

BUSH POST PRIMARY

1st Year Parents Handbook 2025-2026



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Principal: Mr Kevin Joyce

Deputy Principals: Mr James Mc Coy & Ms Rosanna Hart

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Our Mission Statement

We acknowledge the uniqueness of students in our care: each with individual needs and potentialities. The realisation of each student's potential is our mission. We recognise the importance of self-esteem. It is our mission to engender, foster and protect a positive self-image for each person in our care.

Our mission is to create an effective educational environment, where our School community will thrive. This environment, managed with fairness and firmness, will allow each person in our care to develop personally, educationally, socially, and spiritually.

*Our School Motto “**Ar Thrial Na Tuiscine**” translates as “in Search of Understanding”*

LMETB core Values



The Core Values for schools in the Louth Meath Education and Training Board (LMETB) are Care, Community, Equality, Respect and Excellence in Education.

In Bush Post Primary we embrace these values and hold them to be at the centre of our moral purpose.

Excellence in Education Is our fundamental everyday pursuit. We have the highest expectations of all our pupils. We expect that all learners make good progress and achieve to their highest potential.

Our Pastoral team ensure every pupil receives the support and **Care** needed to thrive in school.

We **Respect** and value difference. We understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face.

All members of our school community are of **equal** value.

Message from Senior Management

Firstly, we would like to welcome the incoming first-year pupils to Bush Post Primary school for the academic year 2025-2026. We feel incredibly proud and privileged that your child has chosen our school in their Post Primary educational journey.

Our mission in Bush Post Primary, is to provide our students an outstanding education, that enables them to flourish academically and shine personally, preparing them for a happy and successful adult life. We are located in the heart of the beautiful Cooley Peninsula and pride ourselves in providing a broad curriculum, encompassing formal academic programmes, personal development programmes and a wide range of extracurricular activities.

We have a strong and dedicated team of professionals who challenge and support students to achieve amazing things; our team work hard to create an environment, built on mutual respect, whereby students rise to the challenges set for them.

Not only do our team work hard to ensure students achieve great academic standards, they are also fully committed to providing educational and extra-curricular experiences that support our students' personal and social development.

We are excited to meet our first-year pupils in August 2025 and hope their future in our school will be filled with success and happiness.



Deputy Principal
James McCoy



Principal
Kevin Joyce



Deputy Principal
Rosanna Hart

School Calendar 2025-2026

[illegible]

Day /Class Structure

TIME	STRUCTURE OF SCHOOL DAY
08.50 - 09.00	Assembly/Form Tutor Time
09.00 - 09.58	Lesson 1
09.58 - 10.56	Lesson 2
10.56 - 11.11	Break Time
11.11 - 12.09	Lesson 3
12.09 - 12.38	Lesson 4 (Split)
12.38 - 13.07	Lunch Time
13.07 – 13.36	Lesson 4 (Split)
13.36 - 14.34	Lesson 5
14.34 - 15.32	Lesson 6



First Year, 2025-2026

Below is the breakdown of how first Year 2024 will look for each pupil. We believe all first-year pupils have a rigorous and wide-ranging curriculum, which will enhance their learning as they make the move from Primary, to Post Primary.

- 5 Base Classes
- Every pupil in your base class will attend the same English, Irish, Maths, History, Science, French or Spanish class.
- + 3 option classes, Science is compulsory.
- + 2 short course classes – PE, SPHE
- CSPE & Digital Media Literacy
- All classes are mixed ability and will be set in year 2 in English, Irish & Maths



First Year 2025

Your First Day Thursday 21st August

On your first day in Bush Post Primary you will meet with all your new classmates, form tutor and Year Head and have an introduction to life in Bush Post Primary.

- Induction Morning 9.00-12.09 am.
Students will receive.
- Personal timetable until September 2025
- Textbooks, Home School Journal
- Study Skills Session
- Tour of the school
- Code of Conduct / School rules briefing
- Week 2 – CAT4 Assessments (Cognitive Ability Test)

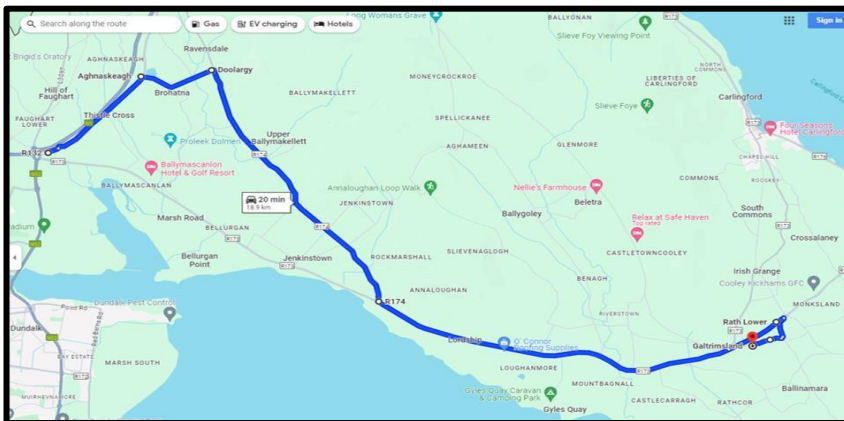
Bus Éireann

Transport to school

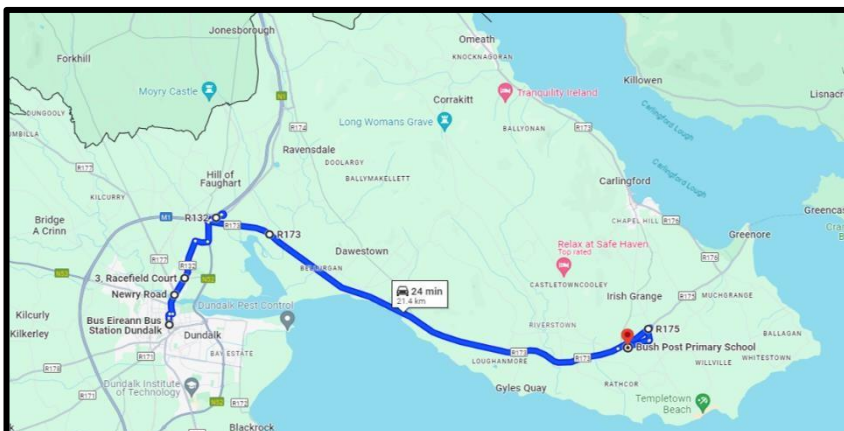
Below are the details for all transport to school, provided by Bus Éireann. If you would like to utilise this information, please follow the below information.

- Log on to [School Transport - Bus Éireann Family Portal \(buseireann.ie\)](https://buseireann.ie) to create a Family Portal Account
- Full Eligibility – must be more than 4.8km from the school – shortest traversable distance between your house and the school.
- Fees are €75 for a single student or capped at €125 for a family.
- Fees must be paid before **June 7th, 2025**.
- Concessionary Bus Ticket - Less than 4.8km from the school
- Register and pay fees on time.
- Can only avail of a seat if there is capacity on the bus.
- Year by year application

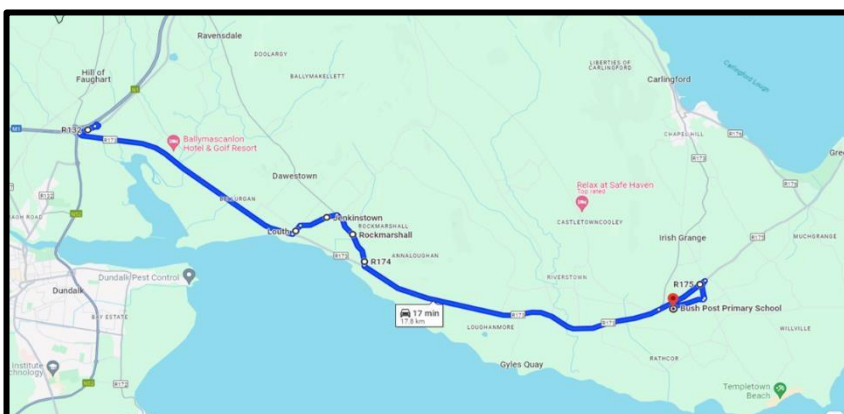
Please find below the various routes that Bus Éireann provide for pupils in our catchment area.



ROUTE A100
Faughart - Bush Post
Primary



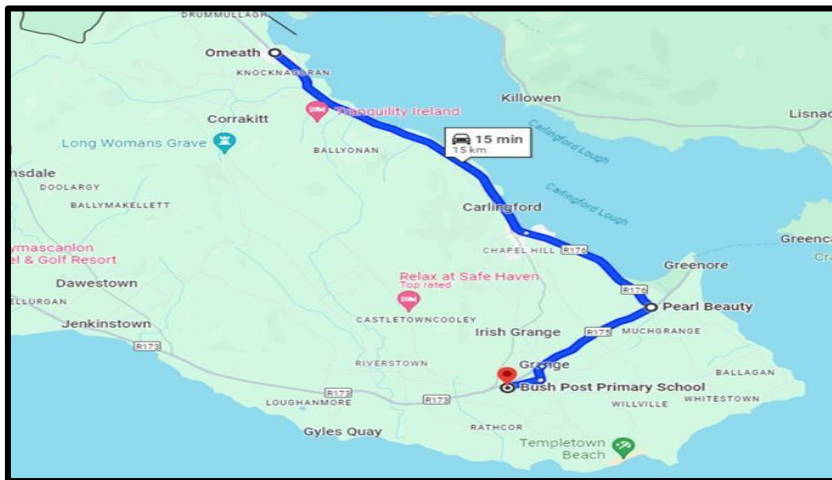
ROUTE A100T
Dundalk - Bush Post
Primary



ROUTE A994
Faughart -
Jeninstown - Bush
Post Primary



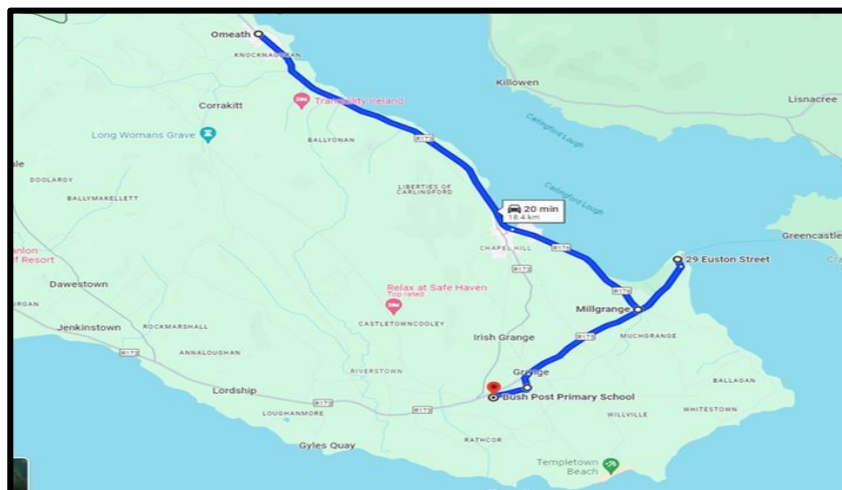
ROUTE A958
Jenkinstown -
Omeath - Bush Post
Primary



ROUTE A958T
Omeath -
Carlingford - Bush
Post Primary



ROUTE A150
Corrakitt - Bush Post
Primary



ROUTE A1287
Omeath - Greenore -
Bush Post Primary

Rewards

Good behaviour, academic achievement, hard work and good attendance will always be valued and rewarded in Bush Post Primary. We are very proud to see our students achieve and believe it is important to reward those who:

- Show determination to succeed and achieve academic excellence.
- Are kind and promote collegiality in our school community.
- Have excellent attendance.
- Contribute to extra-curricular activities.



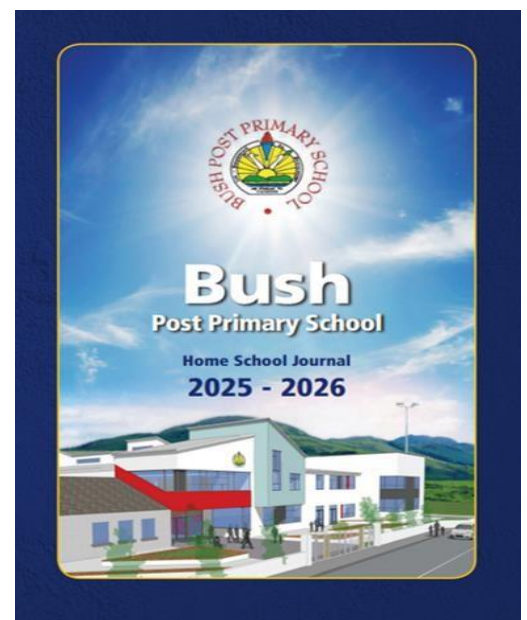
To give special recognition to consistently hard work and effort, there will be an annual prize giving ceremony to recognise the effort and endeavor of our pupils. There are many opportunities for all students, of all abilities to win awards.

Each year group will have three written reports sent home annually, these reports will describe a pupil's qualities and strengths alongside advice on how to progress even further.

Each Year group will also have termly reward assemblies, where pupils who have had excellent attendance and behaviour will receive an award. This could be a certificate, a voucher, a school sports bag, or school equipment.

School Diary

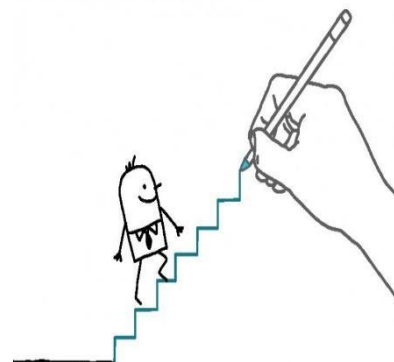
The school diary is a valuable means of communication between the home and the school. Teachers are expected to use the diary to promote the ethos of the school by the giving of good notes to students and keeping parents informed of their progress. The diary is not only used by students to note their homework and, but it serves as an invaluable record of attendance, work done, notes from teachers, notes from parents and the overall progress of the student. Pupils can refer to the policies in the diary during the year to affirm positive behaviour and ensure that the student is fully aware of all school policies. Diaries should be used in every class.



The role of the Form Tutor

All first-year pupils will have a Form Tutor, who can usually meet pupils between 08.50 - 09.00 on suitable days. Your tutor will offer support by caring for students, monitoring their progress and attendance, encouraging involvement in school activities, and promoting high standards of work and behaviour. The main tasks of the Form Tutor are:

- Promoting excellent uniform standards
- Monitoring pupil attendance
- Encourage good organisation, checking equipment & diary.



School Assembly

Each Year Head will meet with their year group for an assembly. once each week. This Is an opportunity to discuss the theme of the week, to pass on important school messages, and to ensure. all pupils are wearing the correct uniform. Assemblies take place between 08.50 - 09.00 on one morning of the week.

We believe that this is an excellent opportunity for us as a school to gather and to celebrate individual and group achievements. We use the opportunity to praise the students in front of their peers for their achievements and efforts.



Year Group	Assembly Day/time	Assembly location
1st Year	Monday 8.50am	GPA

Book Rental Scheme

Below are the details of the charges we ask for from each pupil in first year.

Code	Details	Student Direct Cost €	Way to Pay Setup %
S5511	Insurance 365 /24 /7	€7.00	
S5512	Locker Lock Maintenance	€0.00	
S5514	Book Rental	€0.00	
S5515	Activities C Trips including end of year	€105.00	
S5517	Mock Exams	€10.00	
S5521	School Journals	0.00	
S5522	Text a Parent	€3.00	
S5523	Printing C Photocopying for students	€0.00	
Total		€125.00	100%

School Uniform

Below are the required items of school uniform for each pupil. Pupils are asked to wear their PE uniform only on the day they have PE, for the entire school day. All uniform items are available from McEvoy's & Michael Lynch and the PE uniform is available from McEvoy's & DEFY Sports, Clanbrassil St Dundalk

Girls		Boys
Navy Jumper with school crest		Navy Jumper with school crest
Pale blue shirt and striped tie		Pale blue shirt and striped tie
Blue tartan skirt OR Grey/tartan trousers		Grey school trousers
Black or navy socks/tights		Black or navy socks
Navy School Jacket with School Crest		Navy School Jacket with School Crest
Black or navy flat school shoes		Black shoes only - no white soled shoes or runners

PE Uniform

Girls		Boys
Navy Crested track bottoms or Navy crested leggings		Navy crested track bottoms
Maroon Crested top		Maroon Crested Top
Bush Blue crested t-shirt		Bush Crested t-shirt

We are a Microsoft Device School

Technology plays a vital role in the successful implementation of an AFL structure. For pupils to truly be individual learners they need to be carrying out learning tasks outside of school hours. The use of online resources allows the pupils to have a wealth of knowledge at their fingertips and available for them to use 24 hours of the day.

All pupils have access to Microsoft 365. This allows pupils to produce, edit and submit project/homework online without the need to purchase the software.

All pupils are required to take their device to school everyday



Microsoft Teams

- Allows teachers to upload current notes on Microsoft Teams so that students can access them at home.
- Students can submit assignments on Microsoft Teams which encourages learning as it adds variety to homework and most students love using technology and negates the need for printed documents.
- Teachers assessing assignments on Microsoft Teams encourages students to strive harder and improve their work from home.
- Allows pupils to show their parents what work they are doing online, and this encourages their interest in learning.

Bush Post Primary School aims to integrate technology into the student experience and foster an environment of support and modernisation. We hope to develop further the already positive attitude to digital technology that exists in our school. School leadership will provide resources and cultivate a supportive and collaborative teaching and learning environment for integrating technology as a meaningful and effective part of the educational process. It is our intention that all students entering 1st year will have their own digital device to assist with learning in the classroom. **Mobile phones are not considered a digital device that can be used to assist with learning in the classroom.** Our remit is to ensure that all students will leave our school as confident, creative, and productive users of new technologies, including ICT, and understand the impact of those technologies on society.


ICT in Bush Post Primary School

Furthermore, Bush Post Primary School is considered a 'Microsoft school' and as result all digital devices used in school must use a Windows operating system. **We kindly ask all students to bring in a laptop device only. Students are asked not to bring in Apple devices, tablet devices or Chromebook computers.**

Below is a list of recommended digital devices that can be purchased locally or online, and certain features for them to ideally contain e.g., Windows 10 S/Pro operating system. Again, the list below is acting as a guide, devices similar to these specifications will suffice also.

Recommended student digital devices:


1. Asus Laptop - €399 approx. price




ASUS Vivobook Go 15 15.6" Laptop - Intel® Core™ i3, 128 GB UFS, Silver

★★★★★ 4.6/5 17 reviews

- Windows 11
- Intel® Core™ i3-N305 Processor
- RAM: 8 GB / Storage: 128 GB UFS
- Full HD screen / 60 Hz
- Up to 12 hours



 Compare



ASUS Vivobook Go 15 E1504FA 15.6" Laptop - AMD Ryzen 3, 128 GB SSD, Black

★★★★★ 4.6/5 77 reviews

- Windows 11
- AMD Ryzen 3 7320U Processor
- RAM: 8 GB / Storage: 128 GB SSD
- Full HD screen / 60 Hz
- Up to 12 hours

  Compare

Lenovo ThinkPad - €769 approx. price



LENOVO IdeaPad Slim 5 14" Laptop - Intel® Core™ i5, 512 GB SSD, Cloud Grey

★★★★★ 4.8/5 56 reviews

- Windows 11
- Intel® Core™ i5-12450H Processor
- RAM: 16 GB / Storage: 512 GB SSD
- Full HD+ OLED screen
- Up to 8 hours

Cooley Credit Union Ltd are providing a finance option to the parents of Bush Post Primary School students to assist in the purchasing of new student digital devices. Please see the details below for Cooley Credit Union's loan agreement.

Cooley Credit Union Ltd – Loan Agreement for the Purchasing of Student Digital Devices

- Special reduced loan rate of 6% (this represents a 33% reduction on our standard 9% rate)
- CCU will also sponsor the initial lodgement of €11 required from non - members to open an account
- Minimum loan amount = €200 / Maximum loan amount = €500
- Maximum loan term = 12 months
- Weekly / Fortnightly/ Monthly repayments
- Loan will be granted to the main income earning parent (no joint applications)
- CCU will forgo the need for proof of income or bank statements from applicants
- One standard loan application form to be completed (income & outgoing details required)
- Proof of ID & Address confirmation will be required to satisfy AML requirements



"".. teachers have high expectations of students' work and behaviour, and communicate these expectations effectively to students."

Looking at Our schools
A Quality Framework for Post-Primary Schools

Anti-Bullying Charter – All pupils are invited to sign each year.

We are very proud to be a school that challenges bullying and promotes a culture of kindness for all pupils. We ask all pupils to complete an Anti-Bullying survey annually, so that we can be vigilant and responsive to any pupil who could be struggling with unkind behaviour. Below is our school's Anti-Bullying Charter, which we ask all pupils to sign-up to when they arrive in Bush Post Primary.

Bí Cineálta!

We want everyone at our school to feel safe and happy.

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

Get help!

Tell someone!

If a student tells a staff member that they think they are being bullied, we will:

- talk with the student
- ask the student what they want to happen
- work out a plan together
- talk to their parents
- talk to the other student(s) involved
- talk with the other student's parents

Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.

When it happens a lot. Not just once.

Please tell someone if you think that you are being bullied or someone else is being bullied.

Bush Post Primary School has a Bí Cineálta policy to try to stop bullying behaviour.

We look at this policy every year to see what is working well or what could work better.

We will ask you what you think.

Be Kind

We recognise that all students in Bush Post Primary School are unique in many ways and in this school all students are welcomed and treated equally.

Therefore, every day in Bush Post Primary School, we want everyone to be safe from unwanted behaviours and as students we will aim to:

- We treat everybody equally
- We include everybody whenever possible
- We value each other's opinions
- We think of other's feelings
- We respect each other's beliefs
- We help each other whenever possible
- We greet each other respectfully
- We celebrate differences and successes

Be Kind

Attendance Policy

Bush Post Primary School has the highest expectations from our pupils in all areas of school life, including their attendance and punctuality to school each day. We introduced a new Attendance policy during the 2022-2023 academic year with the aim of early Intervention when we see habits around poor school attendance. Below is the outline of our attendance policy system.

STAGE	ACTION	MEMBER OF STAFF INVOLVED
Stage 1	Year Head has established reasons for absences with pupil & recorded on COMPASS Letter sent to parent by the Attendance Officer informing them attendance is a cause for concern. Phone call home from YH	Year Head & HSCL
Stage 2	Contact made by Year Head/HSCL – Phone call/meeting as appropriate.	Year Head & HSCL
Stage 3	Parental & student meeting with Year Head	Year Head
Stage 4	Parental & student meeting with Deputy Principal	Deputy Principal & Year Head
Stage 5	Attendance Panel Panel meeting with Principal, Deputy Principal, Year Head, Education Welfare Officer, and any outside agencies deemed to be relevant.	Principal, Deputy Principal, Year Head, HSCL & EWO
Stage 6	Persistent absentee to be referred to EWO. All school supports remain in place. Regular contact with Year Head	HSCL, EWO, Principal & Deputy Principal

Behaviour for Learning Policy

In our school we value every student's right to a quality education in a caring, safe, and respectful environment. We strive to encourage personal excellence and aim to help our students become the best they can be. Therefore, we have high and realistic expectations for our students.

Our behaviour policy seeks to reflect and support these expectations. We seek to encourage self-discipline, respect, and reason at all times. Our hope is that the code will be followed because it is understood, rather than imposed. Below is a synopsis of the BPP behaviour system.

Low Level Disruption

Good restorative practice must start with an open conversation with the student to gauge where they are on their journey of self-reflection. Most students will only ever engage with the Behaviour for Learning at this level. For standard classroom behavioural management, this may suffice in conjunction with the suggested interventions below. After an initial warning and chance to correct the behaviour, the student can be issued with a sanction also outlined below but it is imperative they understand the reason and have acknowledged that this behaviour is not conducive to a positive learning environment. The initial questions posed to students should be all or some of

What happened?

What were you thinking at the time?

What have you been thinking since?

Who has been affected?

What can you do/do you need to put things right?

Example	Which staff member will deal with this type of behaviour?	Potential Sanctions/restorative actions
<ul style="list-style-type: none">• Low-level disruption• Late for Lesson• Mobile phone is visible/audible in lesson.• Bad Language/Name calling.• Not prepared for lesson• Lack of classwork/Homework <p><i>These are sample examples only.</i></p>	Classroom Teacher	<ul style="list-style-type: none">• Verbal Reprimand• Behaviour log on Eportal• Class teacher detention issued.• Note in journal.• Extra work issued.• Contact parents (Check with year head, first).



Medium Level Disruption

For more challenging classroom behavioural management there are several options, and many supports available in Bush Post Primary School. Again, restorative practice should be at the core of any plan to address Medium Level Behaviours.

Example	Which staff member will deal with this type of behaviour?	Potential Sanctions/restorative actions
<ul style="list-style-type: none">• Persistent low-level disruption• Missed detention• Poor response to correction• Challenging, defiant or disrespectful attitude• Truancy <p><i>These are sample examples only</i></p>	<ul style="list-style-type: none">• Classroom Teacher• Form Tutor• Year Head• SEN Contact (if applicable)• Student Support Team (if applicable)	<ul style="list-style-type: none">• Verbal Reprimand• Behaviour log on Eportal• Note in school journal• The Pupil may be placed 'On Report' by Year Head• Extra work issued• Detention with year head• Classroom teacher may remove pupil to another classroom to avoid further disruption via a staff buddy system• Contact Parents.



High Level Disruption

For serious incidences or persistent medium level disruption several actions may be appropriate. These incidents or behaviours will be rare.

Example	Which staff members should I notify	Suggested Sanctions/restorative actions
<ul style="list-style-type: none">• Persistent Medium Level disruption• Violence/Aggression• Abusive behaviour• Offsite Truancy• Theft• Misuse of ICT• Substance Abuse• Bullying <p><i>These are sample examples only</i></p>	<ul style="list-style-type: none">• Classroom Teacher• Year Head• SEN Contact (if applicable)• Student Support Team (if applicable)• Principal/Deputy Principals (if applicable)	<ul style="list-style-type: none">• Behaviour log on Eportal• The Pupil may be placed 'On Report' by Year Head• The Pupil may be placed 'on report' by Year Head• Extended period of detention• Internal Suspension• Suspension from school• Expulsion (Potentially)• Removal from school events/trips• Parent contacted.• Accurate witness statements completed and reviewed.• Deputy Principals & Principal should be notified.• A piece of Restorative practice should be completed with the pupils/teachers involved.

Homework & Marking policy for each department.

Below are the specific details for each department in Bush Post Primary around homework and feedback/Marking. Each department has their own specific procedures regarding homework and feedback.

Subject	Homework policy	Feedback/Marking
Mathematics	Homework will be set after every class in Math's, it will be available on OneNote every day.	Verbal feedback will be given during each class when possible. Written Feedback will be given after the end of topic/ term summative assessments.
English	Junior Cycle - Higher Level approximately 2 from the 3 classes per week. Ordinary Level vary from 1 to 2 HW assignments per week. Senior Cycle - Classes would be given homework between 2 to 3 classes out of the 5 a week.	Verbal feedback would be given regularly to all students. Written feedback would be generally given once a fortnight. Some provide written feedback 2 or three times a fortnight. Types of feedback – Oral, Written, Summative, Peer, etc.
Gaeilge	Homework is given every night in Irish class, this will be vocabulary learning, reading tasks, or written tasks. Homework is posted on Teams weekly by each teacher.	Written Feedback will be given after every topic test each month. Verbal Feedback is given in every class
Sciences	Homework is always set on TEAMS in Science Junior Cycle – Once each week Senior Cycle – twice each week	Feedback will be given Verbally, through Self-Assessment & Peer Assessment. Written Feedback will be given to all students each month. Individual feedback is given to those students completing an Ag Science Project draft.
Business studies	Junior Cycle Students will generally receive homework once or twice a week. Senior Cycle Students will generally receive homework three times each week. Homework is always posted to TEAMS	Students receive written feedback after the end of topic tests. Students receive written feedback/ verbal personal feedback after topic/end of term/mock exams. Students will also receive feedback and results on online quizzes such as kahoot and Socrative. Students receive CBA success criteria

Home Economics	<p>Junior Cycle Students should expect homework after each class – this could be written or revision.</p> <p>Senior Cycle Students will have Projects/assignments given on Teams every term. Students may work on a Teams assignment for several weeks before uploading their finished project.</p> <p>Homework is regularly set on TEAMS.</p>	<p>Students should expect to receive written feedback on all class tests and end of year exams.</p> <p>Verbal feedback is regular. Peer feedback (Required for CBA 1 and 2) Comments will be written on class tests and formal examinations. End of term reports on Eportal CBA results</p>
Technology - Woodwork/Metal Work/Graphics	<p>Homework can be in the form of answering questions, sketching, research/investigation.</p> <p>Assignments are put on Teams depending on the suitability of the topic to the platform.</p>	<p>Between 50-70% of the marks available for our subjects are for project/practical work. Feedback on this is given verbally on an ongoing basis. Depending on a student's progress this can be a few times per class or after completion of a component.</p> <p>Written homework is assigned on completion of a section or unit of work and written feedback is given as appropriate.</p>
Music	<p>Junior Cycle - Homework takes various forms through listening and responding, performing, and composing. Homework is at least one class per week. Homework is occasionally placed on TEAMS.</p> <p>Senior Cycle – Students should expect to have homework set every lesson- variety of forms. All classwork, notes and homework uploaded to teams daily.</p>	<p>Pupils receive Oral Feedback and written feedback, based on success criteria (composing) Self-evaluation (reflection sheets) is also continual in Music.</p> <p>Senior Cycle Students receive regular written feedback using WWW and EBI Written feedback given on all written assignments as well as for the practical component.</p>
Geography	<p>Students are assigned homework regularly. Homework takes various forms such as writing, reading, graph interpretation, map skills and conducting research.</p> <p>Leaving Cert geography students are assigned homework on a regular basis, this can be in the form of written homework or revision.</p>	<p>Students receive regular feedback, both verbally and written, on classwork, homework, and assignments with suggestions on areas to improve and identified where marks have been missed.</p>
History	<p>Students are assigned homework regularly. Homework takes various forms such as writing, reading and research.</p> <p>Leaving Cert history students are assigned homework on a regular basis, this can be</p>	<p>Students receive regular feedback, both verbally and written, on classwork and homework with suggestions on how to improve. All summative tests include a section for WWW and EBI.</p>

	in the form of written homework or revision.	
Art	Junior Cycle – homework given twice a week after each lesson. Senior Cycle – Generally one large piece of homework and one shorter piece of homework per week. The larger piece may not be expected to be completed in the next lesson, but progress must be shown.	Feedback at both Junior and Senior Cycles takes a range of forms depending on the homework – if it is design development it could be oral feedback or one-to-one demonstration. If it is an observational drawing, artist research or finalizing a piece for the culmination of a project it could be written feedback and/or self-evaluation or peer-evaluation – based on the success criteria for visual art.
MFL French & Spanish	Homework will include oral, written, research, reading and learning work	Feedback is usually given through oral written, and voice notes each week. Written feedback on longer pieces of work where appropriate.
PE	Students do not receive homework in Physical Education for Junior Cycle. Leaving Certificate Physical Education - students receive one piece of work per week to be completed at home.	Students receive continuous feedback from corrections in class and are assessed termly and receive written feedback. All class and topic notes are on MS Teams.
Computer Science	Computer Science comprises a mixture of theory, practical coding projects, logic, and mathematics. Students will be expected for homework, to continue coding on their current projects and debugging any issues that arise in a continuous and structured manner. Written homework or assessment will primarily be past paper questions so students can continually refine their exam technique.	Assessment will involve a range of formative and summative strategies and feedback will regularly be given verbally, in written form and through practical workshops when group projects are being completed.
Accounting	Leaving certificate accounting students will receive homework twice or three times a week. This is usually examination questions. Homework may also be revision/ practice of layout of questions in preparation for a quiz or class test. Homework is posted to TEAMS	Students receive written feedback and verbal personal feedback after topic/end of term/mock exams. Students will also write/ verbal feedback and after homework questions. Students receive sample answers after homework questions and tests.

Extra-Curricular Activities

The school through its staff provides a very wide range of activities for student. These activities offer students opportunities to partake in events which we value in the overall teaching, training, and development we provide.

These events also allow for the range of talents and abilities which are inherent in the student population. An Extra-Curricular calendar will be available on the school website, updated each term.

Sport

The school offers students the opportunity to participate in numerous sporting events including Gaelic Football, Basketball, Rugby, Athletics and Cross-country. The Annual Sports Day is one of the highlights of our school year.



Cultural & Academic

Clubs and Societies: Science Club, Chess Club, Debating

Competitions: We enter a variety of public competitions, historical, debating, public speaking artistic, cookery, scifest, business, BT Young Scientist, musical etc. with great success.

Cultural activities & Themed Weeks Many opportunities are provided through Theatre, Film, Exhibitions, Cultural Centre's, etc. and Seachtain na Gaeilge, There are many other activities such as school leagues and other events which are also organised within the school for the students.



Policies & Planning

All the following Bush Post Primary school policies are available on our school website.

<https://www.bpps.ie/>

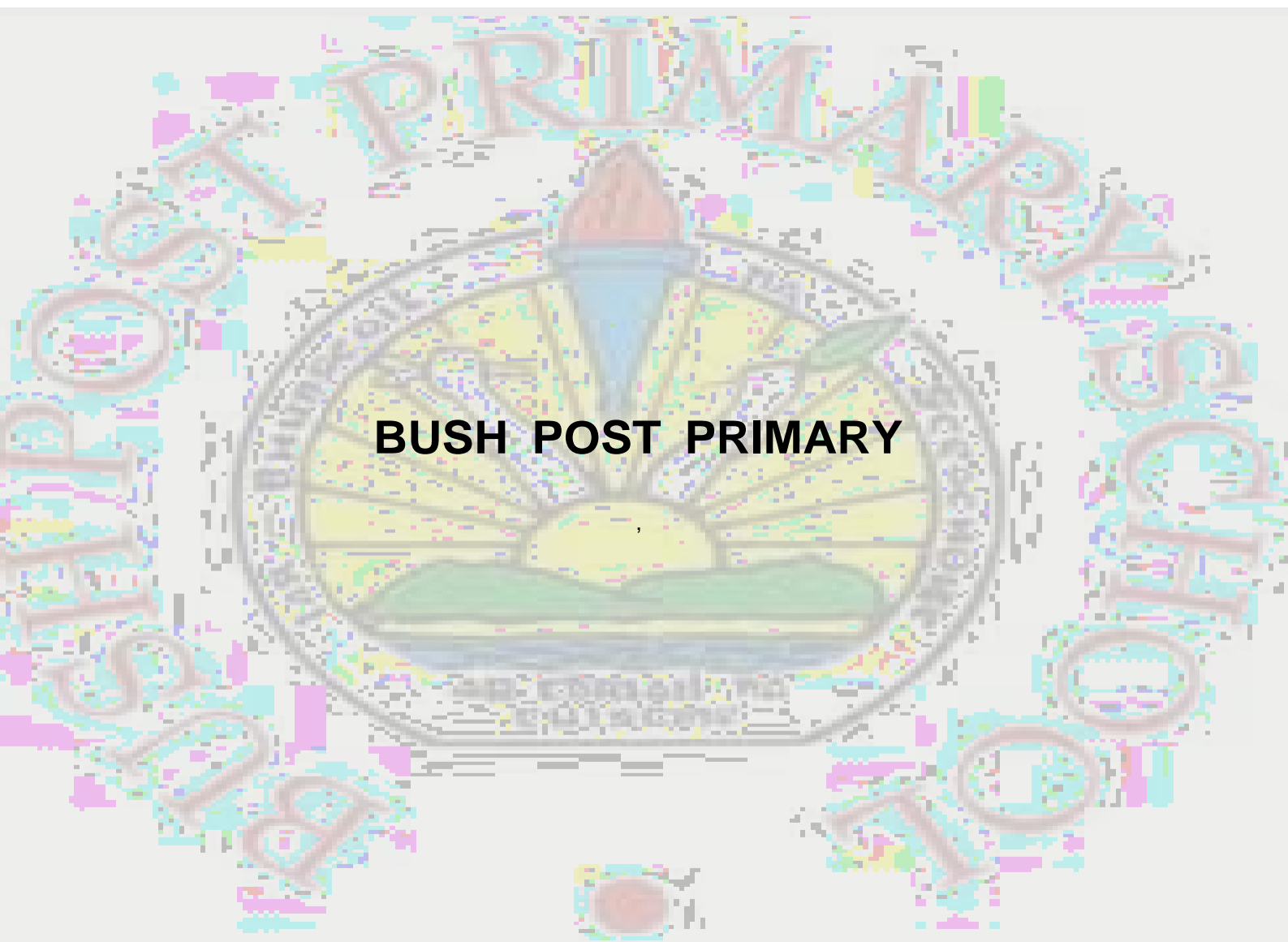
- Admissions Policy
- Child Protection Guidelines
- Bush Post Primary Admissions Policy
- Bush Post Primary Anti – Bullying Policy
- Bush Post Primary Anti – Smoking Policy
- Bush Post Primary Code of Discipline
- Mission Statement
- Bush Post Primary Attendance policy
- Bush Post Primary Behaviour for Learning Policy
- Bush Post Primary Health & Safety Policy (currently being reviewed)
- Bush Post Primary Relationships & Sexuality Education Policy – (currently being reviewed)
- Bush Post Primary ICT Acceptable User Policy
- Bush Post Primary Mobile Phone Policy
- Bush Post Primary Homework Policy
- Bush Post Primary Green Schools Policy
- Bush Post Primary ICT Policy
- Bush Post Primary Pastoral Care Policy
- Learning Support Policy
- Policy on Attendance at Career Events
- School Uniform Policy
- Substance Use or Mis-Use Policy

We welcome feedback, suggestions, ideas, and constructive criticism of any of these policies from staff, parents, and students. All policy documents are submitted to the Staff and Parents Association for comments/suggestions and then, to the Board of Management for discussion and approval. Our main policies are included in our student diary and are taught in class during tutorial sessions.

Bush Post Primary School is under LMETB patronage. If you would like to see the most up to date policies and procedures from the LMETB, they can be found on the LMETB website, www.lmetb.ie.



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