School Information			
	Community	**Innovation**	**Transformation**	**School Planning Document & Scoring**
School Involvement - Visibility: All members of the school community can easily access information about ongoing work and upcoming projects	School's involvement with Trinity Access is promoted in at least one way that is accessible to all staff, students, and the wider community.	School's involvement with Trinity Access is promoted in two ways including a standing agenda item at staff meetings. And that is accessible to all staff, students, and the wider community.	Information is provided, activities showcased, and achievements celebrated in regular updates through a variety of methods and platforms	**School Information:** Trinity Access Engagement 5 (2,3,4)
Community Links: Local community links are sought, celebrated and maintained. Links may include those to further education, higher education, primary schools and youth clubs as well as co-curricular agencies such as Green Schools etc	Schools look at their existing links to see how and if they can support the work of the Trinity Access team. The school collaborates with at least one other local institution.	A range of community links support projects and actions in the school and wider community. Links include at least one educational institution and one youth club or co-curricular activity	A wide range of community links support projects and actions in the school and wider community. These links directly support the delivery of the core practices and are recorded in the school planning document. Links include at least one FE, HE, Primary school, youth club and co-curricular activity	**School Information:** Identify key partners… 5 (2,3,4)
Trinity Access School Team: Teachers, management, and members of the school community are involved in an active SoD team which coordinates and supports SOD work within the school	A teacher or member of the school's management team has taken responsibility for the integration of Trinity Access with support from management	**Representation:** Member of Senior Management, Guidance Counsellor and at least 1 other teacher **Roles:** Project Lead	**Representation:** Member of Senior Management, Guidance Counsellor, DEIS/SSE coordinator or equivalent plus min. 2 other teachers/SNA's/member of the school community **Roles:** Project Lead, Junior Cycle Coordinator, TY coordinator, Senior Cycle Coordinator	**School Information:** Trinity Access Team: 5 (2,3,4)
Frequency of meetings and whole school involvement: Trinity Access team meet regularly and involve the whole school community in decision making and planning	**Frequency:** Members of the Trinity Access Team meet at least twice a per year	**Frequency:** Members of the Trinity Access Team meet at least once a term **Collaboration:** The Student Council and/or Parents Association are invited to attend at least one Trinity Access Team meeting per year	**Frequency:** Meet at least once every month **Collaboration:** Representatives from Parents Association, Student Council and one other group are invited to attend meetings at least once per term	**School Information:** Trinity Access Meetings 5 (2,3,4)

Pathways to College

The Pathways to College core practice involves coordinating activities that provide students with a chance to explore post-secondary options. Engagement in this core practice equips students with the knowledge to make informed choices regarding subject and subject levels for junior and senior cycle. In the context of exploring post-secondary educational and career options. Pathways activities promote college in an inclusive way so that students of diverse backgrounds are encouraged to consider college as an option for them. Thus, the idea of progressing to college is promoted and highly visible in the school and community.

	Community	Innovation	Transformation	School Planning Document & Scoring
Campus Visit	At least one junior/senior cycle year group are brought to visit at least one college, FE campus or college/careers fair	At least one junior and one senior cycle year group are brought to visit at least one college, FE campus or college/careers fair	All students visit at least one college, FE campus or college/careers fair each year. All 5th and 6th year students are encouraged to attend college open days	**Pathways to College:** Pathways to College Activities **10** **(4,6,8)**
In-School Activities: Pathways to College activities should be planned in consultation with Guidance Team.	Senior cycle students are engaged in at least one in-school Pathways to College activity	Senior cycle students engaged in a variety of activities and at least one Junior Cycle year group engaged in at least one PTC activity	All students in all years are engaged in a variety of Pathways to College activities	**Pathways to College:** Pathways to College Activities **15** **(6, 9, 12)**
Parent Engagement: Transition information can include subject choice information, TY & LCA information sessions, CAO application clinics	Leaving Certificate parents are informed about college progression and alternative entry routes. Junior Cycle & TY parents are informed about the impact of subject choice on college progression	Leaving Certificate parents are informed about college progression and alternative entry routes. Junior Cycle & TY parents are informed about the impact of subject choice on college progression Parents are informed about and engaged in at least one Pathways to College activity	**All** senior cycle parents are informed about college progression and alternative entry routes. Junior Cycle & TY parents are informed about the impact of subject choice on college progression Parents are actively involved in the planning and delivery of at least two Pathways to College activities in the school	**Pathways to College:** Pathways to College Activities: Are you engaging with parents as part of any activities? If so, how? **10** **(4,6,8)**
College Awareness Week (CAW): College Awareness Week is a national campaign which aims to promote the benefits of going to college, to help students of all ages to become college-ready and to showcase local role models	CAW is celebrated in school through at least two activities engaging at least two year groups. All staff should be made aware of CAW and the resources available online through their website (www.collegeaware.ie)	CAW is celebrated in school with each year group participating in at least one activity All staff should be made aware of CAW and the resources available online through their website (www.collegeaware.ie)	CAW is celebrated in school with each year group participating in at least one activity CAW is fully integrated into the school with all teachers of all subjects helping to raise college awareness during the week. Each teacher actively strives to incorporate opportunities for those conversations or the finding of college information into their lesson planning for the week	**Pathways to College:** College Awareness Week How do you encourage CAW engagement across all subjects, classroom and wider school environment? **15** **(6, 9, 12)**

School Progression			
	Community	**Innovation**	**Transformation**	**School Planning Document & Scoring**
Progression: The school monitors student progression and uses this information to track trends and inform planning	A student progression database is being set up and maintained in consultation with the Guidance Department	A student progression database records student progression each year This data is used to inform planning for the next year involving at least one of the following past pupils returned to school, industry professional input, HE & FE representatives, parental input, etc	A student progression database records student progression each year This data is used to inform planning for the next year involving three or more of the following past pupils returned to school, industry professional input, HE & FE representatives, parental input, etc	**School Progression** **5** **(2,3,4)**

Mentoring

The Mentoring core practice involves various types of mentoring programmes, designed to foster academic and personal growth among all students. It includes, for example, college-focused mentoring, peer-to-peer mentoring, and career-focused mentoring. Mentoring provides all students with a supportive relationship with a more experienced individual who can serve as a role model-such as teachers, community leaders, peers, adults and/or college students. Mentoring is not a once-off activity; it involves a mentor engaging with a mentee/small group of mentees over a length of time.
Note: Students are classified as "mentored" only if they are being mentored, and not if they are mentoring a younger student.

	Community:	Innovation:	Transformation:	School Planning Document & Scoring
Variety of Models: These may include peer to peer mentoring, past pupil, community mentoring, teacher student mentoring and local businesspeople	Engaged in at least one form of mentoring with plans to implement others	Engaged in at least 2 forms of mentoring, one of which is peer mentoring. Older students are supported in becoming mentors for younger students	A variety of mentoring models are used throughout the school to ensure that all students are exposed to different styles of mentoring. Models include peer to peer mentoring, teacher-student mentoring and at least one other provided by people outside the school	**Mentors & Mentees:** Mentor recruitment & Mentoring Activities **10 (4,6,8)**
Mentor Engagement	At least one method of engagement is used to maintain mentor engagement	Coordinator maintains regular contact with mentors and uses feedback to inform future sessions	Coordinator maintains regular contact with mentors and uses feedback to inform future sessions. At least one other method of mentor engagement is in use.	**Mentors & Mentees:** How do you keep mentors engaged? **10 (4,6,8)**
Mentee Engagement	At least one method of engagement is used to maintain mentee engagement	At least two methods of engagement are used to maintain mentee engagement	At least 3 methods of engagement are used to maintain mentee engagement one of which is mentee feedback.	**Mentors & Mentees:** How do you keep mentees engaged? **10 (4,6,8)**
Contact Time: Mentoring sessions are a minimum of 30 minutes each and occur at regular intervals throughout the year.	At least one year group receives 3 mentoring sessions spread across one academic year	At least 3 year groups receive at least 3 sessions of mentoring sessions spread across one academic year	Every student is provided with at least 3 sessions of mentoring per year and all senior students are encouraged to act as mentors for younger students with full training and support provided	**Mentors & Mentees:** Mentoring Activities **10 (4,6,8)**
First Year Mentoring Programme	New students to the school are supported through a mentoring programme in their transition from primary school to post-primary school	New students to the school are supported through peer mentoring in their transition from primary school to post-primary school. First years meet their mentors at least 3 times during the school year	New students to the school are supported through peer mentoring in their transition from primary school to post-primary school. First years meet their mentors at least 7 times throughout the entire school year	**Mentors & Mentees:** Mentoring Activities **10 (4,6,8)**

Leadership in Learning – Students

This Core Practice involves teachers guiding students in ways that help develop their autonomy and self-direction, as well as, skills such as collaboration, communication, creativity and critical thinking/problem-solving.
Leadership in Learning can take place in the classroom, during extracurricular activities, and co-curricular programmes.
The key elements are that students have the opportunity to work together to; identify a topic, make a plan, take action, and reflect.

Examples may include: Student Council, Coding Club, BT Young Scientist, Green Schools, Mentoring younger students, YSI etc.

	Community	Innovation	Transformation	School Planning Document & Scoring
Student LiL Projects: Student LiL projects involve students identifying an opportunity/need and identifying action. This project involves at least 3 of the following: • Teamwork • Student presentation • Student reflection • Problem Based • Technology Mediated	30% of students are provided with the opportunity to engage in at least one student LiL project each year	50% of students are provided with the opportunity to engage in at least one student LiL project each year	All 1st, 2nd, 3rd, TY and 5th year students are provided with the opportunity to engage in at least one student LiL project each year	**Leadership in Learning Students** **15 (6,9,12)**
Showcase: Student led projects should be widely showcased across the entire school community including other students, parents, teachers, and management	The students' LiL projects are showcased at a public event in the school	Student LiL projects are showcased at public events in the school, including at least one involving parents and/or the wider community	Student LiL projects are showcased regularly. Opportunities may include open days, parent/teacher meetings, primary school visits and award ceremonies as well as social media and newsletters as appropriate	**Leadership in Learning Students** How is it showcased? **10 (4,6,8)**

Leadership in Learning - Teachers			
	Community	**Innovation**	**Transformation**	**School Planning Document & Scoring**
Staff Development	A range of professional development opportunities are supported in the school. Teachers' CPD achievements are recognised within the school.	A range of professional development opportunities are supported in the school. Teachers' CPD achievements are recognised within the school. A system is in place to allow teachers to inform topics for in-school professional development, for example, surveys, focus groups and town halls.	A range of professional development opportunities are supported in the school. Teachers' CPD achievements are recognised within the school. A system is in place to allow teachers to inform topics for in-school professional development, A system is in place to address the professional development needs of individual teachers, as well as groups of teachers, and the school as a whole.	**Leadership in Learning (Teachers)** How is professional development supported in the school? What types of professional development opportunities are provided? How are the professional development needs of the school identified and addressed? How are teachers' professional development achievements recognised and/or celebrated? How are professional development opportunities personalised to meet individual teachers' needs? **10** **(4,6,8)**
Classroom Practice	A system is in place to encourage and support the integration of a variety of teaching practices into the classroom	A system is in place to encourage and support the integration of a variety of teaching practices into the classroom The sharing of teaching practices is actively encouraged through the facilitation of at least one collaborative activity as listed	A system is in place to encourage and support the integration of a variety of teaching practices into the classroom The sharing of teaching practices is actively encouraged through the facilitation of a variety of collaborative activities as listed	**Leadership in Learning (Teachers)** How does the school encourage incorporating new teaching practices into the classroom? How are these learning or new teaching practices shared across teachers and subjects? **15** **(6,9,12)**

Reflection & Innovation				
	Community	**Innovation**	**Transformation**	**School Planning Document & Scoring**
Reflection: The school is aware of the impact of Trinity Access within the school and shares this information with Trinity Access	The school reflects on the challenges and success of their programmes and sets relevant targets for next year.	The school uses at least one source of information to inform their planning & reflection process. Information source examples: SOD feedback consultations, research, TAP data, school collaboration, external reports/findings, etc	The school uses a range of internal and external information, data, & research to inform their reflection and planning process. Information source examples: SOD feedback consultations, research, TAP data, school collaboration, external reports/findings, etc	**Reflection:** **10** **(4,6,8)**