



St. Angela's College

Courtesy, Kindness & Respect



Curriculum Overview

Reviewed

15/12/ 2025

This Curriculum Overview has been devised and published by the Board of Management of St Angela's College (*'the College'*) following collaboration and consultation with the following partners and interested parties:

1. The Trustees of the College('*Le Chéile Trust*')
2. The Teaching staff of the College
3. The Parents' Association of the College.
4. The Students' Council of the College.

St Angela's College is a voluntary Catholic College which upholds the Ethos and traditions of the Ursuline Order within the Le Chéile Schools' Trust as set out in its Charter.

St Angela's College Mission Statement

St. Angela's College is an Ursuline Catholic Voluntary Secondary School within the Le Chéile School Trust and is committed to *“nurturing the uniqueness and full potential of both students and staff in a happy, caring and disciplined learning environment and also promoting respect and responsibility for self, for others and for the greater community in the light of Ursuline, Christian values”*.

Ethos and Promoting Positive Behaviour

Students of St Angela's College are expected, at all times, do their best to live according to the school's Christian values/ethos. Students are expected to;

- Act justly
- Be honest and truthful
- Be respectful in their interactions with to teachers, fellow pupils, parents/guardians, secretary, caretaker and visitors to the school.
- Be courteous and concerned for their own good the good of others
- Observe good manners at all times
- Show respect for their environment
- Co-operate actively in the community of St. Angela's College

Guided by these virtues, and dedicated to the pursuit of excellence, we aim, at all times, to provide a safe, caring, inclusive learning environment for all our pupils.

To provide such an environment, we are committed to promoting and acknowledging positive behaviour and to developing a school community in which all its members, pupils, staff, parents/guardians, and Board of Management treat each other with gentleness and respect.

1. Preface

Our primary aim in St Angela's College is to provide an environment where each of our students can develop to their full potential. The school prides itself on its well-earned record of academic excellence, but we believe that it is equally important that the social, physical, emotional and spiritual needs of every student are met in order that she leaves our school a young adult, capable of dealing in a mature manner with the challenges which will face her in the third millennium.

2. Structure

We have a five- or six-year cycle based around two compulsory and one optional programme which form the scaffold of the curriculum. These programmes are:

- * The Junior Cycle Programme (3 years)
- * The optional Transition Year Programme (1 Year)
- * The Leaving Certificate Programme (2 Years)

In all three of these programmes we offer a range of subjects that allows for the maximum possible amount of student choice.

The school fulfill its obligations under DEY circular: M29/95: "TIME IN SCHOOL" where we are mandated to be compliant with the requirement of a minimum of 28 hours of instruction per week for each student.

The school fulfill its obligations under DEY circular 0047/2021: Guidelines for the use of Reduced School Days in Schools. All students who are enrolled in a school should attend for the full day, except in exceptional circumstances.

The academic school year is divided in to three, 11-week Teaching, Learning and assessment cycles (T.L.A) (See appendix 1). The T.L.As were designed to give a clearer structure to the school year and a greater consistency across all subjects. It is also an initiative to improve student wellbeing. It's a great opportunity to get departments planning curricular content and assessments at the same time and to collaboratively plan assessments that align with the Junior Cycle Learning Outcomes

2.1 The Junior Cycle Programme

A varied and wide range of subjects is available to students at Junior Cycle level. Students must take examinations in English, Gaelge and Maths at a level that is appropriate to their ability and aptitude. Attainment levels in the school are very high. Provision is also made

for students who may have learning difficulties and learning support programmes are available in line with student needs and school resources. Students will be granted an Irish exemption if they meet the criteria as outlined in Circular 0055/2022.

The following core subjects are studied by all students at Junior Cycle to D.E.Y examination Level:

*Gaeilge	Mathematics	Geography
English	History	French or German
Science	Religious Education	

***Except those with a DEY exemption.**

In addition, students also select two of the following subjects to D.E.Y examination level:

Business Studies	Home Economics	Music
Art	Graphics	

Subject blocks in 1st Year are created on the basis of student choices using TYRO options package in order to maximise the number of students with their first two preferences.

By way of illustration of the "setting" procedure for the Choice Subjects, the first- and second-year subjects were arranged in 2025/2026 as follows:

First Year

A	Business	Home Ec.	Graphics	Science	
B	Business	Home Ec.	Music	Science	
C	Science	V. Art	Home Ec.	Science	

Second Year

A	Business	Home Ec.	V. Art	Science	
B	Business	Home Ec.	Music	Science	Science
C	Business	Graphics	Home Ec.	Science	

All students in the Junior Cycle will engage in a comprehensive Wellbeing Programme designed to support their physical, emotional, social, and digital development. This programme incorporates **Civic, Social and Political Education (CSPE)**, **Physical Education (PE)**, and **Social, Personal and Health Education (SPHE)**, including **Relationships and**

Sexuality Education (RSE) and Digital Literacy. Through these subjects, students develop the knowledge, skills, and values needed to make informed decisions, build positive relationships, and lead healthy, balanced lives in a rapidly changing world. The Wellbeing Programme at St Angela's College reflects our commitment to nurturing each student's sense of belonging, resilience, and self-worth, while fostering respect, inclusion, and care for others.

2.2 Transition Year

The Transition Year Programme was introduced in St Angela's College in 1995 and since that time, the programme has evolved into a broadly-based educational experience, which we believe is both challenging and enriching for student and staff alike. Students entering the senior cycle have the option of taking Transition Year.

In devising our programme we have at all times borne in mind that the primary purpose of the year is to assist each girl in the process of maturation. The Transition Year programme will:

1. Nurture the development of the student as a whole person by building on their previous experiences, through a curriculum designed by the school that is aligned to the TY Programme Statement
2. Create space and opportunities for meaningful, enjoyable learning experiences through which the key competencies of the student can be developed in the classroom and school, in the home and in their role as local, national and global citizens
3. Expand the student's experience and awareness of diverse future pathways and nurture the student's capacity to sustain their growth and development through a process of lifelong learning
4. Evolve continuously to support the learning and development of the student through a reflection and renewal process involving students, teachers, school leaders, parents and community partners.

Transition Year Programme Statement, Department of Education 2024

In line with good TY practice and in keeping with the aims and objectives of Transition Year:

- Students study a group of core subjects throughout the year.

- Students are exposed to the full range of Leaving Certificate subjects offered in St Angela’s College which they study in rotations, thus allowing them to sample all the subjects before making an informed decision on subject choice for LC near the end of Transition Year.
- Students study a wide range of Transition Year specific modules and electives.
- Students experience a range of “one-off” short courses, events and experiential learning activities.

The TY programme is constantly evolving and new modules are introduced each year when possible, depending on available staff. The TY coordinator consults with the Principal from Easter onwards about the curricular programme for the following year. Colleagues are asked for input into the programme as part of on-going TY evaluation. The availability of staff, including PME students with special qualifications/interests and timetabling constraints have a major impact on the TY programme. As directed by the DES Guidelines for Transition Year Programmes, 60% of the curriculum offered in St Angela’s College relates to academic subjects. The remainder consists of TY specific modules.

A full evaluation and revision of the Transition Year Programme takes place annually. A written programme for all areas of study is available in the school. It should be emphasised however that the programme is in a constant state of evolution and, indeed, no two successive years have ever been the same.

The following areas of study are available to students during Transition Year:

Core Subjects Layer (non-rotating)

- Maths
- English
- Irish
- French/German
- Religion
- SPHE

Subject Sampling Layer (rotating)

- Biology
- Physics
- Chemistry
- Agricultural Science
- Business

- Accounting
- Geography
- History
- Engineering
- Home Economics
- Art
- Music
- Design & Communication Graphics

Specific Module Layer (rotating)

- Chinese
- Japanese
- Psychology
- Ursuline Heritage
- Media Studies
- Organisation
- Film Studies
- History of Feminism
- Wellbeing
- Computers
- Eco4All

Rotating Module Layer (rotating)

- First Aid
- Physical Education
- Community Work

Elective Layer (non-rotating)

- Amber Flag
- Solo Drama & Theatre
- Nutrition
- Student Enterprise Programme
- Research Project CUMH/YSI
- Reading Revolution
- Italian
- Fashion
- Social Stories

- Podcasting
- Creative Crafts
- Developmental Studies

Students are assessed in a variety of ways appropriate to the aims of Transition Year.

Christmas and end of year exams are taken in core subjects in addition to oral and written continuous assessment. Depending on module and subject programmes, students will be assessed by projects, oral submissions, oral and written feedback, a variety of written, oral and aural assignments etc.

Student self- assessment of individual progress is incorporated into the programme.

During the course of the year each student will develop their individual detailed Transition Year Portfolio. Its progress will be assessed at Christmas and the final document will be presented before interview at the end of the school year. This is an important element of in the assessment of the student's work and participation in Transition Year.

2.21 Career Interest - Aptitude Assessment

All students must complete the EirQuest and Cambridge aptitude and interest testing in Transition Year. We feel that making an informed choice about their Leaving Certificate optional subjects is incredibly important, both for the students' academic interest and progress in school, and also for creating opportunities for course and career choice applications in the future. The results are analysed and interpreted to identify students' strengths, their interests, career goals and occupational choice in conjunction with their initial fifth year subject choices.

Each student will receive the following booklets linked to the EirQuest and Cambridge aptitude and interest testing:

1. Aptitude Test Results Report
2. Aptitude Test Workbook
3. Subject Choice Information Booklet
5. Access to their personalised MyCareersRoom online.

This information is supplemented an information meeting with the TY student and their parent/s.

3. Leaving Certificate

A very extensive range of subjects is available to students at Leaving Certificate level. The Choice Subjects are arranged in three sets with the student taking one subject from within each set. The sets are arranged to allow the optimum number of students to take the subjects they wish to study. The following subjects are available to students at Leaving Certificate level: **Core Subjects:**

*Gaeilge	Career Guidance	Physical Education
English	Religious Education	French or German
Science	SPHE	

Choice subjects:

Accounting	Business	Chemistry
Art	Home Economics	Geography
History	Physics	Music
Design & Communication Graphics		

- Economics and Agricultural Science are offered to Senior students outside of school time.

Fifth Year subject choice is conducted in Transition Year using our Administration software, TYRO. Students are allowed to have free selection of subjects in the first phase of the process. Every effort is made to accommodate the requests of students.

By way of illustration of the "setting" procedure for the Choice Subjects for fifth years, in 2025/2026 the subjects were arranged as follows:

Fifth Year

A	Home Ec.	History	Chemistry	Geography	Biology	
B	Home Ec.	Chemistry	Music	Physics	Biology	Business
C	Accounting	Art	D.C.G	Biology	Business	
D	French	French	French	German	German	Ag. science
Irish	Irish	Irish	Irish	Irish	Biology	

4. Subject exemption and/or reduction

4.1 **Irish exemptions** are processed in accordance with Circular 0055/2022 (this Circular supersedes Circular M10/94, the 2008 revision of that Circular and Circular 0053/2019) and will only be granted in exceptional circumstances. Existing exemptions from the study of Irish granted under Circulars 12/96, M10/94 and Circular 0053/2019, and held by students will continue to apply until the end of their post-primary education.

Exemption from the study of Irish may be allowed in the following exceptional circumstances only:

a. **Students** whose education up to 12 years of age (or up to and including the final year of their primary education) was received outside the State (for a minimum period of three consecutive years) and where they did not have opportunity to engage in the study of Irish

b. **Students who:**

i.) present with significant learning difficulties that are persistent despite having had access to a differentiated approach to language and literacy learning over time (Irish and, or, English). Documentary evidence to this effect, held by the school, should include Student Support Plans detailing:

- Regular reviews of learning needs as part of an ongoing cycle of assessment
- Target-setting
- Evidence-informed intervention and review, including test scores (word reading, reading comprehension, spelling, and other scores of language/literacy) at key points of review.

and

ii.) at the time of the application for exemption present with a Standardised Score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the **10th percentile**.

iii.) A student who experiences a high level of multiple and persistent needs that are a significant barrier to the student's participation and engagement in their learning and school life

4.2 If a student is granted a Certificate of Exemption from the study of Irish, the school will facilitate the student in the following ways:

4.21 Junior Cycle students

First year students remain in their Irish class and study, unless withdrawn for learning support. In the academic year 2025/2026 students with an Irish Exemption will partake in a program for a proposed Course, '*Organisation and Study Skills*'.

In second- and third-year students will be withdrawn for learning support during class time for Irish. If this is not possible for logistical reasons, the students will remain in the Irish class and study.

4.22 Senior Cycle Students

In 2018, another optional subject, in this case Biology was added to the Irish block in fifth year. All students entitled to an Irish Exemption under the relevant circulars will take Biology at this time. The optional subject added to the Irish block may change year to year depending on the staffing allocation and student demand.

An NUI exemption does not supersede the conditions of Circular 0055/2022. Therefore, students in receipt of an NUI exemption are expected to study Irish up to Leaving Certificate.

4.3 Modern Foreign Language Exemption

This exemption is granted by the NUI for the purposes of University entry requirements and is not linked to Circular 0055/2022. Therefore students with an NUI exemption in a modern foreign language will be given an option to drop the relevant subject in sixth year.

5. Subject reductions (See appendix 2)

5.1 Junior Cycle

A subject reduction at Junior Cycle can be granted to meet the Special Educational needs of students only in exceptional circumstances and on a case by case basis.

5.2 Senior Cycle

5.2.2 All fifth-year students must study the full curriculum offered in St Angela's College.

5.2.3 A subject reduction at Senior Cycle can only be granted to meet the Special Educational needs of students with a standard score of eighty-five or below. In fifth year, students with special educational needs who are on reduced subjects may be withdrawn for subject support, otherwise they will remain in class and study

6.0 General Provisions

6.1 It is school policy not to steam classes in first year. After completion of first year, classes in Maths, Gaeilge and English will be divided in accordance with the levels taken by the student. Classes in all other subjects will be of mixed ability.

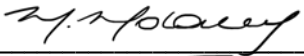
6.2 School management and the teaching staff also keep under review the possibility of introducing new subjects to the school's curriculum, subject to funding by the D.E.Y of all necessary resources.

6.3 Assignment of students to classes is a matter for school management. The school reserves the right to re-assign students to classes based on recommendations of educational/counselling/medical assessments.

6.4 A student must undertake formal career guidance prior to any decision in relation to a change of subject in Senior Cycle.

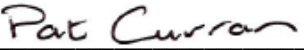
The school is very proud of the achievements of our students in the Leaving Certificate Examinations over many years. Many of our girls have won prestigious University scholarships and, perhaps even more significantly, attainment of places on third level courses in any of the Universities, is near universal.

This policy was reviewed and ratified by the Board of Management of St Angela's College at its meeting on 15/12/2025

Signature: 

Date: 15/12/2025

Chairperson, Board of Management

Signature: 

Date: 15/12/2025

Principal

St. Angela's College

TEACHING, LEARNING & ASSESSMENT CYCLES

WHAT'S CHANGING?

- ☑ The school year will be divided into 3 Teaching, Learning & Assessment Cycles.
- ☑ Assessments will happen at the end of each cycle.
- ☑ Students will know when and how they are going to be assessed.
- ☑ Pressure will be lifted at busy times like Christmas.
- ☑ Parents will get more regular and detailed feedback.



At the end of each TLA cycle, the subject department will choose how you will be assessed.



WHY THESE CHANGES ARE FOR THE BETTER

Promoting Wellbeing



And Reducing Stress

Making School Better For All



More regular updates for Parents



Making Planning Easier

KEY DATES

September - November
Assessments
Nov

Cycle 1



November - February
Assessments
Feb

Cycle 2



February - June
Assessments
May

Cycle 3



Appendix 2



ST. ANGELA'S COLLEGE

Subject / Language Reduction

STUDENT NAME:

CLASS:

1	Student wishes to avail of a subject reduction in:				
2	Reasons for application for Subject Reduction.				
3	Details of extra subject/s taken outside of school.				
4	Reason/s for taking an additional subject/s?				
5	Does the student qualify for an Irish Exemption?	Yes		No	
6	If yes, under what criteria does the student qualify for an Irish Exemption?	2.2.1(a) Born outside Ireland			
		2.2.1(b) Educated outside of Ireland			
		2.2.2 Specific learning difficulty			
		2.2.3 Multiple and persistent needs			
7	What interventions has the student availed of?	Subject Teacher Support			
		Learning Support			
		Careers Support			
		Counselling Support			
		Pastoral Care Support with the Learning Monitor			
		Mentoring Support			
8	Has the student discussed the decision to reduce a subject with a member of staff?				
	The Career / Guidance Counsellor	Yes		No	
	The Learning Monitor	Yes		No	
	The Learning Support Coordinator	Yes		No	
	The Principal or Deputy Principal	Yes		No	
9	Parental and student consent regarding the implications of taking a subject reduction.	Parent:			Date:
		Student:			Date:
10	Principal Signature	Principal:			Date: