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| **Key characteristics of our school as a Catholic school**  **A. We are called to be followers of Christ**  **The vision that underpins all aspects of school life is that the human person is made in the image of God and is called to share in God’s own life forever. All who are part of the school are invited to constantly rediscover what it is to be a follower of Christ and to give witness to the centrality of the Gospel. The school continues the mission of Christ entrusted to the Church to go and teach.** | | | | |
|  | **This is very true of our school** | **This is true of our school but we can do better** | **We are weak on this issue** | **This has never been part of our school** |
| 1. The school has a mission statement clearly rooted in the mission of Christ. |  | √ |  |  |
| 2. All members of the school community are cherished and valued as Christ would welcome them. | √ |  |  |  |
| 3. At regular school assemblies there is ongoing reflection on the Christian way of life. | √ |  |  |  |
| 4. Members of staff are provided with opportunities to develop their understanding of Jesus Christ. |  | √ |  |  |
| 5. Children are introduced to and experience a variety of ways of praying including guided reflections,  periods of silence and participation in liturgy. | √ |  |  |  |
| 6. The seasons of the Christian Year are highlighted by appropriate and relevant spiritual celebrations to  which all in the school community are invited. | √ |  |  |  |
| 7. There are Christian symbols (such as the crucifix, art works) in each classroom and place of gathering in  the school. |  | √ |  |  |
| 8. Copies of the Bible are available for use in senior classes and the Bible is always treated with respect in  the school community. *Outdoor cross requested by senior pupils. May altar and Lent reminders* |  |  | √ |  |
| Our school will give further attention to Indicator number in the coming year: 8,1,7 | | | | |

**Indicators – Please**

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| **B. We have a Catholic understanding of education**  **The school values a broad curriculum and co-curricular activities in order to foster a deeper sense of the whole person. Staff and pupils seek excellence, including academic achievement, in the context of a broad Christian philosophy of education. The school seeks to nourish the mind, body and soul through a varied academic curriculum, involvement in the arts, physical education and sporting activity, and a commitment to moral development and personal responsibility. In a more multicultural society Catholic schools welcome all that is positive in this new diversity and instill an attitude of respect for the good of the other.** | | | | |
| **Indicators – Please**  | **This is very true of our school** | **This is true of our school but we can do better** | **We are weak on this issue** | **This has never been part of our school** |
| 1. Education is written and spoken about by the principal and the teachers as something broad and  holistic; as embracing the academic, physical, social and spiritual development of the child from a  Christian perspective. | √ |  |  |  |
| 2. School policies seek high standards in all areas of school life. Excellence is an ideal to which we  aspire while acknowledging that it must be understood, written and spoken about not as an absolute measure but as the best that each individual child is capable of attaining. | √ |  |  |  |
| 3. The school makes explicit mention – in its literature, statements and oral communications at key  events – that the spiritual development of pupils is a central educational aim. | √ |  |  |  |
| 4. The school consciously attends to the moral development of the pupils in its policies and planning. | √ |  |  |  |
| 5. Pupils of other faiths and those of more humanist and secularist beliefs who are members of the  school community are welcomed into the life of the school. | √ |  |  |  |
| 6. The Board of Management, principal and staff are aware of the importance of ecumenism and inter-  religious dialogue in Catholic education and attempt to give expression to these in the life of the school. | √ |  |  |  |
| 7. Values inspired by the Gospel are integral to decision making within and on behalf of the school. | √ |  |  |  |
| 8. The school works in close partnership with other Catholic primary schools in the same geographical  area. | √ |  |  |  |
| Our school will continue to give further attention to Indicator number 4 in the coming year | | | | |

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| **C. The school is a Christian community**  **Schools are communities made up of pupils, parents, staff, board members, patrons / trustees and others associated with the school. Parents are the most important educators of their children. Catholic primary schools are rooted in parish communities where they are an important part of local life and foster a sense of shared responsibility for Catholic education.** | | | | |
| **Indicators – Please**  | **This is very true of our school** | **This is true of our school but we can do better** | **We are weak on this issue** | **This has never been part of our school** |
| 1. Issues relating to the Catholic identity of the school appear frequently on the agenda for Board of  Management meetings. |  |  | √ |  |
| 2. Meetings within the school (Board of Management, Staff, Parents’ Association etc) usually begin  and/or end with prayerful reflection. |  |  | √ |  |
| 3. The contribution of parents to the life of the school is encouraged and welcome. | √ |  |  |  |
| 4. The school is active and visible in parish and local community events. | √ |  |  |  |
| 5. Catholic pupils are prepared for the sacraments through a partnership of home, school and parish. | √ |  |  |  |
| 6. The school is a safe and caring environment for its employees and supports are provided for  individual members of staff to foster their deeper development. | √ |  |  |  |
| 7. The members of staff of the school are confident in articulating its Catholic ethos. | √ |  |  |  |
| 8. There is a real rather than a notional link between the school and the local Catholic parish  community, which in turn supports the school. | √ |  |  |  |
| Our school will give further attention to Indicator number 1 in the coming year | | | | |

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| **D. The school is an agent of personal growth and social transformation**  **The school community is committed to growth in moral awareness and to the search for justice, integrity and care for the earth. There is emphasis on pastoral care and student support not least for those who are educationally disadvantaged. A dialogue between faith and contemporary culture is fostered in an age- appropriate manner.** | | | | |
| **Indicators – Please**  | **This is very true of our school** | **This is true of our school but we can do better** | **We are weak on this issue** | **This has never been part of our school** |
| 1. Our pupils, in a spirit of mutual respect and trust, can approach staff, share concerns and feel listened  to. | √ |  |  |  |
| 2. All school planning and policy development is clearly linked to and inspired by the school’s mission  statement. | √ |  |  |  |
| 3. Visitors to our school experience an atmosphere that reflects the values of justice, forgiveness,  integrity and respect for the needs and rights of pupils, parents and members of staff. | √ |  |  |  |
| 4. The school has a living link with a school in a developing country. |  |  | √ |  |
| 5. The school participates in and supports justice and peace initiatives such as Trócaire’s Lenten  campaign. |  | √ |  |  |
| 6. Our school is involved in programmes such as the ‘Green Flag’ programme, promoting an  appreciation of and respect for the environment. | √ |  |  |  |
| 7. Pupils receive an age appropriate introduction to media studies as they learn to critique what they  see on their TV and computer screens (eg. how cartoons and advertisements work; the models of  ‘success’ and ‘happiness’ being promoted). |  |  | √ |  |
| 8. Given that pupils inhabit a world of information technology members of the school community are  invited to reflect on the uses, influences and dangers of modern means of communication: Internet, Facebook, Twitter, mobile phones. |  | √ |  |  |
| Our school will give further attention to Indicator number 4, 5 in the coming year | | | | |

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| **E. Religious education is an integral part of the life of the school**  **The Religious Education programme includes faith formation, prayer and sacramental experiences, and a growing awareness of being stewards of God’s creation. There is support for staff, principals, pupils, parents and members of boards in opening their hearts and minds to the presence of God, as religious education is not just a school subject but embraces the whole journey of life.** | | | | |
| **Indicators - Please**  | **This is very true of our school** | **This is true of our school but we can do better** | **We are weak on this issue** | **This has never been part of our school** |
| 1. There is a policy statement in the school on religious education which includes faith formation,  prayer, sacramental experiences and awareness of the stewardship of God’s creation. This is stated as a developmental, year by year policy and integrated with relevant policy documents across other aspects of school life. | √ |  |  |  |
| 2. The religious education programme receives its allotted time for each year and the school  follows the curriculum and textbooks approved by the Irish Catholic Bishops’ Conference. | √ |  |  |  |
| 3. The principal or the RE Representative work with class groupings in planning the work for the  year and this is clearly stated and communicated to parents, staff and the local parish as a basis for mutual understanding and a partnership approach. | √ |  |  |  |
| 4. There is a place of prayer/ sacred space suitably situated and maintained within the school,  which is open to all in the school community. ***Spare room?*** |  |  | √ |  |
| 5. At the beginning and end of each school day and at other specified times during the day, there  is time devoted to prayer. | √ |  |  |  |
| 6. There is a developmental and inter-disciplinary programme in the school on environmental and  ecological education, which is inclusive of religious education. | √ |  |  |  |
| 7. In partnership with the parish and other bodies, opportunities are provided to staff and board  members for adult spiritual support and growth. |  |  | √ |  |
| 8. The religious education and faith formation programmes of the school are being reviewed and  renewed in light of the guidelines and vision of the National Directory for Catechesis in Ireland  – *Share the Good News*. |  |  | √ |  |
| Our school will give further attention to Indicator number 4 in the coming year | | | | |