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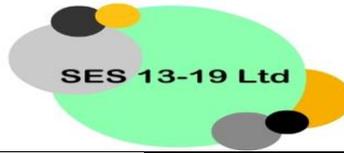
The SIPP Project Ireland - Fáistineoir Grád

	<u>Narrative</u>
<p>Name of College and Website</p>	<p>Coláiste Bhaile Chláir</p> <p>info@claregalway@gretb Follow @ClaregalwayColl on Twitter Visit ClaregalwayColl on Facebook www.colaistebhailechlair.com/</p> <p>Principal- Alan Mongey Lead Staff Claire Kilroy Emma Ryan</p> 
<p>Background</p>	<p>Coláiste Bhaile Chláir is a coeducational, multi-denominational school based in Claregalway, Co Galway. The school caters for students within the local community, under the patronage of Galway and Roscommon Education and Training Board (GRETB).</p>

This project has been funded with support from the European Commission.
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“Our school crest is a core part of our identity and represents key elements of the local community which we serve. There are nine leaves in the tree - representing The Nine Arches of Claregalway. The blue waves represent the Clare river.

Our School vision: Together we will achieve which encompasses: Together with students, parents, school staff and the community we will empower students to achieve personal excellence.

Our School Mission: We care, develop, praise and believe which encompasses: We are committed to creating a caring environment, to fostering respect for self, for others and our community. We aim to help each member of the school community to develop fully, to praise student’s achievements and to provide students with the skills that they need to meet life's challenges with confidence and belief through empowerment and personal responsibility”.



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	<p>The school has embraced the use of technology and uses Microsoft OneNote as an alternative method for capturing and extending learning. Leaders, teachers, students and their parents have all embraced this use of technology. In particular the use of flipped learning is common throughout the classrooms of this innovative school. Teachers encourage students to research and assimilate information/knowledge. The classroom then becomes a place where Blooms' higher level learning can be developed.</p> <p>Teaching, assessment and learning all embrace this use of knowledge and students use their notebooks extensively to monitor their own learning. They can also catch up and revisit difficult areas of learning at home and in their own time. There is a strong focus on interaction between teachers and learners, a praise culture, active classrooms and a focus on developing social capital throughout the school.</p> <p>Flipped learning encourages learners to become teachers; it enhances gifted children's experience especially when they work, inclusively, alongside other learners. Learners become the teacher in this positive environment. Learners become the leaders of their own learning</p> <p>The use of OneNote and other Microsoft products are used extensively and this enables the tailoring of content to meet the needs of all students. The use of OneNote and the developing Content Library encourages the use of both collaborative and independent learning spaces.</p>
<p><i>Type of course offered and age range</i></p>	

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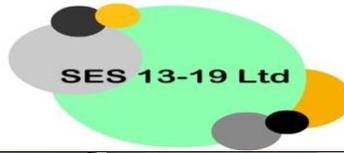
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CBC first opened its doors to students in September 2013. They are committed to the highest standards of teaching and learning, and in all instances place the student at the centre of everything that happens in the school. They have high hopes and great expectations of all our students -aiming to teach students to be life-long learners and to be guided by core values. There is an immense variety of subject choice on offer which includes STEM, Spanish, Italian, German, Metalwork, Music, Woodwork, and additional extracurricular activities which cater to all needs, football, hurling, soccer, badminton, handball, table tennis, Science Club, Maths Club, Chess Club, Athletics, Basketball to mention just a few. Also provided is Big Brother programmes to aid new first year students. June 2018 saw the first cohort of Leaving Certificate students sit their state examinations.



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Dropout and NEEET figures

The school is not in a position to identify trends having only recently had its first cohort of leaving certificate students.
Graduation video
<https://www.youtube.com/watch?v=oinR0r1BjUo>

What is the target group?

The target group is transition year students. Students who have completed their junior certificate and who will embark on leaving certificate courses but who will need assistance in choosing the right course and combination.
Whilst it is likely a number of advisory staff will be involved in this the key role will be played by the vocational guidance/careers adviser.

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	<p>Outcome from Fáistineoir Grád Trial</p> <p>Colaiste Bhaile Chlair had 101 students who participated in the trial, 54 who were male and 47 who were female. 3 were from a disadvantaged background and 15 had a disability.</p> <p>10 students were identified as risk, 7 male and 3 female. Of these 3 had a disadvantaged background and 4 had a disability.</p> <p>Colaiste Bhaile Chlair reported that 9 students changed course of which 7 of these were male and two female. All those at risk students who had a disadvantage or disability were in this group.</p> <p>Seven of these students had positive known outcomes after the completion of their alternative course. 4 went onto apprenticeships and 3 went onto vocational courses including Film and Documentary, Digital Marketing and Web Design and Exercise, Fitness and Nutrition.</p> <p>Outcome From Placebo Group</p> <p>The school had 53 students in their placebo group, 29 of whom were male and 24 female. Of these 4 were from a disadvantaged background and 7 had a disability. 6 of these were identified as high risk students with 5 of those being males, 2 from a disadvantaged background and all having a disability. 6 of the students had interventions 5 of whom were males. All were on 2 year courses. No students dropped out of the institution or changed course.</p>
<p>Regional Impact</p>	<p>The introduction and use of the tool has been explored with senior leaders in other GRET schools. Whilst there is hesitancy as to the sharing of data it is envisaged that the benefits of the tool will encourage a number to participate. The school has promoted its involvement in the project widely through a dissemination paper, website, face book and twitter accounts. A handbook has been developed for the use and implementation of the tool.</p>

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