

St. Joseph's Secondary School

Newfoundwell, Drogheda, Co. Louth

Faith & Ethos Development Policy



School Details: St. Joseph's Secondary School is a Voluntary Roman Catholic Secondary School under the Trusteeship and the Patronage of the Edmund Rice Schools Trust. The School is grant aided by the Department of Education & Skills and is a co-educational school.

School Management: The Board of Management of St. Joseph's Secondary School is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Mission Statement

St. Joseph's Secondary school recognises that each pupil who enrolls in our school is unique and has different gifts as well as different needs. It is our wish that our pupils will leave us with enhanced self-confidence and with life skills and attitudes which will enable them to lead lives satisfying to themselves and which may contribute to the betterment of society.

We recognise that a pupil's development is closely linked to a good self-image and so we strive to present the school's total curriculum in such a manner as to allow all to realise their full potential.

We see ourselves as working in partnership with parents to develop the gifts and to meet the needs of all. We regard our school as an educational establishment with a Christian community characterised by care and justice.

Through the implementation of this policy we strive to enact the stated mission and vision of St. Joseph's Secondary School. We value all in the school community and endeavour to develop each member of the school community.

Rationale for this policy:

Statutory obligations:

In accordance with S.15 (2) (b) of the Education Act, 1998 & 2015 the Board of Management of St. Joseph's Secondary School shall uphold, and be accountable to the patron for so upholding, the characteristic spirit of the school as determined by the cultural, educational, moral, religious, social, linguistic and spiritual values and traditions which inform and are characteristic of the objectives and conduct of the school.'

Philosophy and Context of St. Josephs:

Characteristic spirit and general objectives of the school

St. Joseph's Secondary School is a Catholic Voluntary Secondary School with a Catholic ethos under the trusteeship of the Edmund Rice Schools Trust.

'Catholic Ethos' in the context of a Catholic voluntary secondary school means the beliefs and characteristic spirit of the Roman Catholic Church, which aims at promoting:

- a) the full and harmonious development of all aspects of the person of the pupil, including the intellectual, physical, cultural, moral and spiritual aspects.
- b) a living relationship with God and with other people.
- c) a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus.
- d) the formation of the pupils in the Catholic faith.

Our school provides religious education in accordance with the doctrines, practices and traditions of the Roman Catholic Church, and/or such ethos and/or characteristic spirit as may be determined or interpreted from time to time by the Irish Episcopal Conference.

The characteristic spirit of our school is based on the vision and values of the Edmund Rice Schools Trust Charter. The five characteristics of an Edmund Rice school underpin the operation of Edmund Rice Secondary Schools, namely:

- Nurturing faith, Christian spirituality and Gospel-based values,
- Promoting partnership,
- Excellence in teaching and learning,
- Creating a caring school community,
- Inspiring transformational leadership.

In St. Joseph's Secondary School, the Edmund Rice Schools Trust Charter values are underpinned by a philosophy of education that has at its centre the unique dignity of the human person as a child of God. We see the interaction of people from different backgrounds—spiritual, ethnic, language, special needs— as a gift that will enrich the community of the school and promote the growth and learning of all. We value each

student and their family; we welcome all and are sensitive to each one, seeking to respond to their individual needs.

For further information on the Edmund Rice Schools Trust and the Edmund Rice Schools Trust Charter:

<https://www.erst.ie/wp-content/uploads/ERST-Charter-2020.pdf>

As articulated by St. Joseph's Admission policy the school is open to and welcomes all .

St. Joseph's Secondary School is:

- Inclusive in intake.
- Supports the principle of equality of access to and participation in education.
- Recognises and supports the rights of parents to choose with regard to admission in St. Joseph's Secondary School.
- Welcomes students with different values, beliefs, traditions, languages and ways of life and seeks to meet their particular needs, subject only to available resources and support for the ethos of the school.

Relevant legislation:

- Education Act 1998 & 2018 (Admission to Schools)
- Equal Status Act 2000-18
- Children's First Act 2015

Relevant policies:

- Admission policy
- Religious Education policy
- Child Safeguarding policy
- Wellbeing policy
- Whole School Guidance policy
- Code of Behaviour policy
- Pastoral Care policy
- Critical Incident policy
- Curriculum Contributor's policy
- Additional Educational Needs policy
- Social Political Health Education policy
- Relationships Sexuality Education policy
- Dignity at Work policy

Other:

Edmund Rice Schools Charter
Looking At Our School 2022 (DoES)

Aims of this policy

This policy will articulate this school's commitment to its Catholic ethos and to the religious and moral development of our students. It will ensure that in striving to achieve academic excellence, this school will also provide holistic education and spiritual formation that each student may learn to live in solidarity with other persons in search of the common good.

The aims of this policy are to:

- To make clear and underline the unique characteristic spirit of St. Joseph's and the resultant commitment to faith and ethos development within the school.
- To promote awareness that faith formation and ethos development belongs to the wholeschool community.
- To contribute to the religious formation and faith development of all within the school community, respectful and inclusive of all faiths ; promoting spiritual and moral development.
- To provide the framework for a school faith community which will be enable its students to become catalysts for social transformation.
- To encourage each member of the school community to develop their own spirituality or religious beliefs.

Elements of faith and ethos development in St. Joseph's:

We have a special commitment to developing the spiritual dimension of the lives of our students. It is our hope that the Gospel values inherent in the culture of the school will be internalised in the values, attitudes and behaviours of all members of the school community, and will find expression in their respect and care for one another.

The Catholic faith permeates the life of the school and is witnessed in all the interactions and relationships that occur between members of the school community. Being central to the very fabric of the school it is much more than the teaching of Religious Education class.

In line with the Education Act 1998, the Edmund Rice school respects and welcomes the diversity of beliefs, values, traditions, languages and ways of life in society"

(The Edmund Rice School :An understanding of Catholic Education)

<https://www.erst.ie/wp-content/uploads/ERST-Position-Paper-on-RE.pdf>

St .Joseph's offer's itself to all, non-Christians included, preserving and promoting the spiritual and moral qualities, the social and cultural values which characterise different backgrounds.

Parents/guardians of all incoming student are informed of the St. Joseph's Mission Statement and ethos, those with queries are invited to meet with the Principal for discussion prior to accepting a place.

St. Joseph's regularly engages with the process of self-evaluation to determine its progress with regard to faith and ethos development, guided by the challenge of the Edmund Rice Charter (Appendix 1).

1. Religious Education:

R.E. is a core subject in St. Joseph's and students follow the national curriculum in Religious Education which is suitable for students of all faiths and those of no faith; all teachers of R.E are subject certified by the Teaching Council.

<https://ncca.ie/en/junior-cycle/curriculum-developments/religious-education/>

R.E. is examined at Junior Cycle (Common level) in line with the N.C.C.A subject specification.

It is also taken by all students at Senior cycle either as a non-exam subject and/or exam subject, students taking the Leaving Cert Applied programme are assessed over the two years.

Whilst supporting and developing faith in Catholic students R.E. applies a student-centered holistic approach wherein students of different beliefs are also invited to engage in spiritual growth through reflection and dialogue; nurturing respect and promoting the value of cultural diversity.

The use of active learning methodologies to enrich student learning is promoted thus facilitating and enabling the development of linkages with the local parish and other faiths.

St. Joseph's recognises the right of parents/guardians to withdraw their son/daughter from R.E. but advises:

- They must firstly meet with the Principal to discuss arrangements for this at the earliest opportunity. Students opting out of the subject may have to remain in the classroom as the school's capacity to provide supervision outside of the classroom cannot be guaranteed.
- Students will not be permitted to undertake an alternative activity such as homework and must engage in related study such; spiritual/philosophical reflection or study of a sacred text from their own faith. The R.E. teacher must be provided with details of proposed study/reflection before this can be sanctioned. This ensures that the school complies with obligations under the Education Act 98, section 9d; the exception to this being students who have reached the age of eighteen and who are therefore released from the obligation.
- If a parent/guardian insists that their son/daughter is not present during a Religious Education class, they will be required to provide supervision at home for the duration of the class period(s) in question.

2. Religious worship:

St. Joseph's is committed to celebrating its unique characteristic spirit and identity as an Edmund Rice school; the spiritual life of each person is developed through reflection, prayer, the sacraments, liturgy, symbols, religious art and music, sacred stories and other rituals, and the services of the school chaplaincy.

- Religious symbols and imagery celebrating Edmund Rice and the Catholic faith are prominently located throughout the building; the school's logo is that of Blessed Edmund Rice with the phrase "Proud of our past and confident of our future".
- The school uniform, students journal along with school stationery and the school website are all similarly reflective of the school's religious context.

St. Joseph's promotes a culture of prayer and spiritual reflection for all members of the school community (Appendix 2):

- A sacred space is provided for all students and teachers.
- Board of Management and staff meetings begin with a prayer ritual.
- St. Joseph's liturgical calendar provides opportunities for the school community to come together for prayer and the Blessed sacraments of the Eucharist and Reconciliation.

Students and staff of other faiths along with those of no faith are also provided with other opportunities engage with their beliefs/convictions including:

- The display of their own faith imagery and symbols to mark specific dates in their own faith calendar.
- Using the sacred space provided to engage positively with their own faith by accessing a quiet space or engaging in their own spiritual reflection during liturgical events such as school masses.
- Attending inter-faith services such as that held for 1st Years during Culture Week.

Parents/guardians with queries relating to any aspect of religious worship mentioned herein are requested to engage with a member of senior management at the earliest opportunity.

3. Advocacy:

St. Joseph's promotes the pursuit of social justice and this is reflective of the school's Mission Statement and identity as an Edmund Rice school.

The school provides opportunities for people to live their faith by engaging in social justice initiatives and participating in community and voluntary work both locally and internationally:

- Charity involvement: St. Vincent de Paul, Drogheda Women's Refuge, Irish Cancer Society.

- St. Joseph's India Immersion Project.
- Culture Week
- Sanctuary School's program.

An awareness of social issues and action for social justice permeates the entire curriculum of the school and Advocacy is studied as a stand-alone module by Transition Year students.

4.Pastoral Care:

Pastoral care is defined as the system of roles, resources, structures, policies, programs and processes employed to support the holistic development and wellbeing of students. It extends also to the management of relationships with all stakeholders, in a sensitive and responsive manner to shape a community which is partnership based and characterized by inclusivity, care and compassion (Appendix 4).

'A school is not only a place where one is given a choice of intellectual values, but a place where one has presented an array of values which are actively lived. The school must be a community whose values are communicated through the interpersonal and sincere relationships of its members and through both individual and corporate adherence to the outlook on life that permeates the school.' *Sacred Congregation for Catholic Education. Catholic Schools (1977).*

The Student Support team in St. Joseph's consists of the Principal, Deputy Principals, Year Heads, Guidance Counsellor and A.E.N. Coordinator.

- The team provides support to students which is informed by the culture of faith which permeates the school.
- A comprehensive suite of Pastoral care programmes and systems is also in place. (Appendix 3)

The senior management team fosters relationships of trust and respect with staff, students and parents:

- A pastoral care approach is prioritized; relationships between stakeholders are managed so that the school community is characterized by partnership.
- Policies and procedures are imbued with pastoral care; regularly reviewed to ensure compliance with statutory obligations.

Inclusion Officer (AP1 Post holder): *Promotes and develops a caring community characterised by partnership:*

- *Coordinates the role of the Student Council.*
- *Liases with relevant outside agencies to develop an inclusive school culture.*
- *Provides support for vulnerable and marginalized students.*
- *Supports initiatives, events & activities related to the development of an inclusive culture.*

Teaching and learning in St. Joseph's is student centred with a particular focus on student physical and emotional wellbeing:

- Teachers work collaboratively to achieve a safe and positive learning environment which is student centered; promoting the holistic development of students. Each class has a form tutor who performs a pastoral role for students by providing support and guidance.
- The code of behavior is based on the principle of respect and the concept of restorative practice.
- Within the school curriculum pastoral care is represented by the subject of Wellbeing at Junior Cycle. Wellbeing is a blend of Civic Social Political Education, Physical Education, Social Political Health Education and Guidance, it has a significant allocation of four hundred hours on the Junior Cycle time table (<https://ncca.ie/>).

Partnership with parents/guardians; facilitating regular consultation and communication.

- The school operates an-open door policy for parents who have concerns about their son/daughter.
- The Parent's Council plays a significant role in matters such as school planning and policy formulation.

Roles and responsibilities for the implementation of this policy:

Faith and ethos development is the responsibility of the whole school community with the following being key:

Board of Management is responsible for:

- Promoting, protecting and supporting the Catholic ethos of the school

Principal and Deputy Principal(s)

The Principal's role will be key in cultivating and fostering an active community of faith within the school. The Edmund Rice Schools Trust will support Principals and Deputy Principals in gaining a full understanding of how this can be achieved.

Both the Principal and Deputy are expected to show leadership which:

- Clearly communicates the guiding vision for the school as a Catholic school to all key partners and lead its realization, working with the patron/ trustees and board of management.
- Motivates staff in relation to faith development and demonstrates a commitment to reflective practice, the ongoing professional development of staff and to the leadership role of others in this regard.
- Demonstrates commitment to the school's faith rituals/ traditions and assumes a commanding role at liturgical events, facilitating the participation of all members of the school community.
- Places faith and ethos development appropriately within the whole school planning and review process.

- Protects and promotes the school's Catholic ethos, challenging actions, behaviours and practices that do not accord with the school's Catholic ethos and ethical standards.
- Fosters a commitment to inclusion, equality of opportunity and the holistic development of each student through the formal Curriculum together with Co-Curricular and Extra Curricular subjects and activities, all of which are informed by and contribute to the school's characteristic spirit.
- Promotes a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment, managing the planning and implementation of the school curriculum.
- Demonstrates a resolve that is tempered with moderation, flexibility and compassion around the issues and conflicts that our Catholic faith can experience in an increasingly diverse and secular society.
- Prioritizes the importance of all systems and policies being reflective of the Characteristic Spirit of the school, being in keeping with relevant legislation and developed collaboratively.
- Enables and supports the development of 'staff teams' in all areas of school life in support of the achievement of the school's aims and objectives, empowering staff to take on and carry out leadership roles.
- Promotes and facilitates the contribution of parents as active members of the school community.
- Promotes and facilitates the development of student voice and student participation in school life.

School Chaplaincy:

The Chaplaincy service is committed to fostering Catholic beliefs, values, rituals and traditions and supporting students of all faiths and non-faiths in their life journey.

In liaising with the Principal/Deputy Principal(s) the role of the Chaplaincy is to contribute to faith and ethos development by:

- Organizing the school's liturgical calendar including masses and the celebration of feast days.
- Facilitating opportunities for spiritual renewal and spiritual reflection.
- Promoting a culture of prayer and encouraging the use of the school's prayer room.
- Supporting and contributing to Religious Education department.
- Assisting the Pastoral Care team; supporting and contributing to the welfare of vulnerable students.
- Promoting a culture of advocacy/social justice and encouraging student participation.
- Promoting displays of religious art and symbols throughout the school building along with performances of faith inspired music during religious services and related events.
- Fostering relationships with the local parish and parents in order to advance faith

and ethos development.

Edmund Rice Schools Trust Link Teacher:

The ERST Link Teacher in St. Joseph's promotes the development of a meaningful and purposeful relationship with ERST and the Edmund Rice Schools network.

- Promoting the ERST Charter and enabling students to engage with the other Edmund Rice Schools through initiatives such as the Sanctuary School.
- Planning and coordinating the school's advocacy campaign; liaising with the Principal/Deputy Principal(s), the Students Council, the R. E. department and advocacy groups such as the Green Schools Committee and Worldwiseschools.

The Student Support Team:

The Student Support Team for each year group meets weekly to address any concerns which they may have for individual student welfare and wellbeing.

- Students can be brought to the attention of the team by any member of staff who completes the relevant form.
- Staff are then provided with a list of students identified by the team and advised for the purpose of managing these students.

School Staff:

All staff are encouraged to engage in the implementation and cultivation of a culture of faith in the life of the school by: *All staff will have a responsibility to support, respect and uphold the Catholic ethos of the school. In line with LAOS, 2016 they will have a duty "to communicate the guiding vision of the school and lead its realisation"*

- Demonstrating and promoting gospel values in their teaching and encouraging student engagement with faith.
- Participating in the school's liturgical calendar and related events/activities.
- Implementing all school policies when carrying out their day to day professional duties.
- Striving towards the attainment of St. Joseph's Mission Statement through excellence in teaching and learning by working collaboratively with colleagues to advance education which is holistic and inclusive.

"Have courage, the good seed will grow up in the children's heart later"

Blessed Edmund Rice.

Parents and Guardians are expected to:

- Accept responsibility as the primary religious educators of their children.
- While understanding that the Catholic ethos of the school is respectful of, and open to, students of all faith traditions and none, parents must be prepared to acknowledge and support the Catholic ethos of the school.

Students :

- Students are encouraged and taught to take individual responsibility for their own behaviour and learning, and to help create a healthy, safe and happy environment in which everyone can learn and develop.
- Students belonging to the Catholic faith are supported and encouraged to deepen their faith, live by Christian values and work for social justice. Students of other faiths/no faith are similarly invited and encouraged to engage with their faith/spirituality.
- All students are actively encouraged to embody and promote the values/charism of the Edmund Rice Charter.
- *The Student's Council represents the student voice and is expected to engage constructively with senior management and provide leadership for the student body.*

Signature: Chairperson of the Board Of Management Emma Coffey

Date: 20/02/23

Signature: Principal & Secretary to the Board of Management : Paul Savage

Date 20/02/23

Appendix 1: The Challenge of the Edmund Rice Charter

We are gifted with the charism of Edmund, our founder, and we are responsible for nurturing it.

Empowered by the Holy Spirit we share this gift with all our brothers and sisters, but especially with the poor, the powerless and the oppressed.

Each Edmund Rice School seeks to interpret faithfully the mission of Jesus Christ and the charism of Edmund Rice in its educational community according to this Charter.

The Charter seeks to inspire and to challenge the whole school community to work with a shared vision and in a true spirit of Christian partnership. Its objective is to enhance the education and development of the students while also supporting the professional and personal growth of all who work in the schools

The Charter provides the guiding principles against which each school community measures its mission, performance and priorities. It is used by the schools to reflect regularly on their performance, to celebrate achievements, to recognise developmental needs and to re-commit to the spirit of the Gospel.

Whole-school review and development planning, consultation and motivation, personal and professional growth, and fostering partnerships are all key to enhancing the schools as centres of excellence and Christian communities of learning.

As a Charter that challenges current reality and practice in the schools, it will continue to evolve through constant careful review and reflection. As the demands of changing times are experienced and interpreted the Charter must always remain faithful to Gospel values.

Reflecting a desire to nurture the full development of every member, this Charter will help to ensure that the schools will continue to be places of hope, happiness, courage and honest struggle, where everyone is valued and respected and where the mission of the Edmund Rice Schools Trust is realised.

The will of God be done in this and everything we undertake.

Blessed Edmund Rice.

Appendix 2: St. Joseph's liturgical calendar of events:

- Special focus for the year.
- Prayer Service for / with staff (each staff meeting)
- Beginning of Year Assemblies for each year group.
- Termly assemblies for each year group.
- Month of October. The Rosary and Our Lady
- November - Remembering the Faithful Departed
- Remembrance Mass.
- Advent
- Feast of the Immaculate Conception
- Christmas
- The Epiphany
- 1st February St. Brigid's Day
- Ash Wednesday
- Lent
- Celebrating the Sacrament of Reconciliation
- St Patrick's Day
- Easter
- May: The Role of Our Lady
- 1st of May St. Joseph the Worker
- 5th of May Blessed Edmund Rice
- Graduation Mass
- A Sacred Space – Meditation Room
- Chaplain's notice board / displays

Appendix 3: Religious Education in St. Joseph's timetable

Junior Cycle	1st Year	Common	3x 40 minutes
Junior Cycle	2nd Year	Common	3x 40 minutes
Junior Certificate	3rd Year	Common	3x 40 minutes
Senior Cycle	T.Y.	Non-Exam	1 x 40 minutes
Senior Cycle	5th & 6th Year	Non-Exam/Exam	3x 40 minutes
Leaving Certificate Applied	LCA1 LCA2	Common – continuous Assessment	2 x 40 minutes

Appendix 4: Pastoral Care

Systems and Structures in St. Joseph's

- Student Support Team
- Critical Incident Team
- Guidance Counsellor
- Year Heads
- AEN Coordinator
- Form Tutors
- Chaplaincy and Religious Education (RE) teachers
- The Wellbeing Team
- Learning Support/Resource Teachers
- Special Needs Assistants
- The Student Council
- The Parents Council

Student Support Team Issues

- Attendance and Retention
- Behaviour
- Academic Achievement
- Pastoral Care
- Supports
- Health and Welfare
- Family Issues
- Mental Health
- Child Protection
- Critical Incident supports
- Staff Support / Development

Pastoral Care programs

- Junior Cycle Wellbeing
- Anti-Bullying Program
- 1st Year Induction Program
- 1st Year Study skills program
- Check and Connect student mentoring program
- The Academic Support/Study Skills Program
- Cara Program
- Evening Study
- Homework Club
- Nurture Room
- Games Club
- Cara Mentors
- Rainbows programme

Appendix 5: Supporting & Promoting a Culture of Wellbeing in School

St Joseph's Secondary School promotes a warm, welcoming, encouraging and positive school culture in the following ways:

- The physical environment conveys a message of warmth, welcome and inclusion.
- The school is a safe place for all students. A copy of the school's child safeguarding policy is available in the school lobby and the names and photographs of the DLP and DDLP are on display inside the front door.
- Photographs, posters and student artwork are displayed on the walls around the school to promote a positive atmosphere of school life and inspire pride in our school.
- 37 flags hang from the ceiling of the GPA to show that we are an inclusive school as underpinned by our admissions policy.
- The school's Anti Bullying charter is displayed on a large banner in the GPA and is signed by every student in the school.
- The school holds an annual culture week to value the various different cultures in our school and promote a welcoming environment for all students.
- A canteen service is available to students and staff where good food is available at reasonable prices each day.
- There are spaces for students to congregate socially at break times.
- All areas of the school building are accessible for all students.
- Students and staff take pride and care in maintaining the physical environment.
- The school environment is conducive to promoting physical activity, and healthy eating choices.
- A wide range of curricular and extra-curricular activities are available to all students.
- The school provides Occupational First Aid training to staff to ensure that the safety of students and staff are catered for on site. There is a dedicated First Aid room in the school and there are currently 19 teachers who are trained in First Aid. There are two defibrillators (AEDs) on site, one in the GPA and the other in the gym.
- The student journal contains useful information on wellbeing, study guides and on the ERST charter.
- Teachers have high expectations for all students.
- There are open, positive, supportive relationships between teachers and students in class and outside.
- A culture of collaboration and cooperation is promoted through day to day teaching, learning and assessment practices.
- Students and staff feel safe, secure and respected on the school premises.
- An after-school study facility is available to all students Monday to Thursday each week to provide students with a quiet space to study.
- A Homework club facility is available to students who require extra help

with their homework.

- Students are encouraged to actively engage in their learning so that they may enjoy being at school.
- Students receive regular formative feedback about their learning and how they can improve.
- Students have regular opportunities to talk about their learning and what helps them to learn.
- Teachers use active methodologies to develop the key skills in their subjects.
- Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success.
- Teachers are provided with referral forms to facilitate quick and easy referral to the following; Guidance Counsellor, Bullying Reporting Form, SEN Referral, Incident Report Form.
- Care meetings for each year group are held fortnightly. They are attended by the principal, deputy principals, relevant year head, guidance counsellors, SEN coordinator.
- The school has good connections and working relationships with outside agencies regarding student wellbeing, such as NEPS, CAHMS, TUSLA and the DoES.

Appendix 7: St Joseph's Advocacy

India Project

Ten students and their teachers are hard at work preparing for the India Project. For many years now teachers, students and parents from St Joseph's have been involved in the setting up and development of a school in Schillong, Northern India, for underprivileged children who would not otherwise receive an education. This involvement has meant fundraising and visiting the school in October. Our fundraising helps keep the school open. The boys are fundraising in the local community between now and October and your support for this extremely worthwhile project is greatly appreciated.



Teachers and students who are travelling to India in October 2018.
Back row: Mr Traynor Deputy Principal, Ms Conlon, Enda Mc entaggart, Joseph Savage, Shaun Smith, Ms Bugler, Mr Graham.
Front row: Luke Rochford, Liam Matilla, Evan O'Reilly, Ronan Collins, Cian Rafferty, Ryan Corrigan.

The photo below features Mr Peter Kerr who is Leinster and Boyne Rugby Club Community Rugby Officer, CCRO. Leinster Rugby have very kindly donated a jersey signed by the Leinster players. The jersey will be raffled and there will be big now that Leinster have win the European rugby title.



Back row: Mr Traynor, Enda Mc Enteggart, Geraldine Gilsenan, Brona Reilly, Eddie Bourke, David Madden, John Moore, John Moore, Cian Rafferty.
Front row: Shaun Smith, Ryan Corrigan, Evan O'Reilly, Luke Rochford, Ronan Collins, Joseph Savage.

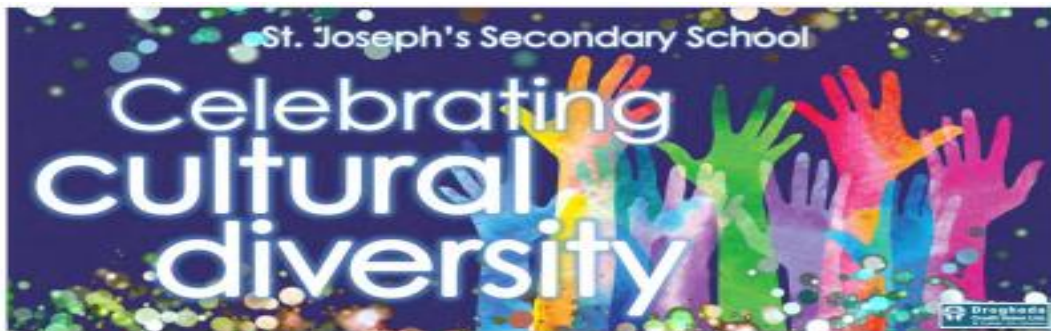
Edmund Rice Community Awards Project



Back Row: Mr Traynor, Mr Eddie Bourke, Shane Lynch, Emmanuel Oki, Seán Murphy, Bailey Holcroft, Nuala Uí Cheallaigh, Mr Noel Moore.
Front Row: Jake Connor, Timo Riehm, Felix Jacob, Seán Black, Jordan Behn, Adam Reilly.

The Edmund Rice Community Project is an awards programme which our TY students took part in. Each class group chose a different community project which embodies the ethos of our school. Our three projects were with Saint Vincent de Paul, The Irish Blood Transfusion Board and also organising 'Lá na Gaeilge'. On Monday, 23rd April, a selection of students from each class made a presentation on the work to date to Mr Eddie Bourke from Edmund Rice Schools Trust, Mr Traynor Deputy Principal and retired teacher Mr. Noel Moore.

The community work undertaken by the students which has been guided by the strong vision and mission set out in the Edmund Rice Schools Trust Charter. Every group explained how it makes a contribution to the local community and how it relates to our school and community.



With over thirty countries represented in 1st year alone, St. Joseph's Secondary School has a rich and diverse range of nationalities permeating their student population. We celebrated this diversity with a special Culture Week from April 23rd to 27th in the school and it was sponsored by Drogheda Credit Union.

Students who hail from countries such as Nigeria, Latvia, Germany and the Philippines are valued members of the school community and they celebrated their contributions during Culture Week.

The week began with an inter-faith ceremony



for all 1st Year and TY students and was attended by representatives from the Board of Management, Parents Council, trustees E.R.S.T and the sponsors Drogheda Credit Union.

Throughout the week students engaged in various workshops provided by Boomerang Youth Café, Give Racism

the Red Card and 'Create School'. Fund raising events took place including a World Cup Final for 1st Years, a Basketball play-off, Food Culture Day and a non-uniform day.

Students' works of art, technology and poetry were displayed whilst language students delivered presentations in various languages. The week also celebrated the official launch of the India Project and students travelling to India later in the year delivered a number of presentations on the nature and purpose of their trip.

Not to be left out, our teachers attended a presentation by Lizzy Noone from Worldwide Schools who talked about development education. All in all it was a busy and engaging week as we came together to applaud all the diverse members of our student body. Credit to Deputy Principal Mr Traynor and teachers Ms O Doherty and Mr Lynch for co-ordinating the Culture Week.



Sanctuary Schools Project:

A School of Sanctuary is a school that works on providing a sense of safety for those whose lives may be in danger in their own country, who have troubles at home or are just looking for a space where they can feel safe. The whole school is committed to making it a safe and welcoming place for anyone seeking sanctuary. The school consciously helps students, staff and the wider community to understand what it means to be seeking sanctuary. Schools of Sanctuary welcome everyone as equal, valued members of the school and the community. It is a school that is proud to be a place of safety and inclusion for all. A School of Sanctuary develops intercultural awareness through the gradual acquisition of intercultural skills and celebrate all cultures within its community