile experiences for both school communities, (staff, students, parents and management bodies) and at the same time recognise, respect and value the identity of each school as an individual provider of education.

RATIONALE

The primary objective of this educational partnership is to expand and broaden educational experiences for the whole school communities of the schools named in this partnership by;

- (i) Providing a wider range of subject choices
- (ii) Providing a variety of extra- curricular activities
- (iii) Providing a transition year option

OPERATING ELEMENTS

1. Curricular options

Year 2 of this partnership will see the provision of,

For 5 th & 6 th year students	Chemistry for boys	DCG & Ag, Science for girls.
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For 1 st year students	Home Economics & Art for boys	T. Graph & MTW for girls
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For 1st year students it will be a 10 week module – January to March.

A joint production of a school musical

The introduction of a transition year programme for 2013/2014 school year.

Curriculum options for 2nd & 5th year in the school year 2013/2014.

A number of subject options will be offered to 2nd year and 5th year students for 2013/2014 and availability will depend upon the number of students opting for the subjects offered.

2. School Policies

Code of Behaviour, Bullying & Child Protection.

Each cohort of students will respect and adhere to the principles of the above named policies of the school which it exchanges with and will also adhere to the policies of its own school while involved in any form of activity of the cooperating school.

Toilet facilities will be provided in each school for those students that will attend is cooperating school for the purposes of subject and extra-curricular provision.

3. Admissions

Each school named in the partnership will add the following clause to its admissions policy

All elements of the educational partnership defined by the attached memorandum applies only to the schools named in the partnership and all aspect of the partnership are available only to those students that are enroled as full time students in Presentation Convent Secondary School and St. Patrick's Secondary School.

4. Standardisation

The following areas from both schools will be standardised over time;

Assessment, Parent Teacher Meetings, School reports and timetabling.

Provision of Continuous Professional Development for all teachers.

CONCLUSION

All activities which are undertaken as a joint venture between both schools will be done by shared finance and transparency. Any concerns, suggestions or issues by staff pertaining to the partnership will be addressed jointly by the Principals and management of both schools.

DECLARATION

We the undersigned agree to the Educational Partnership as outlined in this memorandum.

Signed: *Katrina Broderick*
Katherina Broerick Principal Presentation Convent

Date: *01/09/2014*

Ned O'Callaghan
Chairperson BOM Presentation Convent

Date: *01/09/2014*

Denis O'Donovan
Denis O'Donovan Principal St. Patrick's Sec. School

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