

LIMERICK



EDUCATE TOGETHER
SECONDARY SCHOOL

Leading Learning

SCHOOL PROSPECTUS



“

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

KEN ROBINSON

”

PRINCIPAL'S WELCOME

On behalf of the school community I am delighted to introduce you to Limerick Educate Together Secondary School (LETSS) - a provider of high quality education and rigorous learning experiences for students in Castletroy and its environs.

School choice for your young person is a crucial decision. In a world that continues to evolve rapidly, so too must education. In LETSS 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 LETSS. Fundamental to this are the values of kindness and respect. In LETSS we use Restorative Practices to help sustain positive relationships between all members of the school community. Our highly skilled trained and experienced staff works hard to ensure that every young person is happy, safe and secure in our school.

Students enrolling in LETSS in September 2025 can look forward to joining us here in Castletroy in our brand new state of the art campus which opened in 2023. The €32 million project is arguably one of Ireland's finest post-primary school campuses and comes fully equipped with the latest of technology and facilities together with playing pitches and other sports amenities.

At the core of much of our work is Project-Based Learning. Students engage in curricular content through authentic and relevant projects; these projects enable students to not only access subject content in ways that would not be possible using "traditional" teaching practices, but in a universal way which makes learning accessible to all.

Project-Based Learning provides our students with the capacity to develop an array of life skills, many of which are required to succeed in the working world including skills like communication, problem solving, critical thinking and collaboration.

In LETSS, 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 LETSS by empowering students and teachers to innovate. Our iPad 1:1 Programme provides personalised learning opportunities for every student. Our 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 in LETSS. In 2023 our school was awarded the Apple Distinguished School status, one of 889 schools worldwide. Apple Distinguished Schools are centres of leadership and educational excellence that demonstrate Apple's vision for learning with technology and are some of the most innovative schools in the world.

In LETSS we offer a broad and diverse curriculum for Junior Cycle, Transition Year and Senior Cycle. This is complimented by a high quality and extensive co-curricular and extra-curricular programme with an emphasis on sports, creative arts, science and technology celebrating diversity and multiculturalism and inclusion.

In LETSS 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.

Promoting student wellbeing and positive mental health is central to life in LETSS. In order for students to thrive and experience success in school, they must first feel safe, secure and happy in their environment. We recognise the challenges that come with transitioning from primary to secondary. We offer students a strong pastoral care system which is informed by Cinéaltas: Action Plan on Bullying and programmes such as One Good School, the Amber Flag, AslAm, Check and Connect, WhyTry, BelongTo and the Active Schools Flag.

Promoting long-term, whole-school action for the environment plays a significant role in LETSS. Our three consecutive Green-Schools Flags demonstrates our ongoing commitment to ensuring that environmental awareness and action is an intrinsic part of the life of our school.

We are intentional about 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. 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 excellence in learning, teaching and assessment.

Thank you for your interest in Limerick Educate Together Secondary School. I invite you to have a read of our prospectus and take full advantage of the magnificent educational opportunity our school presents.



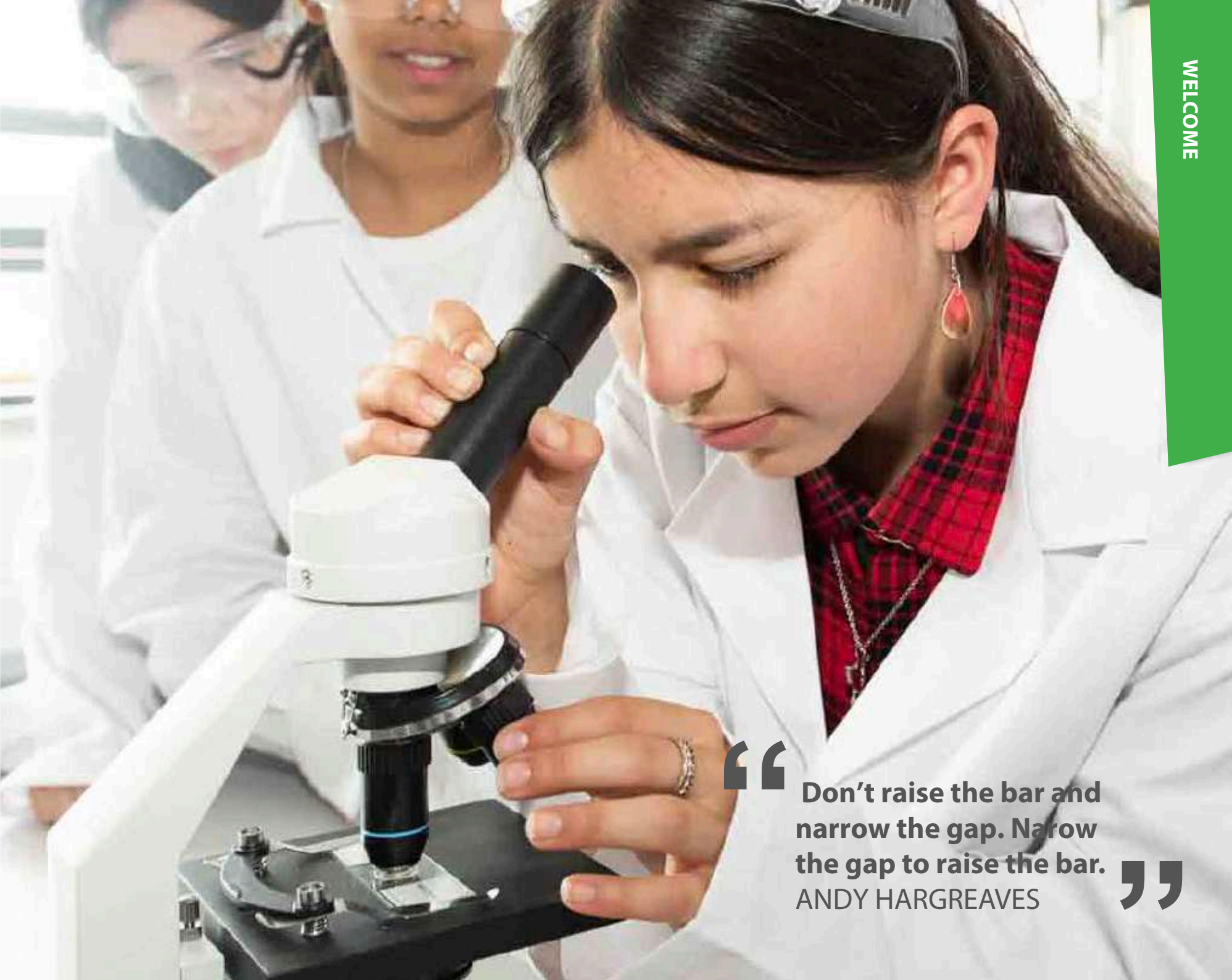
Eoin Shinnors

Principal



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“ Don’t raise the bar and narrow the gap. Narrow the gap to raise the bar. ”
ANDY HARGREAVES

WHY CHOOSE LETSS?

1. **Caring and supportive school community built on kindness and respect for all**
 2. **Excellent teaching with an emphasis on Project-Based Learning**
 3. **Inclusive school culture**
 4. **Positive relationships**
 5. **Excellent subject choice**
 6. **An extensive extra-curricular programme**
 7. **Comprehensive student supports**
 8. **State of the art campus**
-

LETSS is an co-educational voluntary secondary school operating under the patronage of Educate Together. Located just 5km from Limerick City, our school serves the community of Castletroy and it's environs. The school has grown steadily since opening in 2018 and has a current enrolment of 710 students. Our school has quickly earned an excellent reputation as an innovative school. We pride ourselves in being a vibrant and ambitious learning community, where everyone feels valued and has a part to play in our school. High expectations and making the most of opportunities underpin life in LETSS.

We are a forward thinking school that strives for excellence. We recognise the importance in making real-world connections with students' learning. Project-based learning is central to this. Indeed, given the location of our new school in Castletroy, the opportunities to engage with industry and the world of work is very exciting as the school continues to grow and develop.

We believe that building positive relationships in LETSS is essential for student happiness, success and achievement. Restorative Practice is a whole-school approach that helps students and staff build and sustain positive relationships based on trust, respect and kindness.

Overarching our vision in LETSS 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.

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 in which we are living in.



ETHOS

LETSS' 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:

EQUITY-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.



EQUITY-BASED



CO-EDUCATIONAL



STUDENT-CENTRED



DEMOCRATICALLY RUN

“

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

MALCOLM X

”



Welcome
TO LIMERICK ETSS

LIMERICK
etss
BRINGING TOGETHER
THE COMMUNITY SCHOOL



A LEARNING COMMUNITY

THE CURRICULUM

In LETSS, we offer a wide and broad curriculum with particular emphasis on providing rigorous learning opportunities for students. We specialise in the sciences, modern foreign languages, the creative arts and technology.

JUNIOR CYCLE - 3 YEARS (1ST, 2ND & 3RD YEAR)

Junior Cycle promotes a focus on active and collaborative learning. In LETSS, we 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

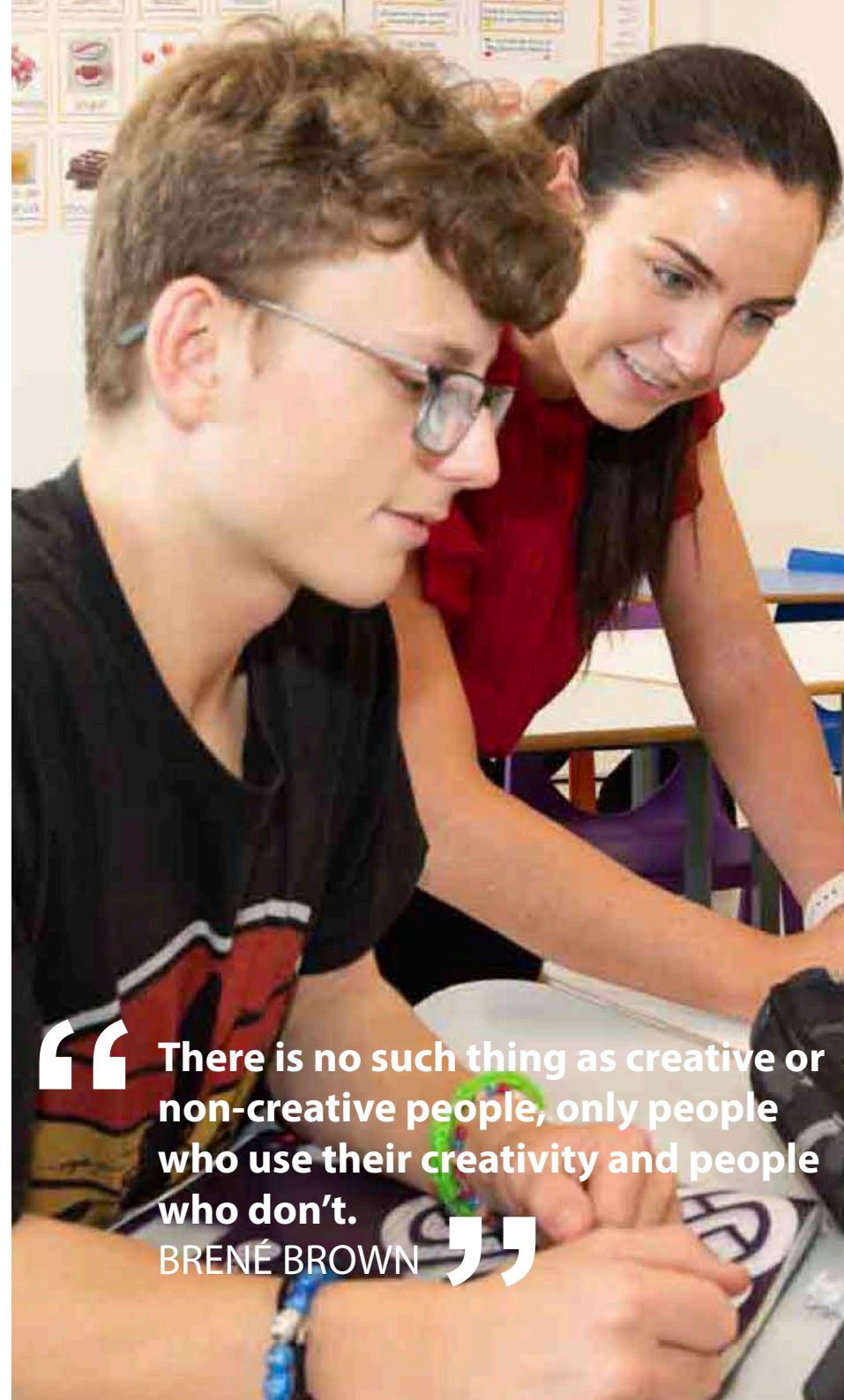
SENIOR CYCLE - 2-3 YEARS (TY, 5TH & 6TH YEAR)

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.

In LETSS we offer **four** Senior Cycle Programmes:

1. Transition Year
2. Leaving Certificate Established
3. Leaving Certificate Applied (LCA)
4. Leaving Certificate Vocational Programme (LCVP)*

***ALL students following the Leaving Certificate Established Programme study LCVP.**



“ 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
French
Spanish
German
Italian

And any one of the following:

SHORT COURSES:

Any any one of the following:

Artistic Performance
Film Studies
Coding
Philosophy

WELLBEING SUBJECTS:

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

OPTION SUBJECTS:

Students choose two:

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

Important: Choosing option subjects will be determined by **two** band groups.

SENIOR CYCLE CURRICULUM

CORE SUBJECTS:

Gaeilge
English
Maths
LCVP (Leaving Certificate Vocational Programme)
And any one of the following:
French
Spanish

WELLBEING SUBJECTS:

Guidance
SPHE (*with Relationship and Sexuality Education*)
PE (Physical Education)
Guidance

OPTION SUBJECTS:

Students choose three:

Construction Studies
Music
Home Economics
Computer Science
Chemistry
Business
Biology
History
Geography
Physics
Engineering
Art
DCG (Design Communication Graphics) LCPE (Leaving Certificate PE)
Politics and Society
Accounting
Applied Maths
Climate Action and Sustainability (***new pilot subject***)

Important: Choosing option subjects will be determined by **three** band groups. Please note that subjects will only be offered based on demand.

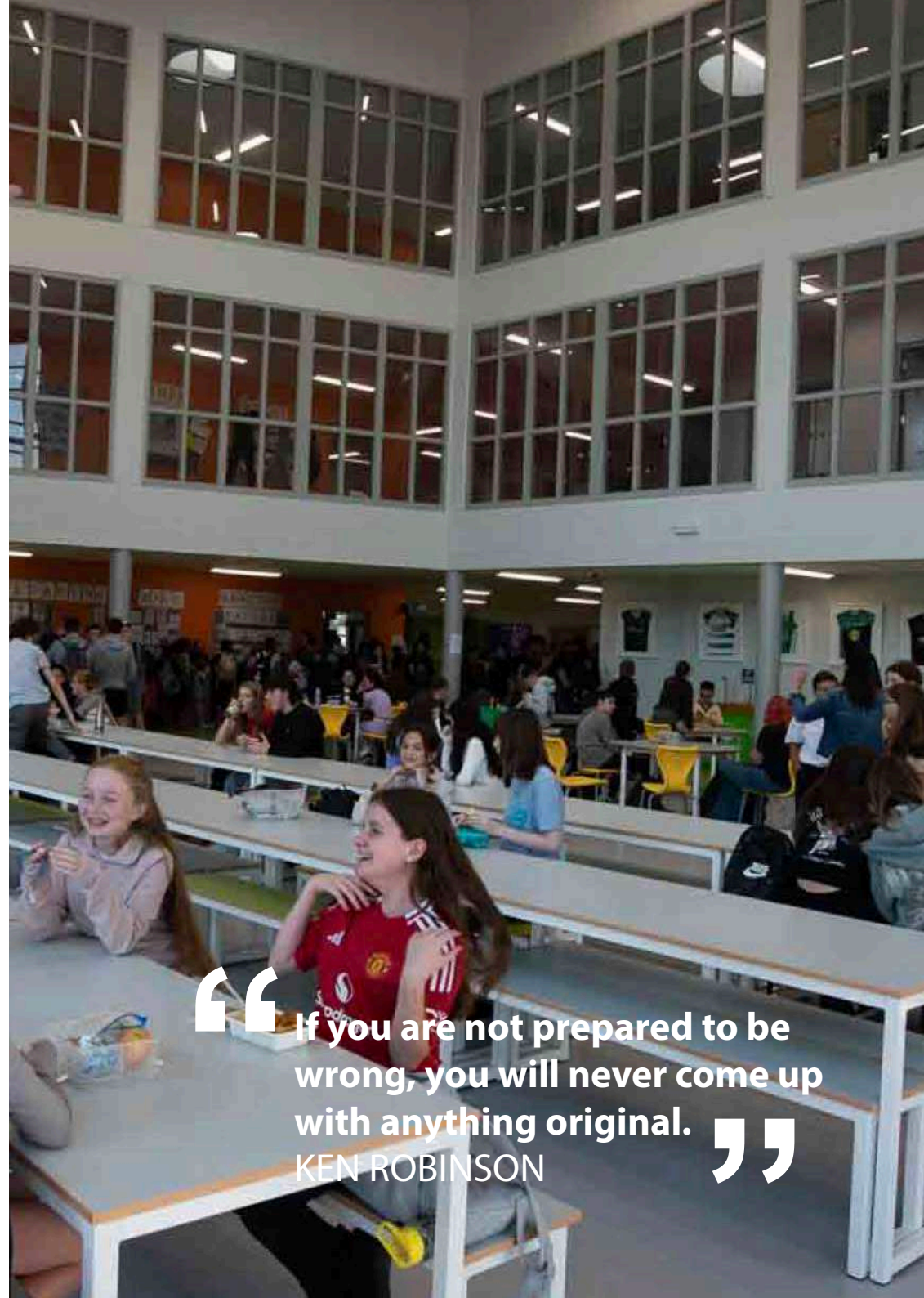


TRANSITION TO SECONDARY SCHOOL

In LETSS we recognise the challenges faced by incoming 1st year students as they begin their journey in secondary school. It brings with it much change for students and it can be an anxious and challenging time for them - for good reason. It's a significant milestone in their lives and in LETSS we have a number of initiatives and supports in place to guide your child through this transition, help them navigate new friendship groups and grapple with being in a new school, familiarising themselves with staff and their timetables. These include:

- Students remain in their base classes for core and wellbeing subjects
- All 1st year base classrooms are located together on the second floor
- 1st Year Induction Programme
- Taster programme so that students can sample their option subjects and short courses before choosing
- Co-teaching across many core subjects (meaning there are two teachers in the classroom)
- Extensive team of SNAs to support students
- Strong pastoral care team and Student Support Team (SST)
- Tutor System
- Guidance and wellbeing programmes
- Study skills workshops
- Weekly assemblies with the Year head and Tutors
- Buddy System with TY students
- Priority access to the canteen service before all other year groups
- Guest speakers and workshops on key topics and issues
- Breakfast Club
- Sports Teams
- Break time and Lunchtime clubs
- Afterschool study

1st year students are encouraged to take part in extra-curricular activities during break time and lunchtime as it gives them an opportunity to meet new people. The emphasis is on settling in to life in LETSS, establishing positive relationships with their peers, getting to know staff and managing the demands of school work and study.



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

CHOOSING SUBJECTS AT JUNIOR CYCLE

1ST YEAR TASTER PROGRAMME – 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 (PPAD-E)) from which the data gathered can help inform students' subject option choices. Subject options based on current bands include:

BAND 1:

Business
Home Economics
Materials Technology Wood
Graphics
Geography
Art
Music

**Applied Technology - new subject for September 2025*

BAND 2:

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

CHOOSING MODERN FOREIGN LANGUAGES (MFL)

Once enrolled in LETSS, as part of the Admissions process and prior to commencing in September, incoming first year students will choose one MFL from the following:

French
Spanish
German
Italian

SHORT COURSES

Students in first year will also follow a taster programme for the following short courses before choosing one from the following:

Artistic Performance (Drama)
Film Studies
Coding
Philosophy

MIXED ABILITY AT JUNIOR CYCLE

All classes in first year are taught as mixed ability. Mixed ability banding may occur in Gaelige, English and Maths and is subject to discussion and agreement between teachers and the Principal.



“ I think the best way to learn about anything is to try it. MAE JEMISON ”

THE SCHOOL DAY

SCHOOL HOURS:

Monday: 08.30-15.00

Tuesday-Thursday: 08.30-15.40

Friday: 08.30-13.00

TIMETABLE

08.30-08.40 - Tutor Time

08.40-09.20 - Period 1

09.20-10.00 - Period 2

10.00-10.20 - BREAK TIME

10.20-11.00 - Period 3

11.00-11.40 - Period 4

11.40-12.20 - Period 5

12.20-13.00 - Period 6

13.00-13.40 - LUNCHTIME

13.40-14.20 - Period 7

14.20-15.00 - Period 8

15.00-15.40 - Period 9

SCHOOL APP

In LETSS the school app is the primary mode of communication between the school, home and the wider community. The app is used daily to communicate with parents, process payments and fees, provide specific updates and share school news, monitor attendance and lateness and give permission for participation in school events and activities.

CANTEEN SERVICE | THE SCHOOL FOOD COMPANY

The school canteen service operates at break time and a lunchtime and provides a full hot food service in addition to a range of fresh sandwiches, wraps, and snacks. This service is cashless and students can purchase items using the canteen fob provided by the School Company or any debit/credit card.

The canteen also provides a school-subsidised Breakfast Club which all students can access from 08.00am daily.





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WELLBEING & PASTORAL CARE

Student wellbeing is front and centre of all that we do in LETSS. 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 assisting the Year Head and monitoring and tracking attendance.

GUIDANCE COUNSELLOR

Our Guidance Counsellor is 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.

FAMILY LIAISON PERSON (FLP)

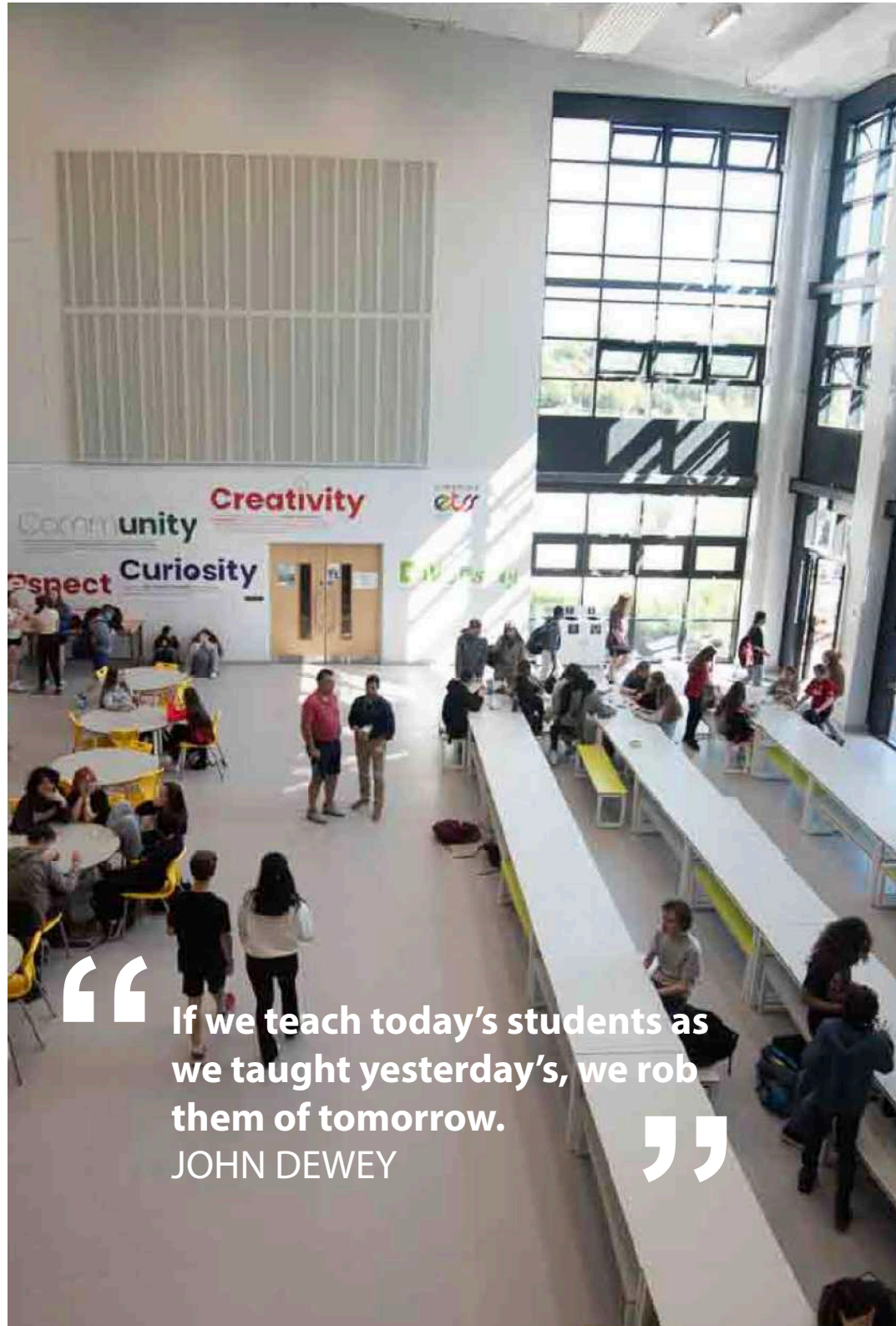
Our Family Liaison Person forms an important link between our school and home for improving education outcomes for students with a particular focus on attendance and retention.

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

”





TRANSITION YEAR

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 Cycle and Leaving Certificate programmes. In LETSS, 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 LETSS, 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/Army Recruitment Talks
- Garda Recruitment Talks
- Retreats
- 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

LEAVING CERTIFICATE APPLIED (LCA)

LCA is a two-year Leaving Certificate, available to students who wish to follow a practical or vocationally orientated programme. The fundamental goal of LCA is to prepare students for the transition from the world of school to that of adult and working life.

LEAVING CERTIFICATE VOCATIONAL PROGRAMME (LCVP)

All students studying the Leaving Certificate Established study LCVP as a core subject in LETSS. It provides students with the added opportunity to enhance business and skills via modules including Enterprise Education, Preparation for Work and Information Technology. Assessment is based on a portfolio and exam at the end of 6th year. LCVP can be used as part of the CAO process with a Distinction offering the same points as a H4.



“ 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 LETSS, we provide a learning environment that equips our students for the complex world of the 21st century. We emphasise 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 board. 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.

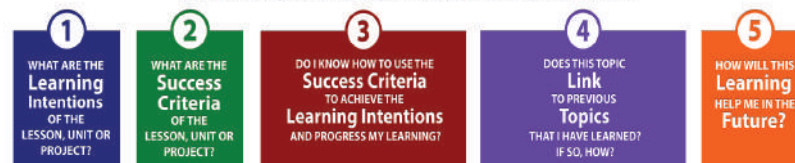
In LETSS we find it helpful to distinguish a "dessert project" - a short, intellectually-light project served up after the teacher covers the content of a unit in the usual way - from a "main course" project, in which the project is the unit. In PBL, the project is the vehicle for teaching the important 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 LETSS, 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.

LEARNING INTENTIONS & SUCCESS CRITERIA





“

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 LETSS 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 LETSS is the valuing of diversity in the community and the contribution that every person has to make. In LETSS, 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
- WhyTry Programme for supporting SEL

ASD UNIT - IMPORTANT

*Please note that our ASD Unit is currently oversubscribed and has no places available for September 2025. For details on available places in ASD classes, please see **Admissions Notices** for other schools in the Common Application System (CAS).





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 LETSS 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.

There are two flagships events annually which bring the school community together to celebrate and showcase the amazing talents of our students in the field of musical performance, drama and theatre.

Our annual production of 'A Winter's Tale' takes place every December and provides students across all year groups to showcase their talents in a variety show with a seasonal theme.

Our annual whole-school musical never ceases to disappoint and this takes place in the Lime Tree Theatre. Previous shows include the Addams Family and All Shook Up with this year's musical 'Aladdin' taking place from 8th-10th April next.





“

Always work hard and have fun in what you do because I think that; when you're more successful. You have to choose to do it.

SIMONE BILES

”



Community

Creativity

eur

Respect

Curiosity

Diversity

RESTORATIVE PRACTICE (RP)

THE ESSENCE OF BUILDING POSITIVE RELATIONSHIP IN OUR SCHOOL

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 practice 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 LETSS, we recognise that conflict is part of everyday life.

Staff in LETSS 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 LETSS we encourage teaching and learning to look beyond the walls of the classroom. In LETSS 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	Gaming Club
Tennis	Book Club
Rugby	Coding/Robotics Club
Ultimate Frisbie	LETSS Ski Fit
Hurling	Fitness Classes
Gaelic Football	Maths Club
Golf	Choir
Athletics	Narrative 4
Badminton	Junior Achievement
Swimming	Student Enterprise
Green Schools	Debating
Amber Flag Initiative	Foreign Trip
BelongTo	Killary Adventure Centre
Multicultural Club	Delphi Adventure Centre
Annual Musical Production	UL Activity Centre
Sports Day	Excursions
Fundraisers/Awareness Campaigns	Guest Speakers
Junior and Senior Ski Trip	BT Young Scientist
French and Spanish Exchange - Erasmus+	Debating
2nd Year Foreign Trip	Horticulture
Worldwise Global Schools	Equine Therapy
Work Experience	Photography
BD Stem Stars	Lunchtime Clubs
	Student Council





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 LETSS 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 LETSS we foster a culture where success and achievement is celebrated across all disciplines. LETSS 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.

LETSS 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 LETSS, 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 LETSS. All students are required to have an iPad in LETSS. 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



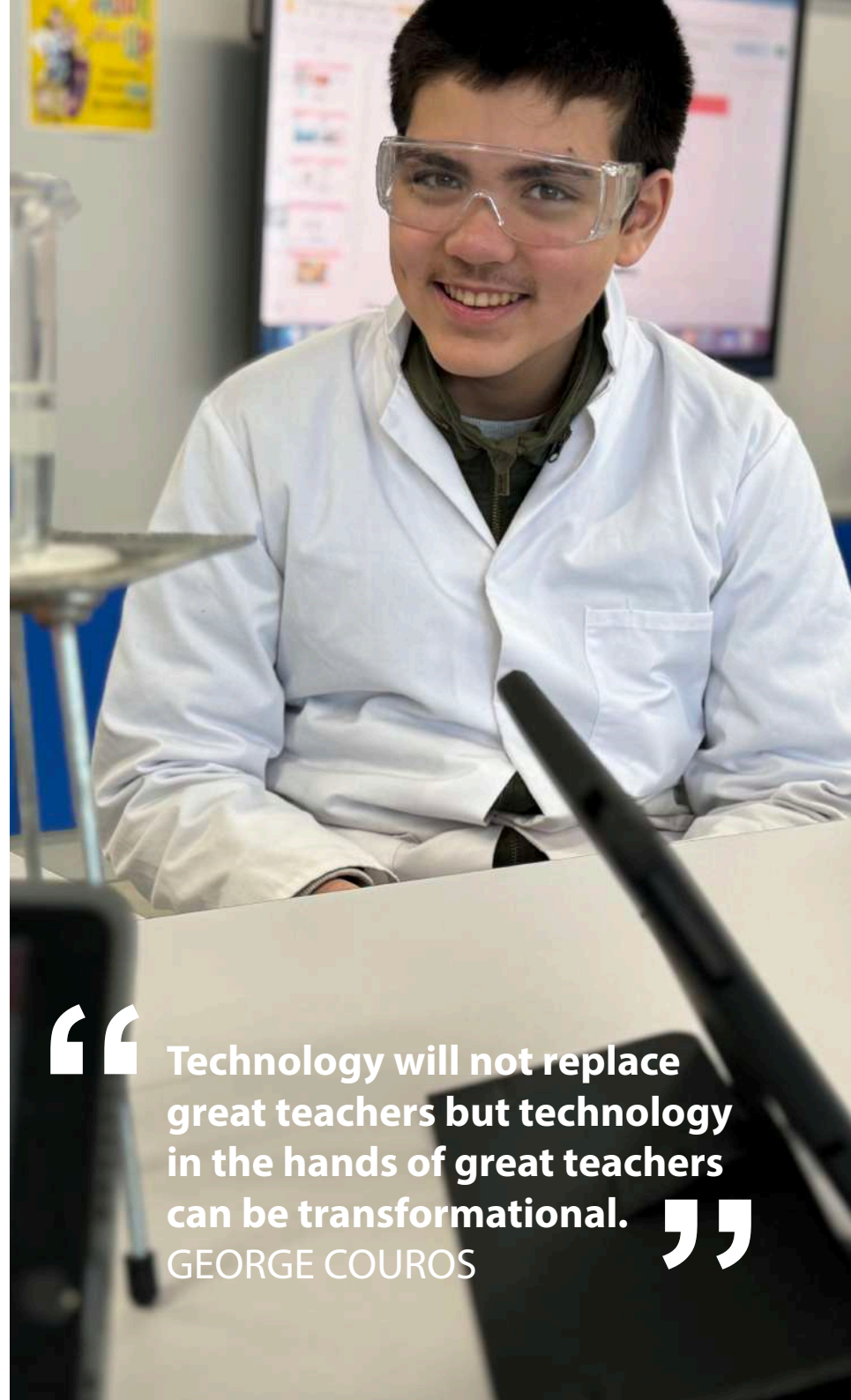
ENHANCED
ENGAGEMENT



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 LETSS 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’

LETSS 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. 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

Since opening in 2018, LETSS 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, LETSS 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

In September 2023 LETSS was awarded its Apple Distinguished School status. At the heart of our application to become an Apple Distinguished School was 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 (2023-2026, with the opportunity to renew during each invitation period). LETSS is only one of three schools in Ireland to be awarded this status in 2023.



Distinguished School



Premium
Reseller

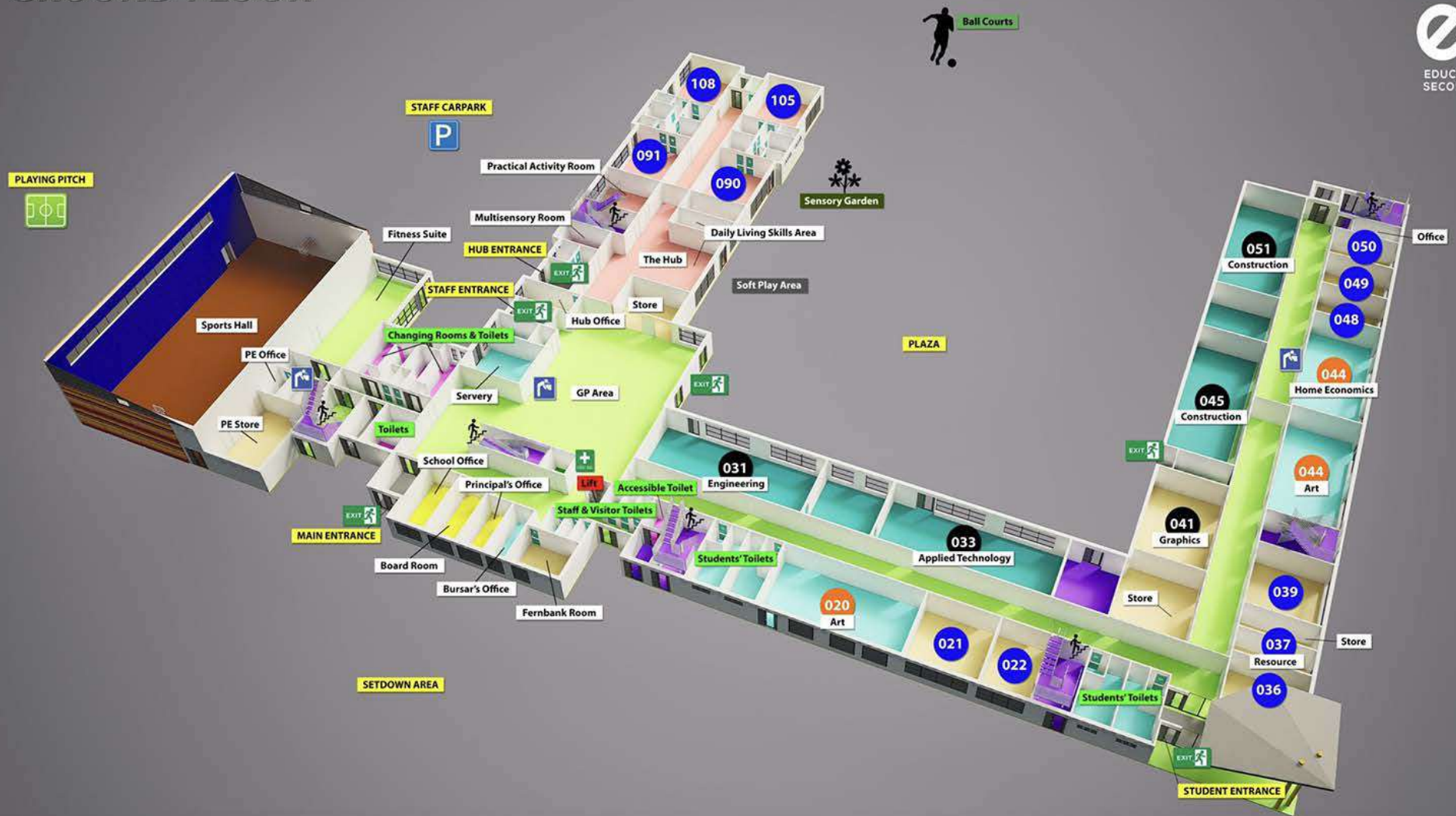
STATE OF THE ART CAMPUS



FACILITIES | SUMMARY

- 40 x General Classrooms
- 6 x Science laboratories
- 3 x Science Preparation Rooms
- 2 x Music Rooms
- 3 x Multimedia/IT Suites
- 1 x Broadcasting Suite
- 2 x Art Classrooms
- 2 x Home Economics Classrooms
- 1 x Textiles Classroom
- 1 x Library/Multipurpose Room
- 2 x Woodwork/Construction Rooms
- 1 x Metalwork/Engineering Room
- 1 x Applied Technology Room
- 2 x Technology Machinery Rooms
- 11 x Pastoral Offices
- 2 x Meetings Rooms
- 1 x Admin Wing
- 1 x Senior Social Area
- 1 x Sports Hall
- 1 x Fitness Suite
- 1 x Staffroom
- 1 x First Aid Room
- 1 x Playing Pitch
- 4 x Ballcourts
- 1 x Four-Classroom SNU - The Hub - with multi-sensory room, sensory garden, daily living skills space, practical activity room, secure hard and soft play areas.
- 1 x Polytunnell
- 1 x Plaza Courtyard
- 2 x Bike Shelters
- Secure setdown area

GROUND FLOOR



FIRST FLOOR



SECOND FLOOR





ADMISSIONS 2025/26

In LETSS, our Admissions priorities are as follows:

PRIORITY 1

Applicant students who are siblings of children and enrolled in the school at the same time.

PRIORITY 2

Applicant students who are living in the reduced catchment area as defined by the map (see below)

PRIORITY 3

Applicant students enrolled in the following primary schools: St Brigid's NS, Milford NS, Monaleen NS and Gaelscoil an Treoigh.

PRIORITY 4

Applicant students enrolled in Limerick School Project (LSP) and LETS Mungret.

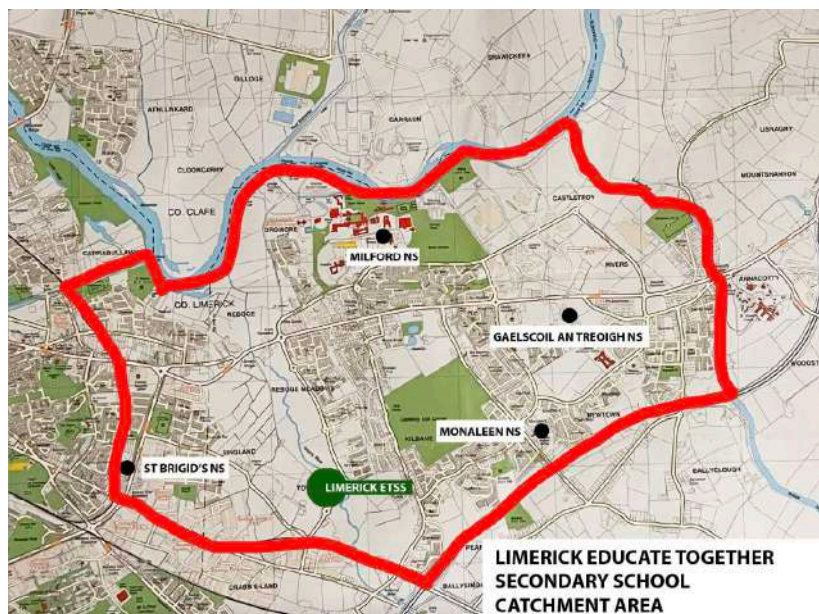
PRIORITY 5

Applicant students living in the LSP (Limerick CAS) area.

PRIORITY 6

All other applicants.

REDUCED CATCHMENT AREA



“ Learning together to live together. ”
EDUCATE TOGETHER



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