



LIMERICK



EDUCATE TOGETHER
SECONDARY SCHOOL

SCHOOL PROSPECTUS



“

The task of education is not to teach subjects. It is to teach people.

KEN ROBINSON

”



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PRINCIPAL'S WELCOME

We are delighted to introduce you to Limerick Educate Together Secondary School - Limerick City's newest second-level school serving Castletroy and its environs. Since opening in 2018, Limerick Educate Together Secondary School has gained a reputation for providing rigorous and engaging learning experiences that are meaningful, real-world and project-based.

School choice for your young person is a crucial decision. In a world that continues to evolve rapidly, so too must education. In Limerick ETSS we recognise this. We offer a welcoming and vibrant school community that provides equity of opportunity for all students to be who they want to be and to enable them to grow academically, emotionally and socially to reach their potential.

Building positive relationships lies at the heart of school life in Limerick ETSS. We strive to build relationships that are collaborative, respectful and inclusive. Fundamental to building and sustaining positive relationships in our school is our restorative practice model.

At the core of much of our work is project-based learning. Students engage in curricular content through authentic and relevant projects; projects that enable students to not only access subject content in ways that would not be possible using "traditional" teaching practices, but to do so in a universal way which makes learning accessible to all. Project-based learning provides our students with the capacity to develop an array of transversal skills, many of which are required to succeed in the working world including oral and written communication, collaboration, agency, and critical thinking. In 2019 the school established exciting links with California-based New Technology High School Center for Excellence, Univeristy of

Limerick; namely the Bernal Institute and the UL Foundation, who have jointly played an integral role in securing €150,000 in funding to support our PBL programme and establish a centre for excellence in our new campus over the next 5 years.

The construction of our new state-of-the-art campus is progressing at an impressive pace and marks an exciting new milestone in the school's journey to date. Students enrolling in September 2023 can look forward to starting in the new campus. The €32 million project will be fully equipped with the very best of facilities, the latest technology and sports facilities including an all-weather pitch, hard courts and outdoor recreational spaces.

In Limerick ETSS, we are passionate about the work that we do and we are honoured to be entrusted with the privilege of leading Limerick City's newest second-level school; a school that is driven by five fundamental principles – curiosity, creativity, diversity, respect and community. Technology plays a pivotal role in Limerick ETSS by empowering students and teachers to innovate. Our iPad 1:1 programme provides personalised learning opportunities for every student and broadens teaching horizons. Our highly-qualified teachers use the most innovative of methodologies to ensure that students' learning is active, relevant, challenging and enjoyable. Our school is committed to creating classroom cultures that foster the habits and attitudes of curious, confident and independent learners, qualities that will serve your child for the rest of their life.

Select, our Apple Education Partner, support our vision by providing us with the complete solution for embedding Apple technology into the very ecosystem that is our school. Indeed, while 2023 will be an exciting year for the school for obvious reasons, we also look

forward to continuing our work to become an Apple Distinguished School status.

In Limerick ETSS we recognise that no student is the same. Our aim is to be the best that we can be, that is, to design a flexible and sustainable curriculum that provides genuine learning opportunities for each and every student. Student voice and student wellbeing is central to this process. Furthermore, in Limerick ETSS, careful thought and consideration is given to the design of our learning spaces. Our classrooms are flexible learning environments designed to encourage students to engage with others, collaborate, create, share and reflect on their own learning. The endless possibilities that our new campus will present excites us. Our commitment to you is that Limerick ETSS will provide an engaging and challenging learning environment where your child will learn to learn by building learning power.

Our exceptional staff are highly qualified with an extensive knowledge and expertise across a range of disciplines. This matched by our passion and willingness to think outside the box and take risks is what makes our school such a vibrant and inspiring centre for learning, teaching and assessment.

Thank you for your interest in Limerick ETSS. We invite you to have a read of our prospectus and take full advantage of the magnificent educational opportunity Limerick ETSS presents.

Eoin Shinnors
Principal



Eoin Shinnors
Principal



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“

Don't raise the bar and narrow the gap. Narrow the gap to raise the bar.

ANDY HARGREAVES

”

VISION | AIMS | ETHOS

VISION

Limerick ETSS strives to provide a caring and supportive school community that nurtures each student's personal, social and academic potential throughout their school career. Fundamental to our vision is an emphasis on building learning power so that all our students, irrespective of belief system, race, ethnicity, class, culture, gender, language, lifestyle and ability, are equipped with the learning habits and qualifications to thrive in the 21st century. We believe that all people should have access to an excellent education that is inclusive and fosters a culture where students can be who they want to be.

“Limerick ETSS is committed to providing rigorous and engaging learning experiences that are authentic, relevant, meaningful and real-world.”

MISSION

Limerick ETSS is committed to providing a learning experience that is student-centred. By assessing not only what students learn but how they learn, Limerick ETSS will enable all students to contribute meaningfully to their local, national and global communities, embrace the rights and responsibilities of active citizenship and develop the knowledge and skills needed to live, learn and work in the 21st century.

1. Project-Based Learning
2. Restorative Practice
3. Technology
4. Sustainability

Overarching all of this are our five core values:

1. CURIOSITY

If teachers can light the spark of curiosity in their students, they foster a culture where students become natural learners across a multitude of disciplines. Curiosity is the engine of achievement.

2. DIVERSITY

Human beings are naturally different. They are diverse. Teaching and learning must be student-centred. Young people prosper best in a broad curriculum that celebrates their talents. A curriculum that provides equality of opportunity where every student can reach his or her potential.

3. CREATIVITY

One of the most significant roles of education is to awaken the powers of imagination and creativity. Creativity and critical thinking are essential 21st century skills and should be nurtured by schools so that young people not only become successful learners but responsible members of society, effective workers, caring members of the community and lifelong learning in an interdependent world.

4. COMMUNITY

Building a connected school community enhances learning outcomes and support, collaboration and wellbeing for the entire school. In Limerick ETSS we are striving to cultivate respectful, supportive relationships among students, staff and parents. We believe supportive relationships are the heart of the community.



Underpinning our vision and mission are the following 4 priorities which are integral drivers to fostering a culture in Limerick ETSS where every student can experience positive outcomes and success:

5. RESPECT

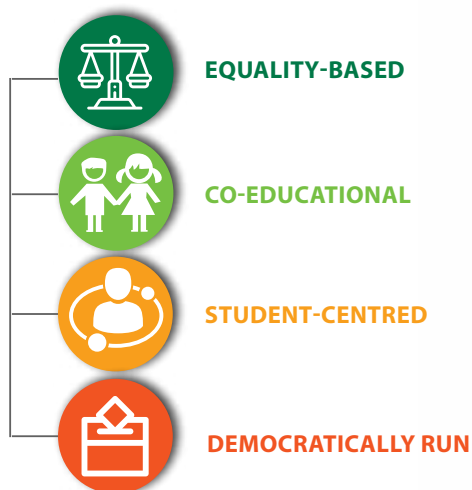
Our aim is to foster a culture where every member of the school community feels safe and secure in school. We are a kind school built on mutual respect and trust where all voices are recognised and appreciated. By embracing diversity and individuality, we support all members of the school community to navigate the pluralist society that we are living in.

ETHOS

Limerick ETSS ethos is built on the values set out in the **Blueprint for Educate Together Second-level Schools**. The Board of Management upholds the ethos of the school, ensuring that it is:

EQUALITY-BASED

We are equality-based and multi-denominational in character, ensuring that our students regardless of social, cultural and religious backgrounds have equal access to and rights within the school.



CO-EDUCATIONAL

We are co-educational, thereby encouraging our students to learn and live together.

STUDENT-CENTRED

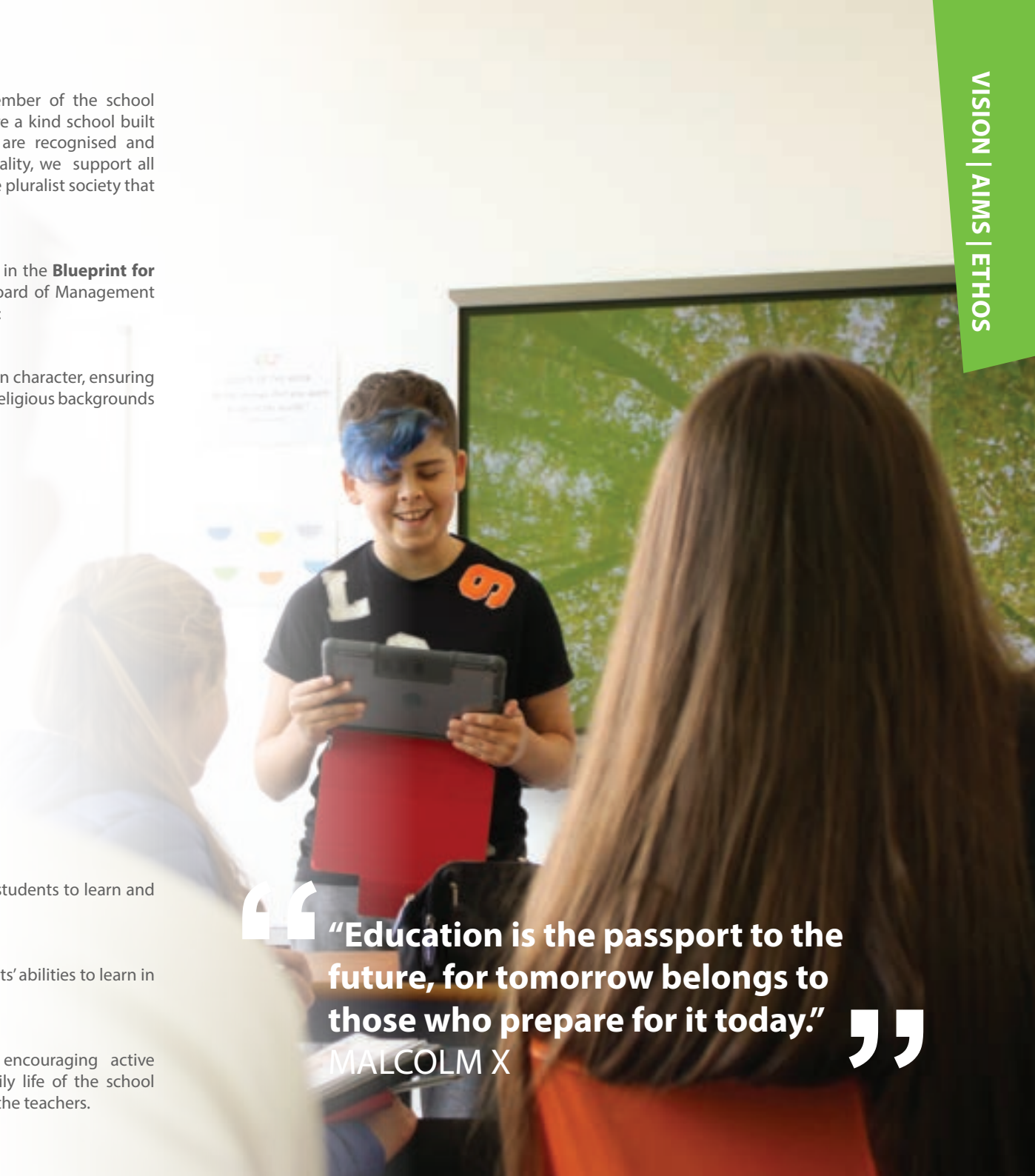
We are child-centred, respecting individual students' abilities to learn in unique ways.

DEMOCRATICALLY-RUN

We run our school on a democratic basis, encouraging active participation by parents and students in the daily life of the school whilst positively affirming the professional role of the teachers.

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

MALCOLM X



THE CURRICULUM

STUDENT-CENTRED LEARNING

In Limerick ETSS, we place students at the centre of the learning process. Our vision for teaching and learning builds on the thinking underpinning the Framework for Junior Cycle and the Senior Cycle Key Skills Framework.

JUNIOR CYCLE

Junior Cycle promotes a focus on active and collaborative learning. In Limerick ETSS, we will endeavour to provide our students with learning opportunities that will enable them to:

ANALYSE information in new and creative ways

INVESTIGATE issues

EXPLORE topics and concepts

THINK for themselves

BE CREATIVE

PROBLEM-SOLVE

APPLY THEIR LEARNING to new challenges and situations



Junior Cycle Key Skills



Senior Cycle Key Skills

SENIOR CYCLE

The vision of learners completing Senior Cycle is that they will pursue excellence in learning and develop a love of learning. In keeping with Junior Cycle, they will engage with the knowledge, skills, attitudes and values that will enable them to learn how to learn. At Senior Cycle, learners will encounter the key skills frequently and in an integrated way in many areas of the curriculum.

“ There is no such thing as creative or non-creative people, only people who use their creativity and people who don't. ”
BRENÉ BROWN



JUNIOR CYCLE CURRICULUM

CORE SUBJECTS:

Gaeilge
English
Maths
Science
History

And any one of the following:

French
Spanish
German (*subject to recruitment*)

SHORT COURSES:

DML (Digital Media Literacy)

Any any one of the following:

Artistic Performance
Film Studies
Coding

WELLBEING SUBJECTS:

CSPE (Civic, Social & Political Education)
SPHE (Social, Personal, Health Education)
PE (Physical Education)
Guidance

OPTION SUBJECTS:

Choose one from each band:

BAND 1:

Business
Home Economics
Materials Technology Wood
Graphics
Geography
Art
Technology

BAND 2:

Business
Home Economics
Materials Technology (Wood)
Materials Technology (Metal)
Geography
Music
Art

SENIOR CYCLE CURRICULUM

CORE SUBJECTS:

Gaeilge
English
Maths

And any one of the following:

French
Spanish

WELLBEING SUBJECTS:

Guidance
RSE (Relationships Sex Education)
PE (Physical Education)
Guidance

OPTION SUBJECTS:

Choose one from each band:

BAND 1:

Construction Studies
Music
Home Economics
Computer Science
Chemistry

BAND 2:

Biology
History
Geography
Physics

BAND 3:

Art
DCG (Design Communication Graphics)
LCPE (Leaving Certificate PE)
Politics and Society
Business

LCVP (Leaving Certificate Vocational Programme)



FIRST YEAR TASTER PROGRAMME

CHOOSING SUBJECTS AT JUNIOR CYCLE – OVERVIEW

All first year students will follow an initial taster programme so that they can sample all subject options before making their final choice. Prior to the October midterm break, students will choose one option subject from the two bands as detailed below (these are subject to change and review annually).

All first year students undergo Standardised Testing (Cognitive Ability Tests (CAT4s) and Post-Primary Assessment and Diagnosis - English) from which the data gathered can help inform students' subject option choices. Subject options include:

BAND 1:

Business
Home Economics
Materials Technology Wood
Graphics
Geography
Art

BAND 2:

Business
Home Economics
Materials Technology (Wood)
Materials Technology (Metal)
Geography
Music
Art



Students in first year will also follow a taster programme for the following short courses before making their final decision.

SHORT COURSES

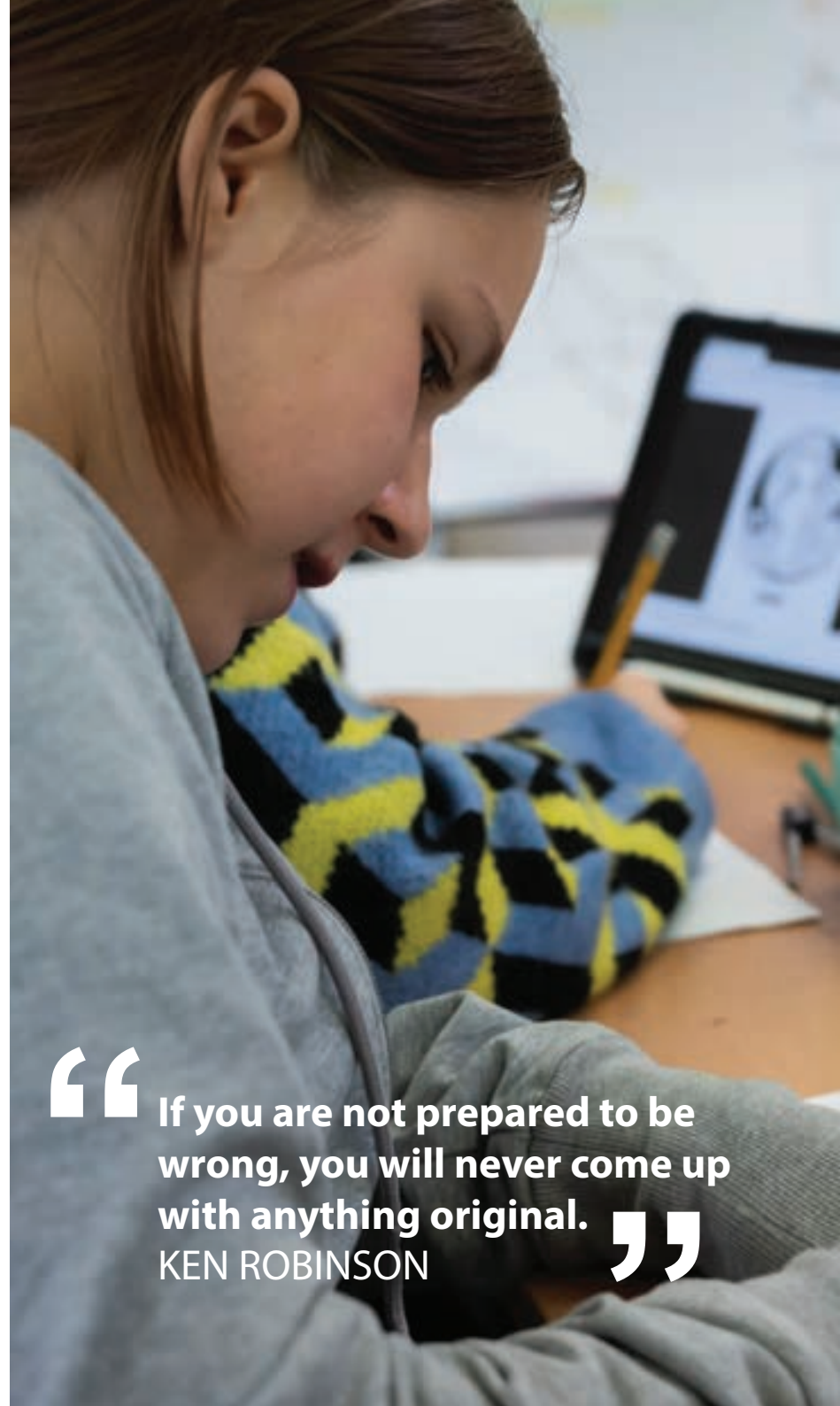
Artistic Performance
Coding
Film Studies

*Please note that Digital Media Literacy (DML), PE, SPHE and CSPE are mandatory.

The short course is a curriculum component in Junior Cycle. A short course is designed for approximately 100 hours of student engagement and provides opportunities for schools to broaden the range of educational experiences they offer in Junior Cycle.

MIXED ABILITY AND STREAMING AT JUNIOR CYCLE

All classes in first year are taught as mixed ability. Streaming may occur in Gaeilge, English and Maths and is subject to discussion and agreement between teachers and the Principal. Streaming will only be considered where there is an educational advantage for all students.



“ If you are not prepared to be wrong, you will never come up with anything original. ”
KEN ROBINSON

LEAVING CERTIFICATE APPLIED (LCA)

The Leaving Certificate Applied is a two-year Leaving Certificate, available to students who wish to follow a practical or vocationally orientated programme. The Leaving Certificate Applied is made up of a range of courses that are structured round three elements: Vocational Preparation, Vocational Education and General Education.

THE PROGRAMME

- English and Communication
- Mathematical Applications
- Social Education
- Vocational Preparation and Guidance
- Hotel, Catering and Tourism
- Irish/French/Spanish
- Introduction to ICT
- Visual Art
- Horticulture
- Leisure and Recreation with PE
- Guidance
- Work Experience

TRANSITION YEAR

OVERVIEW

The Transition Year (TY) is a one-year programme that follows the three-year junior cycle. It is designed to act as a bridge between the Junior Certificate and Leaving Certificate programmes. In Limerick ETSS, there is an expectation that all students do Transition Year.

Transition Year encourages personal and social developments and recognises the need for students to become independent, self-directed and motivated young people. In Limerick ETSS, our Transition Year programme offers students a broad variety of learning experiences inside and outside the classroom - Curricular, co-curricular and extra-curricular. Transition Year is an exciting and innovative way of learning for students with a focus on Project-Based Learning.

INITIATIVES/PROGRAMMES

- GAA Future Leaders
- First Aid and Fire Safety
- Manual Handling Course
- Car Maintenance
- Road Safety/Driving Education
- Intro to Barista Course
- VIP UL Experience
- Self-defence
- HACCP and Food Safety Course
- Waiting Course
- Forensic Science Workshops
- Music Generation Workshops
- Navy and Army Recruitment Talks
- Garda Recruitment Talks
- Substance Abuse Talks
- Solicitors of the Future
- Finance Management Programme
- UL Junior Health Science Academy
- Career and College Talks/Trips
- Outdoor Activities & Sporting Trips
- Guest Speakers
- Gaisce
- Student Council
- Green Schools
- Amber Flag
- Charity Work/Fundraising
- BT Young Scientist
- Young Social Innovators
- Student Enterprise
- Retreats

LAYERS OF OUR TRANSITION YEAR PROGRAMME

There are four layers to our Transition Year programme as follows:

1. CORE LAYER

- Irish Language and Culture Studies
- English Literature, Drama and Film Studies
- Project-Based Maths
- Modern Foreign Languages (French/Spanish)
- Career Guidance -Preparing for the World of Work
- Personal Development (Wellbeing)
- Physical Education
- Sports, Anatomy and Nutrition

2. SUBJECT SAMPLING LAYER


- Creative Arts
- Music
- Construction Studies
- Business
- Accounting
- Computer Science
- Photography
- Coding
- Design and Communication Graphics (DCG)
- Applies Sciences (Biology/Chemistry/Physics)

3. TRANSITION SPECIFIC LAYER

- Performance Arts - Annual Musical
- General Studies
- Development Education and Sustainability
- Media Studies
- Project-Based Learning Portfolio
- TY Work Experience

4. CALENDAR LAYER

- TY Work Experience
- Charity and Volunteering Placement
- Whole School Annual Musical
- Foreign Trip
- Ski Trip
- A Winter's Tale Concert
- Day Trips
- Language, culture and other school events
- Guest speakers
- Killary Adventure Centre

A young man with dark hair is holding a small, black electronic device with several red LEDs lit up. The device has a green and blue pattern on its top surface. He is looking directly at the camera with a slight smile. The background is a blurred indoor setting with a circular light fixture on the ceiling.

“ Our greatest weakness lies in giving up. The most certain way to succeed is always to try one more time. ”
THOMAS EDISON

PROJECT-BASED LEARNING (PBL)

WHAT IS PBL?

Project Based Learning (PBL) prepares students for academic, personal, and career success, and readies young people to rise to the challenges of their lives and the world they will inherit.

In Project Based Learning, teachers make learning come alive for students.

In Limerick ETSS, we provide a learning environment that equips our students for the complex world of the 21st century. We emphasize the importance of developing lifelong learning skills that will enable students to reach their full potential while at the same time preparing them to become caring and active members of a culturally diverse society.

Active, engaging teaching and learning methods are used throughout our curriculum. As well as learning individual subjects, we often integrate our curriculum so that students can study some subjects in groups, exploring how they relate to, and overlap with, each other. This enables students to develop research skills, group work skills, time management skills, digital literacy skills, presentation skills and more. Project-based learning lends itself perfectly to enabling our students to develop what we call transversal skills.

We live in a project-based world. Project Based Learning is a teaching method in which students gain knowledge and skills by working for an **extended period of time** to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Teachers lead students to develop a question to be researched and scaffold learning throughout so that all students can access the curriculum and experience positive outcomes and success. PBL is cross-curricular and can take topics from many subjects on broad. Students demonstrate their knowledge and skills by developing a product, presentation (**a project**) for an audience. As a result, students develop **deep** content knowledge and skills including critical thinking, collaboration, creativity and communication skills.

***“The project is not just an activity done after a unit of learning.
It is the unit of learning.”***

RATIONALE FOR PBL

“The Framework for Junior Cycle (2015) incorporates a shared understanding of how teaching, learning and assessment practices should evolve to support the delivery of a quality, inclusive and relevant education that will meet the needs of junior cycle students, both now and in the future.” **FRAMEWORK FOR JUNIOR CYCLE (2015)**

“By embedding the key skills in the curriculum learners will be presented with a range of learning experiences and outcomes that will improve their present and future access to learning, their social interaction, their information and communication abilities and their ability to work collaboratively. **SENIOR CYCLE KEY SKILLS FRAMEWORK (2009, NCCA)**

“Project-Based Learning enables students to make connections but more importantly apply it in real world situations and replicate what happens in the real world by building on the skillsets of collaboration, critical thinking and problem-solving.” **AARON EISBERG - LEARNING COORDINATOR, NEW TECH HIGH SCHOOL CENTER FOR EXCELLENCE (2022)**

HOW DOES PBL DIFFER FROM “DOING A PROJECT”?

PBL is becoming widely used in schools and other educational settings, with different varieties being practiced. However, there are key characteristics that differentiate “doing a project” from engaging in rigorous Project-Based Learning.

In Limerick ETSS we find it helpful to distinguish a “dessert project” - a short, intellectually-light project served up after the teacher covers the content of a unit in the usual way - from a “main course” project, in which the project is the unit. In PBL, the project is the vehicle for teaching the important knowledge and skills students need to learn. The project contains and frames the curriculum and the ways teachers in our school teach.

In contrast to “dessert projects”, PBL requires critical thinking, problem-solving, collaboration, and various forms of communication. Students need to do much more than remember information. They need to use higher-order thinking skills and learn to work as a team.

PBL LANGUAGE OF LEARNING IN LIMERICK ETSS

In Limerick ETSS, we are focusing on five key areas which help frame PBL practice across all our classrooms. The framework provides teachers and students with a visual aid to help learners reflect and identify where they are at with their learning at any given time. Students’ learning shifts from surface learning, to deep learning and finally to transfer learning. It is during this process that students make real world meaning and connections.





“ Anyone who has never
made a mistake has never
tried anything new. ”
ALBERT EINSTEIN

INCLUSIVE EDUCATION

In line with inclusive principles as set out by the National Council for Special Education (NCSE), all schools are advised to include students meaningfully in mainstream mixed-ability class groupings. In Limerick ETSS we believe this helps ensure high expectations and enables all students to learn together. Mixed-ability teaching has beneficial effects for all students and helps promote social and personal development. For this reason, with exception to some core subjects, all other classes are mixed ability.

Our strong inclusive culture is characterised by the following:

1. A positive ethos and learning environment whereby all students feel welcome and experience a sense of community and belonging.
2. An emphasis on promoting students' participation and active engagement in their learning and in the life of the school.
3. A commitment to developing students' academic, social, emotional and independent living skills.
4. A focus on high aspirations and on improving outcomes for all students.

Fundamental to our inclusive approaches in Limerick ETSS is the valuing of diversity in the community and the contribution that every person has to make. In Limerick ETSS, inclusion and diversity is valued across every facet of school life. Students' learning is supported in many different ways in our school as follows:

- Mixed ability classes
- Differentiation
- Co-teaching
- Small class sizes (where practicable)
- Strong pastoral team Student Support Team (SST)
- Behaviour for Learning (BLF) Programme
- Project-based learning (PBL)
- Access to Special Needs Assistants (SNAs)
- Check and Connect Programme
- ASIAM Programme (Autism Friendly Schools)
- Jigsaw's One Good School Programme
- iPad One-to-One Programme
- Google Suite for Education
- Flexible learning environments
- Neurodiversity Awareness Week
- **ASD Unit***
- Two multisensory rooms
- Daily living skills space
- Sensory garden
- Buddy - our Therapy/Community Dog
- SEN Team of experienced teachers
- Extensive focus on staff training
- Middletown Autism Training
- Liskennett Equine Therapy Programme
- Provision Mapping

ASD UNIT - IMPORTANT

*Please note that our ASD Unit is currently oversubscribed and has no places available for September 2023. For details on available places in ASD classes, please see **Admissions Notices** for other schools in the Common Application System (CAS).

UNIVERSAL DESIGN FOR LEARNING (UDL)

As part of our BLP model, we recognise that every student is different. Research shows that the ways people learn is as unique as their fingerprints. Classrooms are highly diverse and curriculum needs to be designed from the start to meet this diversity. Universal Design for Learning (UDL) is an approach to curriculum that minimises barriers and maximises learning for all students.

In short, UDL ensures that every effort is made to design a curriculum that provides genuine learning opportunities for each and every student. It outlines that learning is not one thing. It identifies that our brains have three broad networks.

1. AFFECTIVE NETWORKS:

THE

WHY

OF LEARNING

Engagement:

For purposeful, motivated learners, stimulate interest and motivation for learning.

2. AFFECTIVE NETWORKS:

THE

WHAT

OF LEARNING

Representation:

For resourceful, knowledgeable learners, present information and content in different ways.

3. AFFECTIVE NETWORKS:

THE

HOW

OF LEARNING

Action and Expression:

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

UNIVERSAL DESIGN FOR LEARNING AND DIFFERENTIATION

UDL is more focused on student-centered learning where the learning experiences are proactively designed so there are options that are accessible for every learner. The goal of UDL is to remove the barriers to learning so students can achieve optimum knowledge and become expert learners. UDL asks us to design flexible goals, methods, materials, and assessments by keeping in view diverse learner needs from the very beginning. UDL provides multiple means of engagement, representation, and action and expression to all learners from the start. Students are encouraged to self-differentiate and choose the best path for themselves.

Differentiation can be seen as a responsive practice where adjustments are made based on the individual needs of the students. The goal of differentiation is to provide a responsive and optimal learning environment for individuals/groups of learners. Differentiation provides targeted strategies that are teacher-directed as teachers choose which strategies students receive.

UDL and Differentiation are positive approaches toward learning as both are student centred. Both approaches help students achieve success in accessing the content by using strategies and scaffolding. When looking closely, one important point that makes UDL more proactive is that it tries to eliminate the barriers of learning from the very beginning by keeping the variability of learners in mind.

THE CREATIVE ARTS

In the words of the late Sir Ken Robinson, "Creativity now, is as important in education, as literacy." Creativity engages different learning styles. Everyone learns and engages differently. In Limerick ETSS we place significant emphasis on the creative arts. The creative arts develops emotional intelligence, confidence and resilience, discipline and commitment, communication skills, identity and belonging, creativity and problem-solving skills and coordination.

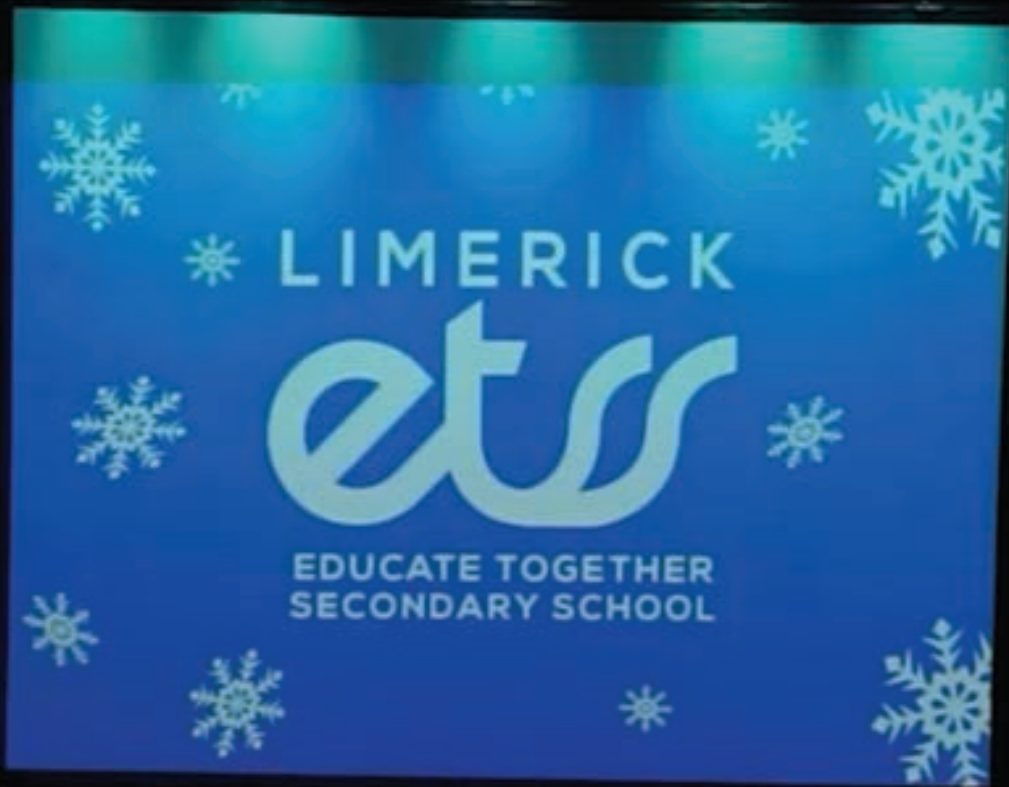
Students can study Music, Art, Photography and Artistic Performance at Junior and Senior Cycle but beyond the curriculum, they are provided with an array of opportunities to engage in the creative arts in different ways. Our school is building a strong reputation for engaging with outside partners including the Irish World Academy of Song and Dance, Music Generation, Lumen Street Theatre, Limerick Early Music Festival, the Irish Chamber Orchestra and the NAPD's Creative Engagement Programme. Furthermore, the school has been fortunate to work with some of Ireland's most renowned artists including John Spillane and Paul Harrington to name but a few.

We have two flagship events every year which are used to showcase much of what we do in terms of embracing the creative arts in our school.

Our annual Christmas concert 'A Winters' Tale' takes place in the University Concert Hall on the 30th November 2022 and will feature collaborations and performances from our students, Paul Harrington, John Spillane, Ger O'Donnell, Trevor Sexton, Jenny McMahon, Jean Wallace and Laura Henebry. The concert will be supported by the Irish Chamber Orchestra with Lyric FM's Liz Nolan as MC.

On 2nd and 3rd March 2023, our students will take to the stage once again, but this time in the Lime Tree Theatre, where they will perform the Addams Family - The Musical.





“ Creativity now, is as important in education, as literacy. ”
SIR KEN ROBINSON

RESTORATIVE PRACTICE (RP)

INTRODUCTION

Restorative practice is based primarily on a set of core values and the explicit promotion and enhancement of particular skills such as the ability to empathise and to find solutions to specific problems. This practise allows for building trust between and with people. It provides a structured approach in the form of a scaffold, which helps build and sustain relationships, and provides a focus which allows for the potential growth of positive relationships to become established between people. It also provides a platform for dealing with conflict in a healthy manner when conflict occurs. In Limerick ETSS, we recognise that conflict is part an parcel of everyday life.

Staff in Limerick ETSS are trained in restorative practices. Restorative practice is a process which informs our Code of Positive Behaviour and how it is enacted in the school. A cornerstone of the implementation and integration of restorative practices in our school relates to the language we use to communicate with each other and students. In the context of restorative approaches this relates to both how we speak to each other and how we listen to each other.

WHAT DIFFERENCE DOES RP MAKE?

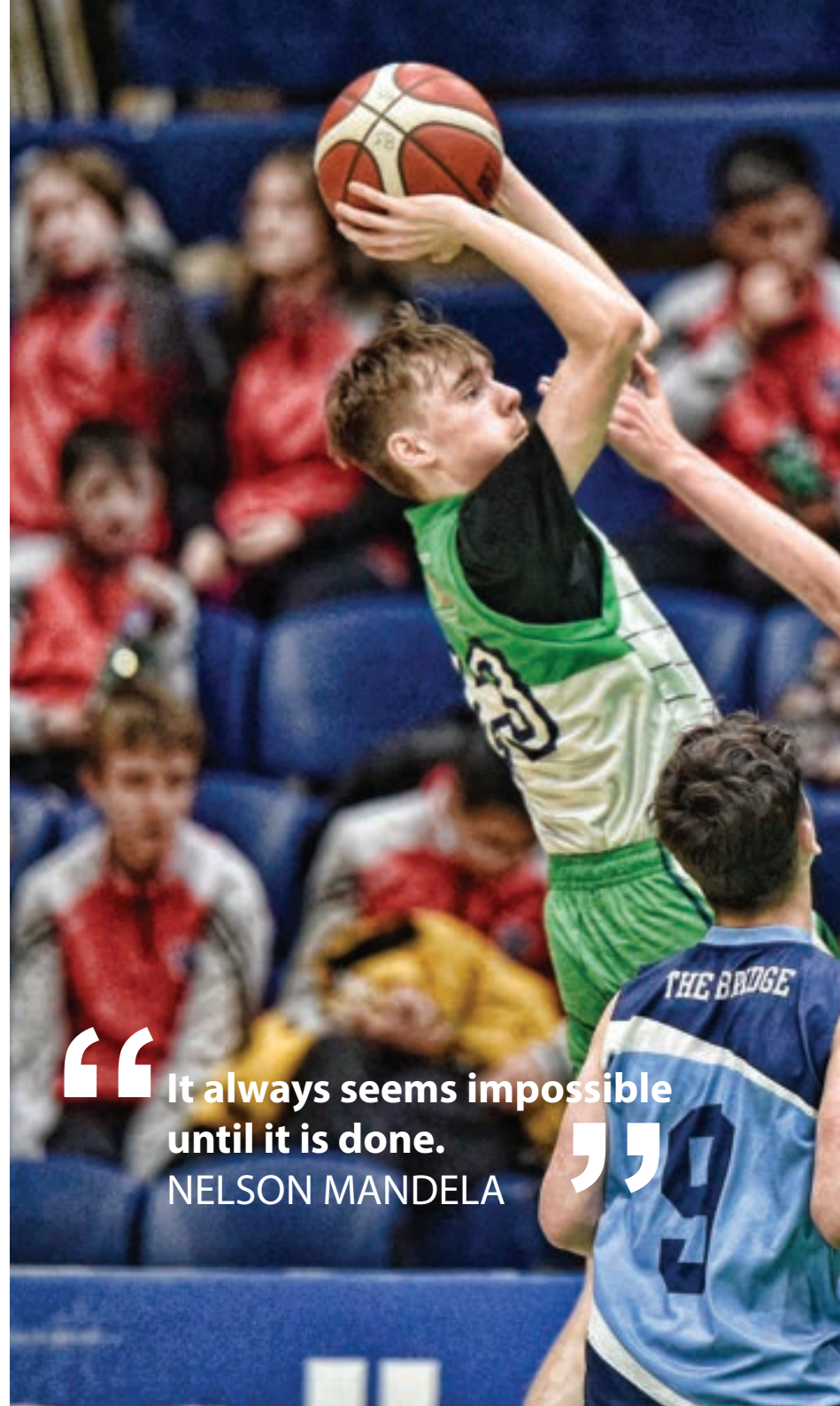
1. Students (and staff) are able to manage conflict better.
2. Students take responsibility.
3. Students demonstrate empathy.
4. Students become more emotionally literate.

WHY USE RESTORATIVE LANGUAGE?

- It builds capacity for empathy/emotional intelligence and models this for others.
- It builds and maintains relationships.
- It resolves conflict in a healthy manner.
- Vulnerability is key. Staff model this so that students feel comfortable expressing their feelings and needs.
- It enables staff and students to express feelings in order to promote and form positive relationships.

THE SIX RESTORATIVE QUESTIONS

1. What happened?
2. What were you thinking at the time?
3. What have you thought about it since?
4. Who has been affected in what way?
5. How could things have been done differently?
6. What do you think needs to happen next to make things right?



“ It always seems impossible until it is done. ”
NELSON MANDELA

BEYOND THE CLASSROOM

Learning occurs everywhere, not just in the classroom. It happens in the corridors, the carpark, the sports hall, the playing fields and beyond. In Limerick ETSS we encourage teaching and learning to look beyond the walls of the classroom. In Limerick ETSS we place students at the centre of all that we do; we are fostering a culture where teachers and students engage in activities that create opportunities to learn in ways that might not be possible in the classroom. In our school we define these activities as either co-curricular or extra-curricular activities.

CO-CURRICULAR VS EXTRA-CURRICULAR

Generally speaking, co-curricular activities are an extension of the formal learning experiences that take place in the classroom, while extra-curricular activities are often those activities offered by our school, but may not be explicitly connected to the curriculum – we would argue that every school activity has some link to the curriculum, whether directly or indirectly. Transversal skills are those skills that can be applied to a range of disciplines, i.e. communication, team-work, collaboration etc. These skills can be developed beyond the classroom through our school's broad range of co-curricular and extra-curricular activities.

CO-CURRICULAR & EXTRA CURRICULAR ACTIVITIES

Basketball	Creative Engagement
Soccer	Fresh Film Festival
Rowing	First Cut Festival
Tennis	Maths Club
Tag Rugby	Choir
Hurling	Narrative 4
Football	Junior Achievement
Athletics	Student Enterprise
Swimming	Debating
Green Schools	Foreign Trip
Neat Streets	Killary Adventure Centre
Amber Flag Initiative	Delphi Adventure Centre
Annual Musical Production	Excursions
Sports Day	Guest Speakers
Fundraisers/Awareness Campaigns	BT Young Scientist
Ski Trip	Debating
American Exchange (Spring 2024)	Horticulture
Spanish Exchange (2023/24)	Equine Therapy
Wordwise Global Schools	Couch to 5KM
Work Experience	Photography
Lunchtime Clubs	
Student Council	





BETTER
Together

SPORTING
OWLS

oneills

SPORTING
OWLS

oneills

11

oneills





IPADS IN THE CLASSROOM

THE 21ST CENTURY LEARNER

Today, students live in a world that is continuously evolving to meet the challenges of the 21st century. As our world becomes more complex and interconnected, there is considerable discussion taking place in relation to how our students learn.

In Limerick ETSS we recognise the need for education to move away from the “one size fits all” model to one that embraces the values of equity, diversity and inclusivity. We create learning environments which are dynamic and inclusive. The classroom is a place where student voice is evident in teaching and learning. In Limerick ETSS we foster a culture where success and achievement is celebrated across all disciplines. Limerick ETSS does not exclude; diversity is our strength. We aim to provide a tailored education for all and uphold our commitment to Educate Together’s vision statement - ‘Learn Together to Live Together.

Limerick ETSS strives to provide a learning experience that is learner-centred and learner-led. Our teachers work as facilitators and students take an active role in their own learning. We embrace the use of innovative technologies to support students’ learning. Technology has become an integral part of life and learning patterns in the 21st century. The school is committed to enhancing teaching and learning through the use of innovative technologies.

THE LEARNING ENVIRONMENT

Technology is woven into just about every aspect of our lives. It is how we work, play, learn, communicate, shop, share information and so on. In Limerick ETSS, we believe that the importance of integrating technology in the classroom just makes sense. We are passionate about education. We believe that learning should be inspirational and accessible to all. Technology in the classroom is changing the experience of education. It is changing the way young people learn, how educators teach and how we all communicate.

Today, schools have the opportunity to integrate mobile devices like iPads in the classroom to open up a whole new world of engagement, personalised learning and collaboration in the classroom. Our iPads 1:1 Initiative in partnership with Select is the bedrock of innovative learning in Limerick ETSS. All students are required to have an iPad in Limerick ETSS. Following CAS and the Common Registration Evening, an information evening will be facilitated by Select for parents detailing how to order the iPad.



PERSONALISED
LEARNING



FLEXIBLE
LEARNING



ENHANCED
ENGAGEMENT



COLLABORATION



COMMUNICATION

“ Technology will not replace great teachers but technology in the hands of great teachers can be transformational. ”
GEORGE COUROS

DIGITAL LEARNING PLATFORMS

G SUITE FOR EDUCATION

In Limerick ETSS we are sparking learning with G Suite for Education. Google offer us a suite of tools designed to empower our teachers and students as they learn and innovate together.

With G Suite for Education, our teachers can create opportunities for learning, streamline administrative tasks, and challenge their students to think critically—all without disrupting current workflows. G Suite for Education tools are powerful on their own, but work even better together. G Suite offers our teachers and students the perfect platform to create and co-create content that goes far deeper than any textbook and enables students to take ownership over their own learning – to be confident, curious and creative learners while at the same time, being diverse and celebrating who they are.

JAMF – MOBILE DEVICE MANAGEMENT SYSTEM

'Fewer Distractions, Better Learning'

Limerick ETSS is committed to ensuring that teaching and learning lies at the centre of our iPads 1:1 programme run in partnership with Select. ZuluDesk is a powerful mobile management device system for today's modern digital classroom. With ZuluDesk, your child's iPad is managed. ZuluDesk has easy to use tools for our Digital Learning Department, teachers and parents.

JAMF APP

Jamf is designed for use in the classroom. Teachers can prepare lesson profiles in the app and they can communicate with their students. Students can communicate with their teacher and they can set up their own device by installing (pre-approved) apps and documents.

Jamf can also be used by parents to manage their child's device.

APPLE CLASSROOM

Apple Classroom is a powerful app for iPad and Mac that helps our teachers guide learning, share work and manage student devices. It supports both shared and one-to-one environments. Teachers can launch a specific app, website or document on any iPad in the class, share documents between with students, or share student work on a TV monitor, or projector using Apple TV. Teachers can even see which apps students are working in, mute student devices, assign a specific shared iPad for each students, and reset an student's password. And when class ends, teachers can see a summary of their students' activities.



THE APPLE DISTINGUISHED SCHOOL (ADS)

Since opening in 2018, Limerick ETSS has worked closely with Select to transform our teaching and learning landscape. Through a comprehensive deployment of Apple technology, ongoing professional development that is firmly rooted in our vision for teaching and learning together with sustainable leadership, Limerick ETSS is providing personalised learning for every student by broadening teachers' horizons.

SNAPSHOT

- iPad One-to-One Programme for students
- All staff equipped with iPad Pro and/or Macbook
- Safe Environment School Management System (JAMF)
- Select Academy Online Training
- Apple Professional Learning
- Apple Distinguished School (ADS) Team
- Apple Teacher Certified Teachers

BECOMING AN APPLE DISTINGUISHED SCHOOL (ADS)

In September 2022 Limerick ETSS commenced its application to be recognised as an ADS. At the heart of our application is Project-Based Learning with a particular focus on how teachers are using Apple technology to truly innovate teaching and learning in the classroom.

The Apple Distinguished School programme is by invitation only for schools that meet the current programme qualifications. Recognition is for three years, with the opportunity to renew during each invitation period. The invitation process begins with an application request from school leadership. Limerick ETSS is working towards the 2023-2026 award period.

QUALIFICATIONS

- Established one-to-one programme
- Innovative use of the Apple platform
- Staff proficiency with iPad or Mac
- Documented results

Should we be successful in our application, we will be recognised as one of 689 schools worldwide who have been awarded their ADS status.





APPLE DISTINGUISHED SCHOOL

BUILDING FOR THE FUTURE

SCHEDULE OF ACCOMMODATION: SNAPSHOT

- 37 x General Purpose Classrooms
- 6 x Specialist Classrooms: Music; Multimedia x 2, Textiles; Design and Communication Graphics x 2
- 6 x Science Laboratories
- 3 x Science Preparation Areas
- 2 x Art/Craft Rooms
- 2 x Home Economics Rooms
- 2 x Technology Preparation Rooms
- 1 x Library
- 1 x Meditation Room
- 1 x Staffroom
- 1 x General Purpose Area
- 11 x Offices
- 1 x Student Social Area
- 1 x PE Hall
- 1 x Sports Gym
- 4 x Basketball Courts
- 1 x All-weather surface
- 1 x Playing Pitch
- 4 x Hard Courts
- 1 x 4-classroom Special Needs (ASD) Unit with multisensory room, sensory garden, daily living skills space, secure hard and soft special play areas.





OPENING SEPTEMBER 2023

WELLBEING & PASTORAL CARE

Student wellbeing is front and centre of all that we do in Limerick ETSS. Schools have a central role to play in supporting and promoting students' wellbeing. Student wellbeing is supported in a number of different ways in our school.

TUTOR SYSTEM

All students are assigned a class tutor to their base class. Class tutors meet their base class each morning for 10 minutes. Their primary role is as a check-in person for students and to provide support and guidance as the needs arise each morning.

YEAR HEAD TEAM

The Year Head Team comprises of a Year Head and Assistant Year Head. The Year Head plays a fundamental role in the administrative and pastoral functions of the school. In essence the Year Head has overall responsibility for all aspects of the students' school life and acts as the main contact person between school and home.

The Assistant Year Head is responsible for monitoring and tracking attendance and will link in with parents/carers where necessary and liaise with the Year Head.

GUIDANCE COUNSELLOR

Our Guidance Counsellors are responsible for assessing ability and potential in students, providing one-to-one counselling, and liaising with other professionals in this area. At senior cycle they advise students so that they can make informed choices about their future in relation to employment, education and training.

STUDENT SUPPORT TEAM (SST)

Through implementing a continuum of support, the student support team can provide for the educational, social, emotional, behavioural and learning needs of All, Some and Few students to ensure their ongoing wellbeing. The school Guidance Plan sets out the components of this system which includes for example, the SPHE and RSE curriculum; the behaviour support system the role of Year Heads and the various school policies that apply.

CHECK AND CONNECT

Check and Connect is an evidence-based structured adult mentoring programme that aims to promote student engagement at school and with learning. It is implemented by an adult who is a combination of mentor and advocate for one or more students.

ONE GOOD SCHOOL

Jigsaw's One Good School is a new approach to supporting mental health and wellbeing in post primary schools. Schools play a vital role in promoting and supporting the mental health and wellbeing of young people. Our One Good School programme provides us with a framework to support mental health and wellbeing across the entire school community.



“

If we teach today's students as we taught yesterday's, we rob them of tomorrow.

JOHN DEWEY

”

ADMISSIONS

In order to make an application for your child to Limerick ETSS, you must complete the Limerick Area Post-Primary Schools Common Application Form 2023/24. This form will also be made available at all participating post-primary school Open Days/Nights for prospective 1st year students. A copy has also been sent to all identified feeder primary schools. When completing the form it is important that you indicate the minimum number of schools to which you are applying in genuine, descending order of choice as a failure to do so may result in your child not being offered a school place. All information provided by you must be, to the best of your knowledge, accurate and truthful. It should be noted that application forms found to have inaccurate or misleading information will be withdrawn from the system and any offer made by a participating post-primary school, based on the information provided, will be deemed invalid.

The completed Application Form, accompanied by a stamped self-addressed envelope, should be sent to the Principal at the Number 1 School of your choice. Early submission of forms is advisable, but in any event, forms must be submitted by the deadline date. Only one form per child will be permitted on the system. In Limerick ETSS, our Admissions priorities are as follows:

PRIORITY 1

Siblings of children already enrolled in Limerick ETSS. If the number of applicants exceeds the places available, places will be offered by a random selection. The children who do not receive offers based on this selection will be placed on a waiting list.

PRIORITY 2

Children permanently residing in the Castletroy area and its environs as defined by the DES' Limerick City Schools Planning Area map. If the number of applicants exceeds the places available, places will be offered by a random selection. The children who do not receive offers based on this selection will be placed on a waiting list.

PRIORITY 3

All remaining applicants

For more information, please go to www.limericketss.ie.

IMPORTANT DATES:

- 3rd October - Schools will commence accepting applications for admission
- 16th January (12.30pm) - Closing date/time for receipt of applications
- 31st January - The date by which applicants will be notified
- 8th February (12 noon) - Date by which offers are accepted/refused



“

Learning together to live together.

EDUCATE TOGETHER

”







Towlerton, Castletroy, Limerick
Tel: 061-457595 | Email: office@limericketss.ie
www.limericketss.ie

Temporary Location: Fernbank, North Circular Road, Limerick V94 W252