JCSP Policy

Ardscoil Mhuire

2022/2023

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Preface

The Junior Certificate School Programme is a national programme sponsored by the Department of Education and Skills and the National Council for Curriculum Assessment. It originated in the early school leavers' programmes initiated by the Curriculum Development Unit.

The JCSP programme assists teachers in identifying student's strengths and needs, plan programmes of work which build on the student's abilities and address the main obstacles hindering progress.

"Children who do not learn to read, write and communicate effectively at primary level are more likely to leave school early, be unemployed or in low-skilled jobs, have poorer emotional and physical health and are more likely to end up in poverty and in our prisons"

Bernardos, Written Out, Written Off, 2009 KPMG

A step by step process is used in the profiling system which enables students to complete smaller units of work and in turn motivates the student to attempt the subsequent units. The Board of Management, parents and staff of Ardscoil Mhuire are committed to the creation of an inclusive, supportive learning environment for all pupils. We acknowledge inclusive education to mean:

"the process of increasing the participation of students in, and reducing their exclusion from, the curricula, cultures and communities of local mainstream educational institutions"

Booth & Ainscow 1998

The effectiveness of this policy relies on:
- Whole school policies in particular, the DEIS programme and the Literacy and Numeracy strategy.
- Parental involvement supporting students and teachers involved in JCSP.
- The provision of intensive interventions by committed personnel, teachers and Senior Management.
- The direction of resources towards students in greatest need.
- The development of a team approach involving parents, teachers and relevant support personnel within the school.
- Effective communication among all participants involved.
- An effective Transitions Programme from primary to post primary school aimed at supporting students within the JCSP group.
- The provision of appropriate time allocation and support services by the Department of Education.

The purpose of the JCSP Programme

This programme is a fresh approach to the Junior Cycle and is dedicated to creating a positive school environment for all those involved. It has been designed to ensure that these young people benefit from their time in school and enjoy an experience of improvement and success.

The function of this support is to ensure that all students struggling with basic literacy, numeracy and social skills or inconsistent school attendance are identified and provided with the support they require to confidently meet the challenges of the school curriculum. The provision of this support is limited by the time allocation made available by the Department of Education and the resources available within the school.

Deciding on the JCSP Programme

The Junior Certificate School Programme aims to provide a curriculum framework that assists schools and teachers to make the Junior Cycle more accessible to those young people who may be at risk of leaving school without formal qualifications. It attempts to help young people experience success and develop a positive self-image by providing a curriculum and assessment framework suitable to their needs. On completion of the programme students receive a profile which is an official record of their achievements from the Department of Education and Skills.

The Programme attempts to ensure that the student:
- Is affirmed.
- Develops a pattern of success.
- Enjoys school.
- Stays in school.
- Has good news to bring home.
- Feels good about themselves.
- Improves attendance.
- Sees possibilities for themselves.

The JCSP Framework
- Builds the students confidence and self esteem.
- Promotes inclusion.
- Celebrates student success.
- Supports student engagement.
- Promotes active learning methodologies.
- Supports differentiation.

Programme Plan

Our JCSP aims:

- To foster and develop a learning environment in which all students, no matter what their difficulty, are enabled to experience success and to achieve their full potential within our school community.
- To provide a curriculum framework that assists schools and teachers to make the Junior Certificate more accessible to young people who may be at risk of leaving school without formal qualifications.
- To maximise student attendance.
- To retain students in the education system.
- To bridge the gap between primary and secondary education and assist students with this transition.
- To build strong and positive learning foundations.
- To make school relevant and accessible to young people who find it difficult to access and cope with the school system.
- To help young people experience success and develop a positive self-image by providing a curriculum and assessment framework suitable to their needs.
- To provide students, on completion of the programme, with a profile which is an official record of their achievements at Junior Cycle from the Department of Education.
- To assist students to participate fully in the school community.
- To assist students to develop to their full potential.
- To support students to acquire the basic personal, social, literacy and numeracy skills needed for life.
- To aid students to acquire ICT skills and encourage the use of these skills.
- To support students to enhance their individual talents.
- To assist students to experience success.
- To support students in building confidence and developing a positive self- image and self esteem.
- To develop a practice of self-assessment.

Our JCSP Objectives

When due account is taken of intrinsic abilities and varying circumstances, the JCSP should assist and support the student in the following areas:

Social and Personal Development
- Experience enjoyment and achievement through learning.
- Interact and cooperate sensitively with others, regardless of cultural or social background or special needs.
- Develop qualities of self-esteem, self- awareness, confidence, initiative and leadership.
- Experience activities outside the classroom relating to the curriculum.
- Participate in celebration events.

Knowledge and Understanding

- Develop an understanding of the importance of attending school and participation in events held by JCSP.
- Develop an understanding of the short term goals that are required to be met by them and the importance of achieving these goals.
- Experience and develop an understanding of the use of statements of learning to achieve final certification in the JCSP.
- Develop an understanding of the appropriate rules within the classroom setting and school in general to support their journey in JCSP.
- Observe, discuss, analyse, interpret and enjoy the purpose of the statements of learning.
- Gather, record and interpret information and keep samples of work that they excel in with their subject teacher.
- Be inventive, make decisions, solve problems and develop autonomy through participation in JCSP.
- Develop an appreciation of and respect for the environment through developing an understanding of activities that relate to life in the JCSP.
- Participate in the JCSP initiatives.

Development of Literacy

- Develop the student's ability and demonstrate an improvement over the three years of participation in the programme.
- Encourage JCSP students to take part in library initiatives.
- Develop literacy skills within the Made A Book programme to assist their understanding and enjoyment of literacy.
- Develop literacy skills through participation in Literacy Week which encourages reading for pleasure
- Encourage the use of keywords and terms in all classrooms across all subject areas.
- Support the use of learning intentions within all classes to ensure students understand the purpose of the class.
- Experience the use of numerous resources within the English department to support the growth of literacy within the classroom e.g. JCSP workbooks for novels.
- Encourage students to fully engage in literacy initiatives such as the Accelerated Reading Programme, Shared Reading Programme etc.

Development of Numeracy

- Develop the students numeracy ability and demonstrate an improvement within the three years of participation.
- Develop numeracy skills within the Make A Book programme to assist their understanding and enjoyment of numeracy.
- Develop an awareness of numeracy through games and activities during Numeracy Week.
- Encourage the use of mathematical posters within the Mathematics Department.
- Identify numeracy in all classrooms and subject areas.
- Support the use of statements of learning within all mathematics classes and the use of cross curricular numeracy statements to support numeracy.
- Experience the use of numerous resources within the Mathematics Department to support the growth of numeracy skills within the classroom.
- Encourage students to fully engage in numeracy initiatives such as Numeracy Deep Dive etc.

Improvement of Attendance

- Encourage regular attendance at school through the use of statements of learning which make the curriculum more accessible to all students.
- Encourage attendance at in and out of school initiatives that make learning fun and memorable

- Support attendance through celebrations that acknowledge and celebrate students achievements and participation in school life.

Development of Numeracy and Literacy skills and enhancing student Attendance are in line with the school's DEIS targets.

Structure

JCSP in Classes in Ardscoil Mhuire

Junior Cycle mixed ability classes, in Ardscoil Mhuire, are devised on the basis of the transfer information provided by primary schools and incoming First Year parents. This information is also utilised in September by the JCSP core team to identify potential First Year JCSP students. At the end of term one, the group is re-examined based on how well students have settled into the First Year and a finalised list is devised. JCSP is ever-changing and ever evolving in Ardscoil Mhuire. Current Second and Third Year JCSP students participate in the programme in all of their subjects.

Planning Time

Time is allocated in August for Subject Department meetings and JCSP core team meetings. The JCSP core team meets at this stage and again in December to finalise JCSP student identification in each year group.

Recording Procedures

Teachers are encouraged to keep a record of the statements of learning that they are working on as well as visibly displaying these statements on the walls of their classrooms. These statements should be discussed and set at the start of the year by each Subject Department. Teachers are encouraged to keep photos and evidence of students' work.

During statement weeks, students fill in digital statement records. This process clearly highlights to the student the progress they are making and the statements of learning they have completed to date.

Identified statements of learning are referred to by the teachers throughout lessons and units of teaching. This is achieved in the classroom by the teacher via verbal instruction, reference to statements on their classroom walls, individual conversation, demonstrations etc. Students translate this information into their e-portfolio (a digital means of completing and storing statements) along with images and/or examples of evidence of work.

A list of completed statements, for submission for final profiling, are collected by the JCSP Coordinator in Term Three of Third Year via google drive.

Initiative evaluations are completed by staff members involved in the running of any JCSP initiative and given to the coordinator for submission to the JCSP office.

New Junior Cycle Updates – Recording Statements

All Subject Departments are now using new statements of learning.

JCSP Teams

JCSP Core Team

Principal	Brid Herbert
JCSP Coordinator	Sarah Bolger
HCSL	Rita Hehir
SEN	Mairead Shinners

Core Team Meetings

The JCSP core team meets at least three times per year (additionally meetings are held when required).

August - The core team meets to review the 2nd and 3rd year JCSP student group, pre-identify potential 1st year JCSP students, set important JCSP dates in the calendar such as folder weeks, Christmas celebration etc. Additionally initiatives that will be run for the academic year are discussed and decisions made regarding the Year Groups that would most benefit from participation in each initiative. Targets for the year are also set.
December - The core team meets to review the 1st year midterm and Christmas tests. Based on this data and other factors the 1st Year JCSP students are officially identified. Permission is now sought from parents regarding their daughter's participation in the programme. Preparations for Christmas celebration are discussed, with awards and prizes decided.
May- The core team meets to review the programme and put plans in place for the next academic year.

Our JCSP Teaching Team

Programmes Coordinator	Anne Mitchell
JCSP Coordinator	Sarah Bolger
English	Colette Grant, Mags Clancy, Mairead Shinners, Patrick Huff, Roisin Quinn, Deirdre Curley, Karen Shananhan
Maths	Des O'Donoghue, Grace O'Brien, Kelly Bailey, Maria Nolan, Sarah Hehir, Oonagh Healy, Fintan Cross, Kerri-Ann Kelly, Jean Dore, Fiona Bradshaw.
Irish	Sinead Bucke, Siobhan Johnson, Tom Madigan, Louise Collins, Aideen Hogg, Sinead Withero
French	Louise Collins, Muireann O'Connor (Mary Mehigan), Sinead Bucke, Deirdre Curley, Colette Grant
History	Conor O'Donovan, Mairead Shinners, Laura Collins, Lorraine Kerin, Karen Shanahan, Ann Mitchell, Roisin Quinn
Geography	Trisha Hynan, Steven Carroll, Conor O'Donovan, Liam Lyons
Science	Ciara O'Farrell, Fintan Cross, Erica Flynn, Donna O'Rourke
Home Economics	Kate O'Brien, Katherine Ryan, Sarah Collins, Molly Power
Music	Nora O'Conor, Rhoda O'Conor,
Art	Mike Connor, Sarah Bolger
Religion	Anne Mitchell, Lorraine Kerin, Steven Carroll, Molly Power, Kerri-Ann Kelly
CSPE , SPHE, Wellbeing	Lorraine Kerin, Anne Mitchell, Patrick Huff, Sarah Bolger, Molly Power, Kate O'Brien, Roisin Quinn, Ciara O'Farrell,
PE	Aideen Hogg, Liam Lyons, Steve Carroll
Business	Maureen Hughes, Oonagh Healy, Kelly Bailey, Maria Nolan, Grace O'Brien, Jean Dore
HSCL	Rita Hehir
SCP	Lise Anne Dempsey, Yvonne McMahon, Julianne Carr
Guidance Counsellor	Annette Tierney
Deputy Principal	Laura Collins
Principal	Brid Herbert

Our JCSP Teaching Team Meetings

The JCSP Teaching Team meets twice per year.

August: Staff Meetings – The staff is addressed by the JCSP Coordinator regarding their responsibilities as JCSP Teachers. The Coordinator distributes important JCSP information to all staff in relation to the year ahead i.e. student lists, statement week dates, other important dates, initiatives applied for, invitation to teacher to lead an initiative, resource lists, competitions, website etc.

Teachers meet in their Subject Departments to discuss the learning outcome statements that they will be working on with each Junior Cycle year group in the current academic year and outline how they plan to achieve these statements.

March: Staff Meeting – The staff is addressed by the JCSP coordinator and reminded of their responsibilities as JCSP teachers. Additionally, they are informed of upcoming 3rd Year profile recording and the protocols involved.

Roles & Responsibilities

Role of the JCSP Coordinator

The JCSP coordinator is responsible for the day to day running of the programme. Administration, facilitation and delegation of responsibilities to the JCSP core team are the responsibility of the coordinator.
The JCSP coordinator also:
- Leads the team in the planning and implementation of the programme
- Makes recommendations to Senior Management in relation to timetabling, the budget and allocation of resources.
- Reviews the programme and student participants.
- Sets up and maintains a system of student profiles via google drive.
- Monitors student ePortfolios.
- Encourages attendance – organises rewards for consistent attendance.
- Organises JCSP events - initiatives, celebrations etc.
- Takes responsibility for the induction of new teachers in the area of JCSP.
- Liaises with other key personnel e.g. Senior Management, DEIS/SSE Team, Career Guidance, HSCL, SCP, SEN Coordinator and Programmes Coordinator
- Informs staff of competitions and initiatives.
- Reports back to Senior Management and staff after in-services.
- Updates the JCSP staff and student notice boards.

Role of the JCSP Teacher

The JCSP teacher is responsible for:
- The teaching of learning outcome statements.
- Developing literacy and numeracy skills and enhancing student attainment in the classroom.
- Differentiating curriculum content for JCSP students.
- Encouraging attendance.
- Keeping a record of the student's learning outcome statement progress and completion.
- Giving students time during statement weeks to complete their ePortfolio statements.
- Explaining and providing visible reminders to students of current statements. (statements on classroom wall)
- Celebrating student achievement. (postcards home, awarding certificates or merit cards etc.)
- Providing the JCSP coordinator with a record of all statements awarded to Third Year students in Term Three of Third Year via a collaborative profiling excel file on google drive.
- Running initiatives for JCSP students – filling in application and evaluation forms.

Role of the JCSP Student

The JCSP student is responsible for:
- Engaging in learning opportunities in class and during JCSP initiatives.
- Updating their JCSP ePortfolio during statement weeks.
- Completing statements with their teacher.
- Engaging in and reflecting on initiatives
- Making the most of all opportunities afforded to them inside and outside of the classroom through the JCSP programme.

Role of the JCSP Parent/Guardian

The role of the parent/guardian is to:

- Support their daughter's learning.
- Encourage and support their daughter's good attendance.
- Attend the graduation ceremony in May to celebrate their daughter's work and achievements in the JCSP programme.

Selection of JCSP Students

In general students who are often identified as potentially early school leavers and /or who could benefit from extra support are those who:

- Have poor attendance records.
- Have difficulty in the areas of literacy and numeracy.
- Have learning difficulties which hinder them from fully participating in and accessing the Junior Cycle curriculum.
- Show clear signs of not coping with the experience of school offered at Junior Cycle.
- Indicate a considerable degree of disengagement from school as evidenced by poor attendance, behaviour and/or attitude.

In Ardscoil Mhuire our procedures to identify and hence invite students to participate in the programme is as follows:

Initially:
- WRAT4 tests administered to all in-coming First Year students are analysed to identify potential JCSP participants.
- Transfer data is collected from feeder primary schools.
- The HSCL teacher from our school and those from feeder primary schools, where possible, are consulted.
- First Year October midterm test results are analysed.
- Christmas assessment results are analysed.
- Feedback from teachers is sought and considered.

On-going:
- The JCSP coordinator, in consultation with the SEN Co-ordinator, Senior Management and subject teachers, regularly reviews Junior Cycle students progress with the option of including them in the programme if appropriate.
- Students, who transfer mid-year, are assessed as potential participants in the programme.
- Parents always have the option of including their child in the JCSP throughout the running of the programme.
- The WRAT4 test is administered to all students annually. This process may identify students who would benefit from inclusion in the programme.
- Students can opt out of the programme in consultation with the JCSP team and parents.

- At the end of each academic year the JCSP core team will review each of the Junior Cycle Year Groups to decide how to proceed the following year.
- A regularly updated list of JCSP students is distributed to staff and shared via Google Drive.

Programme Provision & Support

Allocation
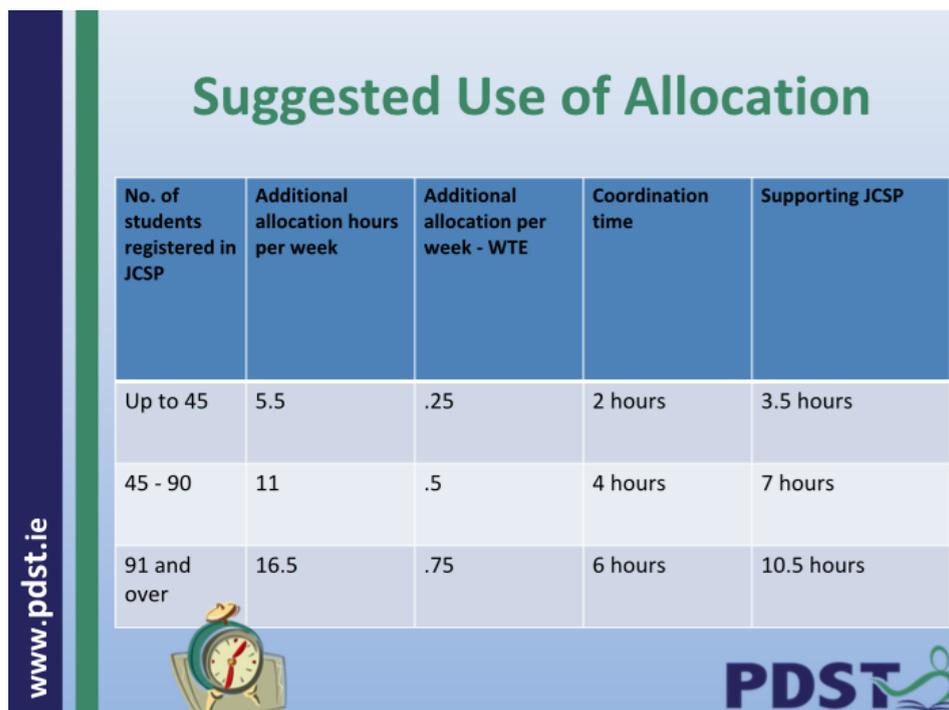
Suggested Use of Allocation

No. of students registered in JCSP	Additional allocation hours per week	Additional allocation per week - WTE	Coordination time	Supporting JCSP
Up to 45	5.5	.25	2 hours	3.5 hours
45 - 90	11	.5	4 hours	7 hours
91 and over	16.5	.75	6 hours	10.5 hours

www.pdst.ie

PDST

Based on last years numbers of 110 students the co-ordinator receives five class periods of forty minutes – totalling three hours 40 mins of co-ordination time.

Facilities & Resources

The JCSP coordinator via the JCSP website orders resources up to four times a year.

Continuous Professional Development CPD

- Staff in Ardscoil Mhuire is made aware of all JCSP courses available by means of circulating the calendar at the beginning of the academic year.
- The coordinator attends all coordinator meetings. JCSP Core team staff is released to attend in-services on topics relevant to them.

- Further training and support is provided for JCSP teachers and the whole staff. Support visits from the JCSP PDST team – Louise Kenny, Lorraine Counihan & Ciara Sloan, also available.
- DEIS/SSE support is also provided by the PDST associate assigned to our school – Louise Kenny

Dissemination of Good Practice

Methodologies

Successful methodologies utilised in the implementation of JCSP in our school include:
- Pair work
- Class discussions
- Questioning
- Peer learning
- Group work
- Presentations
- Activity-based learning
- Cooperative learning
- Peer tutoring
- KWL
- 54321
- SQ3R
- CHATT
- Brainstorming
- Internet research
- ePortfolio
- Visits in/out
- Field Trips
- Guest speakers
- AFL Strategies
- Team Teaching
- Student Self Reflection

Health and Safety

Ardscoil Mhuire's Health and Safety Statement applies to all JCSP students.

Teaching and Learning

DEIS Links

Areas of DEIS	Links with JCSP - Subject Lessons Statements
Numeracy	Maths – Statistics, Fractions, geometry, algebra, trigonometry, graphs, Ratio, probability etc English – poetry stanzas, Gaeilge - numbers French - numbers Science – calculations, experiments, measurements, graphs, periodic table Home Economics – measurements, reading ingredients Art – Proportions, scale, perspective, pattern, symmetry, art history timeline Music – compositions, rhythm, beats, reading music Business Studies – budgets, money, statistics Physical Education – counts, stop watch, Geography – Maps, co-ordinates, diagrams, charts History – years, timeline
Literacy	Maths - instructions, questioning English – poetry, storytelling & writing, letters Gaeilge – letters, poetry, stories, essays, spelling, grammar French - letters, poetry, stories, essays, spelling, grammar Science – key terms, definitions, experiments Home Economics - instructions, questioning, key words Art – Visual Literacy & language, Key words, Visual Thinking Strategy (VTS) Music - Business Studies - Physical Education - Geography – History -
Attendance	See DEIS/SSE Plan
Attainment	See DEIS/SSE Plan
Transitions	See DEIS/SSE Plan
Retention	See DEIS/SSE Plan
Partnership with Parents	See DEIS/SSE Plan
Partnerships with Others	See DEIS/SSE Plan

Areas of DEIS	Link with JSCP - Initiative 2018/19/20/21/22/23
Numeracy	School Based Numeracy Initiative, mangahaigh app
Literacy	Reading Corner / Reading Challenge / Debating School Based Literacy Initiative/ Book Club / Make A Book
Attendance	Initiatives, Christmas and Summer Celebrations, Fieldtrip
Attainment	Statements
Transitions	Statements and ePortfolio
Retention	Field Trips / Subject Initiatives eg. Science, Gaelige/ practical & hands on approach to teaching & learning
Partnership with Parents	Postcard Initiative & Summer Celebration
Partnerships with Others	A visit to An Art Gallery, Fieldtrip, Ceili, Artist in the Classroom, Celebrity Chef, etc

Initiative History

Current Initiatives 2022 - 2023

Make a Book	S.Bolger
Word Millionaire	M.Shinners
Music Initiative	R.Clery
Celebrity Chef	K.Ryan
Christmas Celebration	S.Bolger
School Based Numeracy Initiative	K. Bailey and F. Bradshaw
Wellbeing Initiative	L. Kerin
Fieldtrip	K. Shanahan
Summer Celebration	S. Bolger

Initiatives 2021-2022

Make a Book	S.Bolger
School Based Literacy	M.Shinners
Artist in the Classroom (Embroidery)	K. Ryan
Christmas Celebration	S.Bolger
School Based Numeracy Initiative	K.Bailey

Number Millionaire	K.A. Kelly
Fieldtrip (Irish & Geography)	P.Hynan and S. Johnson
Summer Celebration	S. Bolger

Initiatives 2020-2021

Make a Book	S.Bolger
School Based Literacy	P. Huff
P.E. Initiative	A. Hogg
Artist in the Classroom	S. Bolger
Christmas Celebration	S.Bolger
School Based Numeracy Initiative	F.Bradshaw
Summer Celebration	S. Bolger

Initiatives 2019-2020

Make a Book	S.Bolger
School Based Literacy	P.Huff
Gaeilge camera	S. Johnson
Artist in the Classroom	S. Bolger
Christmas Celebration	S.Bolger
School Based Numeracy Initiative	O. Healy & S. Hehir
Science Initiative	F. Cross
Summer Celebration	S. Bolger
Home Ec Field Trip	K.O'Brien

Initiatives 2018-2019

Make a Book	S.Bolger
Trip to Make A Book	S. Bolger
Debating	P.Huff
Reading Corner	P.Huff
Visit to an Art Gallery	S. Bolger
Christmas Celebration	S.Bolger
School Based Numeracy Initiative	O. Healy & G. O'Brien
Ceili	A. Hogg
Summer Celebration	S. Bolger
Fieldtrip	C. O'Donovan

Initiatives 2017-2018

Make a Book	S.Bolger & M.Shinners
Trip to Make A Book	M.Shinners
Reading Challenge	P.Huff & M.Clancy
Debating	P.Huff
Science	S. Hehir & R. Hehir
Christmas Celebration	S.Bolger
Number Millionaire	M. Nolan & K.Bailey
Art	S.Bolger & M.Connor
Summer Celebration	S. Bolger
Fieldtrip	T. Hynan

Initiatives 2016-2017

Make a Book	P.Huff
Trip to Make A Book	P.Huff
Reading Challenge	P.Huff & M.Clancy
Celebrity Chef	K.O'Brien
Christmas Celebration	S.Bolger
Paired Maths	M. Nolan
Flashmaster	K.Bailey
Summer Celebration	S. Bolger
Fieldtrip	S. Carroll

Initiatives 2015-2016

Make a Book	M. Shinners
Trip to Make A Book	M. Shinners
Reading Challenge	P.Huff & M.Clancy
Paired Reading	P. Huff & M. McGill
Christmas Celebration	L. Kenny & S. Bolger
Paired Maths	L. Kenny
Artist in the Classroom	S. Bolger
Summer Celebration	L. Kenny & S. Bolger
Fieldtrip	T. Hynan

Assessment

1. The students' profiles are a record of their ongoing achievements in the classroom in each of their subject areas.
2. Ardscoil Mhuire communicates student progress regularly with home. Assessment reports are sent to all parents/guardians four times per year.
3. Each JCSP initiative is evaluated on-line.
4. Students give feedback on any initiatives that they participate in.

Awarding Statements

Students must complete 90% of each statement to be awarded the statement.

Profiling

In March, teachers submit the statement codes completed by Third Year students to the JCSP coordinator via the collaborative profiling document on google drive. The JCSP coordinator then inputs the statements, along with each student's date of birth and student number, to JCSP. Each student will then be sent their profile which will be awarded to them at the Third Year Summer graduation celebration in May.

Analysis & Evaluation of Programme

How do we know we are:

1. Building confidence and self esteem?
    Student and Teacher feedback

2. Promoting Self Esteem?
    Visible changes in students – social skills and participation.

3. Celebrating Achievements?
    Awards presented twice a year at the Christmas Celebration and Summer Celebration.
    Postcards sent home to parents.

4. Supporting student engagement in learning?
    Initiatives and lessons

5. Promoting active learning methodologies?
    Initiatives and lessons

6. Supporting differentiation ?
    Initiatives and lessons

How can we include all voices?

Student Voice – VTS (Visual Thinking Strategy), Student Voting (Creative Schools)

Teacher Voice – Surveys, CPD

Parent Voice - Celebrations

Reflection

What are we doing well?
- Catering for a wide range of student abilities, involving many subject areas and incorporating all strands of DEIS.
- Clear and transparent communication between staff, students and parents regarding the programme thus promoting positive relationships and whole school involvement.
- Successful celebrations and initiatives which students enjoy and appreciate.

What challenges are we facing?
- Parent participation and attendance at celebrations.
- Growing numbers of students in the school. This has resulted in difficulty timetabling the JCSP coordinator for a specific weekly meeting slot with all the required students.
- Access to the computer room to work on ePortfolios as statements cannot be downloaded to chromebooks.

What opportunities do we have?
- Enthusiastic staff
- Busy and active school community – a lot of new initiatives, workshops, visitors etc.

How can we improve?
- Continuing to broaden and build relationships with our community and parents.
- Discussions with co-ordinators from other schools regarding their experiences of how to cater for large numbers of students.

Future Objectives
- To continue the effective work carried out in Ardscoil Mhuire in the JCSP.
- To raise to an even higher level the profile of JCSP among staff, students and parents/guardians.
- To encourage increased involvement in the programme.
- To allocate more planning time for JCSP core team meetings.
- To continue to expand the choice of initiatives on offer to students – encourage a greater number of staff to sign up to initiatives.
- To continue to make use of CPD opportunities.
- To review the JCSP policy on an on-going basis.
- To continue to encourage the annual participation of a group in the Make a Book exhibition.
- To encourage greater use of the JCSP website amongst staff.
- To revisit the paired reading programme in conjunction with the local primary school.

- To encourage more interaction with the community and parents.
- To continue to expand our JCSP Celebrations.
- To continue to enhance contact time between students and JCSP coordinator.
- To ensure that the JCSP is visible in all classrooms.
- To make greater use of our digital library.
- To encourage more participation in competitions.

In Ardscoil Mhuire we believe in the old Irish phrase of Mol An Óige, but not only that:

In ASM we have found that, if you reward and praise effort rather than ability, this results in an increased dedication to an activity, in addition to enhancing student self-confidence and motivation to participate. This is because effort is something that can be controlled, whereas ability and results can sometimes be outside of one's control.

Signed: _____   Date: _____
        Sr. Ena Quinlan
        Chairperson
        Board of Management

Reviewed on:_____   *Date of Review_____*