



St. Attracta's NS

**Physical Education
Whole-School Plan**

September 2022

Introductory Statement and Rationale

Introductory Statement

The PE plan for St. Attracta's NS was formulated by the staff, in consultation with the principal. The plan has been approved by the teachers, BOM and parents.

Rationale

Physical education provides children with **learning opportunities** through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. We aim to provide these learning opportunities to the children in our school to maximise active learning experiences and approaches to the benefit of each individual child.

Vision and Aims

Vision

Physical education is an integral part of the total curriculum, provides vital opportunities for the physical, social, emotional and intellectual development of the children in St. Attracta's NS. We seek to assist the children in our school in achieving their potential through the opportunities they receive to participate in activities drawn from the strands of the P.E. curriculum. We strive to implement a diverse range of experiences that provide regular physical activity, encourages children to lead active healthy lives and foster the general well-being of every child.

Aims

We endorse the aims of the Primary School Curriculum for PE

- To promote the physical, social, emotional and intellectual development of the child
- To develop positive personal qualities
- To help in the acquisition of an appropriate range of movement skills in a variety of contexts
- To promote understanding and knowledge of the various aspects of movement
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- To promote enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

Curriculum Planning

The Broad objectives of the PE curriculum have been considered.

Strands and strand units

The strands/strand units/content objectives for the relevant class level(s) are found on the following pages of the PE Curriculum and are also available on www.ncca.ie

3 rd & 4 th Classes	Pg 38-46
5 th & 6 th Classes	Pg 48-59
Aquatics 3 rd – 6 th	Pg 62-64

- Each teacher will make him/herself familiar with the curriculum objectives for his/her class
- The school will also use the PE lesson plans prepared by the Primary School Sports Initiative. A list of teaching resources will be collated and distributed to each teacher by the post holder.
- Teachers will choose a range of activities for all strands for each class. Where possible, children will have access to the following five strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities. Aquatics will be addressed in collaboration with Claremorris Leisure Centre.
- We will endeavour to create a PE rich environment in the school through the compilation of suitable video clips, DVD's, websites, posters, photographs, newspaper cuttings, display boards (Active Schools board) etc.
- These will be used to raise children's awareness of various forms of physical activity and as a way of developing an understanding and appreciation of the strands of the curriculum.
- We will ensure there is continuity and progression from class to class by:
 - Developing appropriate warm-up activities for indoor and outdoor work at each level with strand specific mobility, strengthening and flexibility exercises appropriate to each class level.
 - We will record the content covered at each level which will briefly detail the level of engagement with each strand (Cúntas Míósúil).

Developing the Physically Literate Pupil in Physical Education

We aim to also use the Move Well, Move Often resource to support the teaching of Physical Literacy in St. Attracta's NS. Physical literacy gives pupils the tools they need to take part in physical activity and sport, both for healthy life-long engagement and for sporting success.

To become physically literate, pupils need to master fundamental movement skills (FMS) through a series of developmental stages. FMS are the basic building blocks of movement and are an essential part of everyday life and recreational activity. It is only when these skills are mastered that a child can go on to develop specialised movement skills which will allow them to reach their potential in sports.

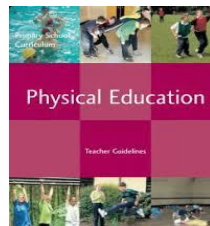
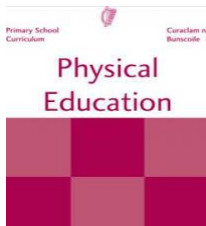
Fundamental Movement Skills

Locomotor Skills Transporting the body in any direction from one point to another	Stability Skills Balancing the body in stillness and in motion	Manipulative Skills Control of objects using various body parts
<ul style="list-style-type: none"> • Walking • Running • Hopping • Skipping • Jumping for height • Jumping for distance • Dodging • Side stepping 	<ul style="list-style-type: none"> • Balancing • Landing 	<ul style="list-style-type: none"> • Catching • Throwing • Kicking • Striking with the hand • Striking with an implement

In St. Attracta’s NS, we recognise that it is important to teach a balanced range of locomotor, stability and manipulative skills across the strands during the year. Our whole school plan for PE reflects this approach (see appendices). We applied for PDST in school support in the area of Physical Literacy in 2020 to obtain a whole school approach to developing fundamental movement skills in physical education.

Resources for Teaching Physical Education

Teachers in St. Attracta’s NS will utilise the following core resources to support planning for and teaching a broad and balanced programme for Physical Education:



P.E. Curriculum & Teacher Guidelines PSSSI Lesson Plans Move Well, Move Often

Approaches and Methodologies

- We will use a combination of the following approaches:
- Direct teaching approach
- Guided discovery approach
- Integration

We will use methods that encourage maximum participation by the child through group work:

- Individual, pair, group and team play
- Station teaching

- Using a play area divided into grids

Structure of a PE lesson

Warm Up: pulse raising activities, stretches and mobility exercises.

Main Activity: running, jumping, throwing, rolling, striking an object, kicking, playing small sided games, orienteering, dancing etc.

- This main activity will take place at individual, pair and small group levels
- Station teaching will be used to teach a specific skill and to enable the children experience a variety of activities in the PE lesson
- We will divide our hall/play area into grids to allow for small group activity to ensure all children will be involved

Cool Down: slower activities to reduce heart rate and prepare children for their return to the classroom.

Children with Different Needs

In St. Attracta's NS, we recognise that physical education is important in the curriculum for students with Special Educational Needs and disabilities.

Many children with SEN experience difficulty with basic co-ordination, balance, left and right orientation, rhythm and spatial and body awareness. These skills can be addressed and improved through physical education. Students who experience difficulties and frustration in academic areas can acquire personal achievement and satisfaction in the physical education curriculum. Physical education is a student-centred curriculum that challenges each student at his/her personal level. It is also a very sociable subject involving a high level of appreciation and acceptance of others. All children will be encouraged to participate in all PE activities through the use of co-operative fun activities.

Teachers will endeavour to support, create and encourage a positive environment and to provide pupils with opportunities to enjoy physical activity with others. They will ensure the participation of children with special needs by planning to include all children in PE activities. We will refer to the Draft Guidelines for Teachers of Students with General Learning Difficulties produced by the NCCA.

SAMPLE: POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES¹

¹ Page 19, NCCA Draft Guidelines, Book 3 – for Teachers of Students with Mild General Learning Disabilities

Potential area of difficulty	Implications for learning	Possible strategies
<ul style="list-style-type: none"> • fitness levels 	<p>It may be necessary to set targets to improve fitness.</p>	<ul style="list-style-type: none"> • include active warm ups and drills for skills practice • vary activities in the lesson to include the use of gross motor skills; regular short periods of exercise daily; cooling down exercises and consultation with parents/guardians
<ul style="list-style-type: none"> • listening and responding 	<p>The student may have difficulty with short-term memory and concentration span.</p>	<ul style="list-style-type: none"> • keep instruction simple and clear. Students repeat instruction. • demonstration(s) of task; verbal analysis of task; student performs task; teacher affirms task • move to new instruction regularly
<ul style="list-style-type: none"> • co-ordination and balance 	<p>The student may have difficulties in fine and gross motor skills in all strand areas.</p>	<ul style="list-style-type: none"> • teach suitable gait for skill, for example, throwing and catching a ball, jumping and landing, balancing. • give good visual demonstrations • reaffirm good examples and practices • use additional equipment to suit the needs of the student, for example softer balls, larger target • provide physical support to student in performing skill, for example, jumping
<ul style="list-style-type: none"> • spatial and body awareness 	<p>There may be safety issues for students engaging in movement exercises.</p>	<ul style="list-style-type: none"> • provide suitable group arrangements; restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises • use specific body parts in exercises e.g make a shape with the upper part of the body
<ul style="list-style-type: none"> • left-right orientation 	<p>It may be necessary to include regular exercises with these movements.</p>	<ul style="list-style-type: none"> • include warm-up exercises/stretchers. Students mirror actions of peers or teacher: O’Grady says; Follow the leader • include exercises with equipment using both sides of the body
<ul style="list-style-type: none"> • behaviour 	<p>This will necessitate the smooth</p>	<ul style="list-style-type: none"> • establish routine format for class and the expectations of desired behaviours.

	progression of lesson structure with clear instructions.	<ul style="list-style-type: none"> • ensure that the student is suitably placed in the class for optimum learning • check that the student is attending by reinforcing and questioning • involve the student where possible in demonstration • encourage the student and assign tasks opportunities for success
• social integration.	Keep appropriate balance between cooperative and competitive activities. Foster enjoyment of activities with others. Encourage individual student's interest in particular aspects of the strands.	<ul style="list-style-type: none"> • group student(s) appropriately • use co-operative fun activities regularly • give encouragement and acknowledge good effort • set appropriate skill development level commensurate with students' ability level • set reasonable targets for co-operative activities (individual and group).

General Adaption Suggestions

Equipment	Rules, Prompts, Cues	Boundary/Playing Field	Actions	Time
-Larger/lighter bat -Use of velcro -Larger goal/target -Mark positions on playing field -Lower goal/target -Scoops for catching -Various balls (size, weight, color, texture)	-Demonstrate activity -Partner assisted -Disregard time limits -Oral prompt -More space between students -Eliminate outs -Allow ball to remain stationary -Allow batter to sit in chair -Place student with disability near teacher	-Decrease distance -Use well-defined boundaries -Simplify patterns -Adapt playing area (smaller, obstacles removed)	-Change locomotor patterns -Modify grasps -Modify body positions -Reduce number of actions -Use different body parts	-Vary the tempo -Slow the activity pace -Lengthen the time -Shorten the time -Provide frequent rest periods

Exceptionally Able Children

Children with exceptional ability/talent for PE will be encouraged and supported to maximise their talent by forging links with local clubs (if links have not been established already) so the child (ren) can bring their talent to a higher level. The children with exceptional ability will, on occasion, be encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.

Assessment and Record Keeping

The School's Assessment & Record Keeping Policies are available on the school's Google Drive account. (Refer to PE Curriculum pp. 68-74, Teacher Guidelines pp. 98-100)

Teachers will assess:

- Willingness to participate in activities
- Readiness to engage with a certain activity
- The level of competence of a child in carrying out an activity
- Interest in and attitude to activity
- Willingness to cooperate in individual, pair and group activities

Our assessment tools are:

- Teacher observation
- Teacher-designed tasks
- Fundamental Movement Skills Teacher and peer checklists
- Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilitates communication with other teachers, parents and other professionals.
- **Assessment for learning** to provide feedback to children, improve learning and inform practice
- **Assessment of learning** which helps to identify the milestones children reach and the progress they make to report to parents, other teachers and the children themselves.
- **Assessment as learning** involves teaching the children how to self assess and peer assess. It will be necessary for pupils to be reminded of what they are looking to assess e.g. types of jumps used, change of directions, arm and leg action when running.

Equality of Participation and Access

Due to the increased enrolment of children from other countries in Irish schools, it is vital to help these children integrate. P.E. provides great opportunities for this integration.

We will endeavour to ensure that all children from junior infants to sixth class will partake in all six strands of the curriculum during their primary education. Aquatics will be provided for a six week block for 3rd and 4th class pupils each year.

We will provide equal access for all children to physical education equipment and facilities and the use of the playground during breaks will be incorporated as an integral part of the school's programme.

As a staff we will help children to build positive attitudes towards all activities. We will take into account the needs of girls and boys when promoting the health related fitness of children.

We will enter both boys and girls teams in inter-school competitions and where necessary we will take the opportunity to enter mixed teams.

All children are encouraged to participate in school team sports. Selection of school teams are decided by staff members who provide the coaching.

- The school participates in the following on an annual basis:
 - Cross-Country County Trials
 - Cumann na mBunscol - Football and Hurling/ Camogie (Boys and Girls Teams)
 - Connacht Schools' Tennis Competition
 - FAI Soccer Blitz (Futsal)

- The school organises additional coaching/ after-school activities in the following:
 - Tennis
 - Hurling/ Camogie
 - Dance or Gymnastics (year 1 / year 2)

Linkage and Integration

(Refer to Curriculum p. 13, 18, 37, pp.45-47 Teacher Guidelines)

Linkage can take place within physical education in that many activities transcend strands and are of benefit to the child irrespective of the strands or subjects being covered. Within the content of the curriculum, footnotes below the strand units suggest where linkage and integration might take place in the PE class.

- Theme based activities will be used to support integration especially in the gymnastics strand where the language of movement can be developed in tandem with the practical activities under the theme of travelling. Further language development can take place under the theme of balance. Mathematical concepts in fifth and sixth class can be developed with the theme of symmetry and asymmetry in the PE class.

Language:

- The effective use of questioning from the teacher will develop the vocabulary associated with PE. Allowing the children to analyse their own performance will allow them understand and appreciate the activities of PE better and thus physically educate themselves in a more meaningful way – as opposed to something that just happens with time.
- Déanann na muinteoirí iarracht Gaeilge a úsáid chun treoracha a thabhairt i rith na ranganna corpoideachais.

Organisational Planning

Timetable

All classes will have two half hour sessions or one hour sessions. Coaching in hurling, Gaelic football, tennis, soccer and swimming will normally be provided by the outside coaches where possible. The school liaises with the Ballaghaderreen GAA Club, Tennis Club, Soccer Club and Mayo GAA Coaching.

Content

- **Third and Fourth classes** pg. 38-46
- **Fifth and Sixth classes** pg. 48-59
- **Aquatics: Third-Sixth** pg.62-64

The school will also use the PE lesson plans prepared by the [Primary School Sports Initiative \(PSSI\)](#) and [Move Well, Move Often](#) programme.

Fundamental Movement Skills from Move Well, Move Often Programme

St. Attracta's NS has developed [a two year PE Plan](#) to assist with the whole-school teaching of curricular strands and the [fundamental movement skills](#).

Active School

St. Attracta's NS is an Active School. The Active School Flag (ASF) is a Department of Education and Skills initiative supported by Healthy Ireland. The ASF is awarded to schools that strive to achieve a physically educated and physically active school community. The process aims to get more schools, more active, more often. In order to

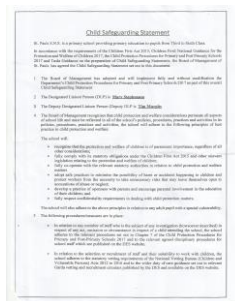
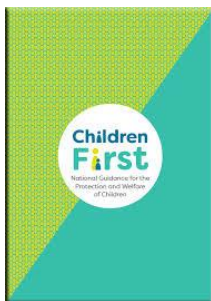
achieve the ASF, we began the process by self- evaluating our current provision across three areas: Physical Education, Physical Activity and Partnerships.

The school will facilitate an “Active School Week” whereby the discretionary curriculum time for the period in question is used to promote physical activity for all children in the school encompassing as many of the strands of the PE curriculum as possible. This will take place in April/May. In addition to PE we prioritise physical activity throughout the day during Active School Week. Different activities will be organised for each year group.

Code of Ethics

(Refer to school’s Child Protection Policy based on the Department of Education and Skills guidelines accompanying the ‘Children First’ guidelines. Also refer to SPHE plan)

- If coaches from a local or a national sporting organisation are invited into the school to work with the children as part of their PE class, they will be used to support the class teacher in the implementation of some of the PE curriculum strands in the school. They will not replace the class teacher and ultimate responsibility for the class lies with the class teacher. The class teacher will in turn support the coach on certain occasions when this will lead to maximum benefit for the children in the class.
- Any coaches working in the school context will be expected to adhere to the Code of Ethics of Irish Sport, produced by the Irish Sports Council. ‘Adults interacting with children in sport (referred to as Sports Leaders in this Code) are in a position of trust and influence. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult actions in sport should be guided by what is best for the child and carried out in the context of respectful and open relationships. Verbal, physical, emotional or sexual abuse of any kind or threat of such abuse is totally unacceptable within sport, as in society in general’²
- If there is a suspected case of child abuse in the class (even if it becomes apparent in the context of a PE class), all teachers will adhere to the Department of Education and Skills’ Child Protection Guidelines to be used with the ‘Children First Guidelines’ produced for all personnel working with children.
- All outside coaches must have Garda vetting clearance.



² Page 9, Section 1.3, Code of ethics in Irish Sport, Irish Sports Council

Partnerships

- Ballaghaderreen GAA Club
- Mayo GAA Coaching

The school organises a sports day annually in the third term and Active Fun Friday stations on a weekly basis. The children will also participate in Active Schools Week annually.

PE Equipment

- Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by the post holder for PE and is checked and updated at the beginning of each school year.
- It is stored in a storage area in the hall. The store room are opened each morning and it is the responsibility of each class teacher to ensure that all equipment is returned to the room after each lesson. Any breakages have to be reported to the post holder/ member of staff as soon as possible. The post holder will inspect the room once a month. Each teacher will be given a copy/ sent a link of the equipment list and will be informed of any changes to it throughout the year.
- The post holder, in consultation with the Principal and the staff, will have the responsibility to purchase the PE equipment for the school and to apply for equipment from different organisations who give free equipment to schools
- The BOM, on the recommendation of the Principal (informed by the PE post-holder) will sanction a budget for updating of PE equipment annually - subject to funds being available. At present, there is no dedicated PE grant. The Principal will also request additional funds from the Parents Council.
- In order to ensure a PE rich environment, the school will have a dedicated sports notice board and school website with a link for Active School where school and local sporting events will be advertised. The use of pictures and videos will be vital in recording PE activities. The display of these pictures on the school website/ class twitter pages will give an opportunity to children to see themselves and others in action.
- All internet usage follows the strict guidelines laid down by the school in our Acceptable Use Policy. This covers the use of appropriate software and the access to safe websites. Teachers will visit websites prior to children being referred to them such as GoNoddle and Just Dance.

PE Equipment Inventory : September 2023

	Type of Equipment	Quantity
Balls		
	Gaelic Footballs	42
	Soccer Balls	30
	Buntus Balls	6
	Rugby Balls	16
	Basketballs	20
	Small soft balls	30
	Big soft balls	50
	Small plastic balls	20
	Indoor Hurleys	22
	Outdoor Hurleys	30
	Hurling Helmets	30
	Sliotars	15
Cones		
	Extra- large	4
	Large	10
	Medium	10
	Small	4
	Domes	56
	Discs	106
	Bibs	112
	Hoops	25
	Beanbags	53
	Skipping ropes	56
	Relay batons	11
	Hurdles	19
	Tennis rackets	18
	Tennis balls	13
	Badminton rackets	6
Mats		
	Yoga mats	23
	Foot mats	19
	Action mats (balance,walk,leap,jump)	5
	Ladder	1

	Parachute	1
	Bowls	6
	Golf sticks	8
	Pitch & Putt sticks	9
	Hockey sticks	6
	Hockey balls	6
	Cricket sticks	3
	Flag sets	10
	Unihoc sets 1	8
	Tug o war rope	1
	Volleyball net + ball	1
	<u>Egg and Spoon Set</u> Wooden spoons Silver spoon Plastic eggs	6 1 6
	Parachute	1

Health and Safety

(Refer to school's Health & Safety Policy)

Issues identified as being health and safety issues in a PE context include warm-up at the start of all physical activity, practising in confined spaces, use of equipment, accidents, supervision, activities involving the whole school yard, procedures for dealing with accidents ...etc.

It is important to acknowledge from the beginning that while the following procedures will eliminate unnecessary hazards they cannot remove all risks due to the physical nature of the subject.

When engaging children in PE all members of staff will endeavour to ensure that the following safety aspects will be taken into consideration:

- All children have to wear suitable footwear and clothing during a PE lesson.
- The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be of good quality and in good repair.
- Children will be taught how to lift and carry all PE equipment safely.
- In all PE lessons, children will warm up and cool down. This develops good practice and the children will return to class relaxed after activity.
- Should an accident occur in the PE lesson we will follow the procedures outlined for other accidents in our Health and Safety policy.
- Running activities will not finish at a wall or pole.
- Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are there for their safety.
- We will endeavour to have an appropriate surface for the activities in the PE lesson.
- Children will not be forced to do activities they are not physically or mentally ready for.

There are a number of people on staff with a current First Aid qualification. The First Aid Kit is kept in the school office and classrooms and they are restocked regularly with items only recommended by First Aid personnel. Other portable kits are also available when children are participating in PE outside the school grounds. A defibrillator is located on the grounds of Ballaghaderreen GAA Club and members of staff received basic training during the 2021/2022 academic year.

The medical conditions of all children are detailed by their parents/guardians on the school enrolment form. Their parents/guardians will be contacted and if necessary, their family doctor as outlined on the aforementioned enrolment form. Detailed information is made available to all staff on specific conditions such as asthma, diabetes and allergic reactions, etc. in the school's First Aid Policy.

Individual Teachers' Planning and Reporting

The whole school plan and the curriculum documents for PE will lay out the structure and format that teachers will follow in addition to the aims and objectives of the primary school curriculum. While these documents are vital for planning, it is important that teachers do not rely on them exclusively as it is necessary to adapt the PE plan to their own class level and experience. It is vital that all teachers plan individually while at the same time ensuring that their class plans co-ordinate and feed into the overall school plan.

Teachers will plan based on the strands as outlined on the yearly timetable in Section and can explore the use of themes in their planning especially in Gymnastics where themes such as balance and travel can provide a great stimulus for lessons (*Refer to pp. 34-35 Teacher Guidelines*).

Teachers will plan based on the strands and the specific Fundamental Movement skill as outlined in our [2 Year PE / FMS Plan](#).. Teachers will select one/two teaching points each

week to encourage fundamental movement skill proficiency based on the class level. External providers will be made aware of the FMS to enhance the children's learning.

The Cuntas Míósúil will be very relevant in reviewing and developing the school plan for the following years. Once the individual cuntas míósúil have been evaluated it should be obvious to the staff which elements of the curriculum are being implemented and which strands need more attention.

Staff Development

The Post Holder/ leading staff member will take responsibility for monitoring developments in PE current research, reference books, resource materials and websites dealing with PE. www.pcsp.ie , www.irishprimarype.com, www.activeschoolflag.ie and www.pdst.ie have definite links to the curriculum and PE in Ireland. The school has a library of relevant resource material which will aid the teachers in their development and implementation of the PE curriculum and we endeavour to build it. An inventory of organisations will be drawn up where free resources will be available. Selected staff members have attended Active Flag Training and ASF – Getting Started workshops. The school availed of support from PDST PE Advisory service in 2020. If the need arises, we will ask Local Education Centres if they can organise a course on a particular area of PE which the staff need more training on. The post holder for PE is responsible for identifying CPD opportunities for staff.

Teachers can benefit from their interaction with the local sports coaches, e.g. G.A.A. who provide coaching in the locality. Any coaches invited into the school will be there to support the teacher with a view to promoting good practice.

Parental Involvement

(Refer to Primary School Curriculum, Your child's learning, Guidelines for Parents)

We will ask all parents to support their children to participate in all strands of the PE curriculum. We will ask parents with recognised areas of expertise in the area of PE and/or Sport to support us in our efforts if their talents will be of benefit.

At all times the class teacher will be present and will retain ultimate responsibility for the class. We will outline the benefits of the PE curriculum for parents and stress the difference between PE and sport and encourage them to become involved in our Active School Week or any initiative we will organise. We will encourage sporting endeavour at all times.

Community Links

We are very much aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school.

The school maintains links with a variety of local clubs including the local GAA and Tennis Club.

We will also make reference to famous sports people from our community and invite suitable people into the school to talk to the children as long as the content is in keeping with the sentiments of the curriculum. If a local team or individual has had a notable victory, they will be invited in to the school to share the victory with the local children.

Implementation

Teachers' preparation will be based on this plan and the planning of individual teachers will feed into the overall school plan. Therefore, the school plan needs to be reviewed on a regular basis.

Teachers will also be more acquainted with the content and methodologies outlined in the plan. There should be clear progression as children move from class to class.

Success Criteria

- The importance of enjoyment and play
- Maximum participation by all children
- The development of skills and understanding
- A balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- Providing opportunities for achievement for each child

Means of assessing the outcomes of the plan include:

- Teacher/parent/community feedback
- Children's feedback regarding the activity level, enjoyment and skill development of the classes
- Inspectors' suggestions/report

Review

Roles and Responsibilities

The PE post holder' leading staff member will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

The plan will be monitored and evaluated every two years.

The following will be consulted in appraising the PE plan:

- Teachers
- Pupils
- Parents
- Post holders
- BOM/DES Inspectorate

Ratification and Communication

The PE plan has been ratified by the Board of Management and parents can inspect the original signed copy of the plan in the school office..

Chairperson of the Board of Management

Principal

September 2022