

# News Bulletin

## School Development Planning Initiative

April 2007

[www.sdpi.ie](http://www.sdpi.ie)

### Programme for 2007

#### Cluster Topics

There are now 17 SDP Cluster Groups throughout the country. The opportunity to share experiences has been much appreciated by school SDP coordinators in particular. The programme for each cluster is determined by the needs and interests of the participants. 57 different topics were addressed at cluster meetings in 2006/07. They included: Action Planning, Assessment for Learning, ICT in the SDP Process, Health and Safety, Identifying Key Issues, *Looking at our School* as a school self-evaluation and pre-planning guide, Planning the Planning, Policy Review, Post-WSE Planning, Organising and Collating the School Plan, Staff Handbook, Structures to Support Planning, Students as Partners, Useful Resources ... and many more.

#### Autumn Cluster Meetings

Tuesday	18 September:	Drumcondra, Letterkenny
Wednesday	19 September	Galway
Thursday	20 September	Tralee, Athlone, Blackrock, Limerick
Monday	24 September	Cork
Thursday	27 September	Clare, Enniscorthy, Dublin West
Tuesday	02 October	Navan, Mayo, West Cork, Kildare
Thursday	04 October	Sligo
Thursday	04 October	Waterford

For further information, please contact your Regional Coordinator or the SDPI Office

#### Regional Seminars

SDPI Regional Seminars are intended primarily for Principals, Deputy Principals and School Planning Coordinators. They focus on issues emerging nationally as planning priorities and feature a choice of workshop. Seminar materials from previous years are available on the SDPI website. A new programme of seminars will be offered in the autumn. Invitations will be sent to schools.

#### Autumn Regional Seminars

Wednesday	17 October	Drumcondra, Limerick
Thursday	18 October	Enniscorthy
Thursday	08 November	Blackrock, Cork, Sligo
Tuesday	13 November	Navan, Waterford, Mayo
Thursday	15 November	Ballybofey, Kilkenny, West Cork
Tuesday	20 November	Clare, Dublin West
Wednesday	21 November	Cork
Thursday	22 November	Galway, Kildare
Tuesday	27 November	Athlone
Wednesday	28 November	Blackrock
Tuesday	04 December	Portlaoise, Tralee

#### SDP Grant Scheme 2007

Last year, 525 schools received grants from the SDPI Office. The average grant was €1181. We are happy to announce that SDP grants are available again in 2007. Apply now!

#### Key points

- A single application form covers different types of SDP cost. A contribution can be claimed towards the following:
  1. **Venue hire, catering and handouts** for a school planning session
  2. **Facilitation fees and expenses**, where these are payable by the school
  3. **Other incidental SDP costs**, such as reference materials, printing, office requisites, other resources
- Applications for January-June 2007 should be submitted **as soon as possible, but no later than 15 May 2007**.
- The deadline for applications for the Autumn term is **3 December 2007**, but we would appreciate the earlier submission of claims.
- Schools may make more than one application in a year. Additional claims will be considered only if funds remain when all initial applications have been processed.
- For full details of the grant scheme and applications procedure, see the **Grant Information Sheet**

The Grant Application Form and Information Sheet accompany this *News Bulletin*. They are also available from the SDPI Office, from Regional Coordinators, and on the SDPI website – [www.sdpi.ie](http://www.sdpi.ie)

#### SDPI Website – [www.sdpi.ie](http://www.sdpi.ie)

The *Highlights* column on the Home Page is a speedy way of accessing the most recent additions to the website. Check now for the following:

- **Regional Seminar materials 0607:** *Planning and Plan; Raising Academic Standards for All; Transition from Primary to Post-Primary; ISM Review*
- **SDP Summer School, August 2007:** Information and application form (see page 5)
- **Post-Graduate Diploma in School Planning:** News and application form (see page 5)
- **SDP Grant Scheme 2007:** Full details of how to apply

#### Services to Individual Schools

Your Regional Coordinator can provide information, advice and guidance on SDP and school self-evaluation and can facilitate staff planning sessions. Book now for Autumn 2007.

#### Thanks

Our thanks to all who have shared their SDP experiences and materials with us. Special thanks to those who contributed to the Clusters and to our Summer School programmes!

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## Comings and Goings at SDPI

October 2006 saw the departure of two members of the SDPI Team for pastures new.



**Paul Fields and Jacqui Dillon**

**Paul Fields**, Regional Co-ordinator for the South-East, was appointed Director of Kilkenny Education Centre. During his time with SDPI, Paul was

one of the pioneers in the development of the SDPI Summer Schools, the Higher Diploma in School Planning, and the Regional Clusters. He devised a wide range of SDP resource materials, most notably for guidance planning.

**Jacqui Dillon**, Regional Coordinator for the West/North-West, was appointed Principal of Magh Ene College in Bundoran. Jacqui played a key role in the expansion of SDPI services in the North-West, establishing a number of Regional Clusters and providing outreach support for participants in the diploma course. She was particularly noted for her work in relation to Anti-Bullying.

Paul and Jacqui were highly valued not only by their colleagues on the SDPI Team but also by the many schools that availed of their services. We wish them every success in their new positions.

### New Regional Coordinator

We are delighted to welcome our new Regional Coordinator for the South-East,



**Ken Moroney**

**Ken Moroney**. Ken is based in Kilkenny Education Centre and will serve schools in Carlow, Kilkenny, Wicklow, Wexford, and part of Dublin. A Dubliner, he has spent his entire career in the South-

East, having taught for 16 years in St. Mary's College in Arklow and worked as principal in Our Lady of Lourdes Secondary School in Rosbercon, New Ross, since 1998. He is a graduate of the NUI Galway/SDPI Higher Diploma in School Planning.

## Assessment for Learning in Subject Planning

Achieving improved outcomes for students in the classroom is the key aim of subject planning. One response to this challenge is the increasing popularity of 'assessment for learning' in subject action plans. AFL (or formative assessment) is backed by a powerful body of recent international research and has been identified by the OECD as providing learning improvements that are 'amongst the largest ever reported for educational interventions (OECD Formative Assessment Report: 2005)'.

### AFL Classroom Techniques

AFL aims to enrich the exchange of information between teacher and student about any given learning task. From framing lessons clearly in terms of **stated learning goals**, through imaginative and thought provoking **use of questioning**, to giving precisely focused **feedback to students** which both encourages them and charts their next steps in the learning cycle, AFL includes a wide range of practical classroom techniques that can be readily tried with students of all ages. There is a greater emphasis on active student learning and collaboration. AFL has been shown to raise standards of achievement for all levels of ability in both conventional school tests and public examinations. The most dramatic gains, though, were among students experiencing learning difficulties.

### AFL and Subject Departments

Subject departments often start by analysing their own assessment practices in the light of what they have learnt about AFL from in-service sessions and relevant literature. They can then selectively pilot certain AFL strategies with specific groups of students for an agreed period of time. Typical examples of such approaches would be:

- ◆ **systematically delaying answering time and operating a 'no hands up' policy** for questioning, or
- ◆ **using comment only marking** in homework or class tests where students learn what they have done well, where in relation to the learning goal they need to improve, and what their next steps are to achieve that improvement.

Subject departments then evaluate these actions in relation to the goals of improved learning and greater student engagement. Staff can then come together as a whole to share the evaluations of different approaches tried by various departments and discuss whether and how student motivation and achievement are benefiting.

### Strengths of AFL in SDP

One of the great strengths of AFL in school development planning is that it allows for this type of practical initiative, which helps teachers to reflect on their own teaching styles and to adopt at their own pace teaching strategies that can support their practice. Above all, it moves subject planning into action planning so that real changes are experienced in the classroom. Over time, as well, there can be a shift in the classroom culture. Teachers and students develop a more collaborative and reflective partnership in promoting learning. Fewer students get left out or are able to opt out. This more self-conscious and active approach to learning is one of the stated aims of the OECD for lifelong learners in the 21st century.

SDPI is working actively with several schools in promoting AFL as a focus of subject development planning. We are also developing materials and sourcing technical, subject specific information to help schools devise effective action plans.

### AFL Online Resources

There are many useful, freely available online resources. These include:

- ◆ A summary of AFL principles and sample materials on the NCCA website, [www.ncca.ie](http://www.ncca.ie) (Junior Cycle Review section)
- ◆ An influential summary of literature findings on the Phi Delta Kappan website at [www.pdkintl.org/kappan/kbla9810.htm](http://www.pdkintl.org/kappan/kbla9810.htm)
- ◆ An overview of AFL characteristics and an AFL Checklist on the QCA website at [www.qca.org.uk/7658.html](http://www.qca.org.uk/7658.html)
- ◆ Resource materials from the Scottish national AIFL initiative on the Learning and Teaching Scotland website at [www.ltscotland.org.uk/assess](http://www.ltscotland.org.uk/assess)

### Assessment for Learning Key Characteristics

- ◆ **Shared learning goals**
- ◆ **Using effective questioning techniques**
- ◆ **Using marking and feedback strategies**
- ◆ **Peer and self-assessment (QCA)**

See also NCCA Newsletter, [info@ncca.ie](mailto:info@ncca.ie), Issues 1, 3, 4 and 5

## Assessment For Learning (AFL)

### Moate Community School Pilot Project

While a number of individual teachers had 'dabbled' in various aspects of Assessment for Learning, the concept really had its inception in Moate Community School at the beginning of this school year, with a brief presentation to staff on the merits of this approach to assessment.

Such was the level of interest in Assessment for Learning among teachers, that it was decided to implement a 'pilot project' in the area of homework.

With the help of our SDPI Regional Co-ordinator, Gerry Watchorn, a group of 4 'volunteers', Noreen Peredo (History dept.), Alan Stenson (Geography dept.), Des Dolan (Business Studies dept.), and Grainne O'Kennedy (Geography dept.), set about planning the homework project.

An inaugural meeting of the 'core four' led to decisions on which class groups and subjects would be chosen by each teacher in order to target a cross section of students, all at Junior Cycle Level. Our aims at the outset were to:

- Promote student motivation in class
- Help students to become 'assessors' of their own work i.e. to critically examine their own performance
- Foster a more student-centred approach to homework and hence classwork
- Engage parents in the homework process
- Reinforce our school's homework policy

#### Some of the following points, we felt, were key to the success of the entire project:

- The selected groups of pupils were to be informed in advance of the commencement of the project
- Staff were to be kept updated on the progress of the initiative
- A newsletter was to be issued to parents at the beginning of the implementation phase

*Left to right: Des Dolan, Grainne O'Kennedy, Maura Murray (Deputy Principal), Noreen Peredo, Alan Stenson.*

- The time duration of the trial would be definite (Ours ran for the six week period following the Christmas break)
- Course work/assignments would be planned in advance for the six week period
- Exemplars would have to be prepared in relation to 5/6 homework assignments
- The teacher would identify the homework assignment at the beginning of class and give the class 5 minutes at the end to start it (this entuses the student for finishing it later on)
- A class test would be given about 3/4 weeks into the project to measure the effectiveness of the pilot project
- There would be an honest evaluation at the end

On completion, the following was the appraisal of the process by the 'core four':

#### What worked well:

- Outlining expectations regarding homework
- A more structured approach to homework
- Having exemplars so students could see exactly what was expected of them – this seemed to help weaker students in particular
- 'RUBRICS' – A rubric for a weekly essay provided detailed guidelines in terms of expectations and levels achieved. It also provided invaluable insight for the student in terms of self-evaluation
- Development of folders generated pride and promoted organisation
- Homework feedback stickers
- Support/ideas from other members of the pilot scheme

- Parental involvement
- Seeing the obvious improvement in students' homework and overall performance – test results improved
- There was a very dramatic increase in overall performance and test scores particularly with weaker students
- Feedback from students/parents was very good
- Overall, an excellent experience

#### What we found challenging:

- Putting together exemplars was time consuming
- It took almost a full class to get homework corrected
- A number of absences in the small class meant work got a bit broken up at times
- Progress with the course was held back due to spending a lot of time on AfL, but as time went on this improved
- Ensuring that students used the 'Rubrics' effectively required constant practice and reinforcement for the first week or two, but then worked very well
- There was an increase in work required, in terms of preparation of rubrics, but again with practice, this became automatic

The school management facilitated the process where possible by affording teachers preparation time, for a two-hour session, and by freeing them up, on the occasions that Gerry checked in with us to re-energise us.

The school wishes to acknowledge the significant effort and personal dedication that went into this initiative by the staff involved.



## News Round-Up

### Cork ICT-SEN Collaborative Project

An exciting new collaborative pilot project has been emerging in Cork. This project examines the development of best practice in the application of Information and Communication Technologies for teachers involved with pupils with Special Educational Needs (SEN).

SDPI has been specifically engaged in assisting school teams in planning the development of their Learning Support Department and in the area of policy formulation.

This project is being piloted in the Co. Cork VEC schools initially through the initiative of Education Officer Joan Russell who has steered this undertaking.

The partnership to date has been led by Joan Russell, education Officer, Co. Cork VEC, the Directors of the Cork Education Support Centre, James Mulcahy and the West Cork Education Centre,

Dr. Michael Crowley together with the NCTE Advisors Paul McDonnell (Cork) and Kathleen Lowney (West Cork) and SDPI Regional coordinators Jim O'Leary and Jean Geoghegan

NEPS, UCC, the NCSE local SENOs and of course the school personnel have all worked together to enhance the provision and service to students with SEN.

The long term vision of the project is to extend this approach to all sectors and perhaps Further Education, Youthreach, etc.

The success of the project to date and the appreciation by the participants of its value will no doubt prompt the replication of this model in other jurisdictions. Equally this collaborative model could be adapted to fit other areas of emerging need in relation to future CPD.

### The Learning School

#### More Collaboration ...

A Pilot Project to Support the Development of the Learning School has been launched this term in ATECI Region 4 (Cork, Kerry, Limerick). This Project has been developed through the cooperation of Education Centres and Support Services working in the Department of Education and Science Region 4 which serves schools in Cork, Kerry, Limerick and parts of Tipperary. The project is funded by Teacher Education Section of the Department of Education and Science.

The aim of the project is to develop the participating schools as 'a community of practice which respects and values learning by all and where the culture is one of continuing reflection and inquiry, commitment to the process of review and self-evaluation and participation in ongoing development.'

Fifteen schools across the region will participate in the challenging initiative which will provide training and support for two teachers from each school who will lead the development of a school-based project.



Dr. David Tuohy

The design and the implementation of the project has been achieved through a new form of collaboration engaging the SLSS, LDS, SESS and SDPI in partnership with the Directors of the Education Centres. The project is guided by Dr. David Tuohy as Academic Advisor.

This approach to CPD has great potential for the future.

### Blackrock Moodle

SDPI, in collaboration with the Blackrock Education Centre, is currently constructing a 'moodle' or virtual learning environment, to support the South Dublin/North Wicklow regional cluster for SDP coordinators. The aim is to provide a user-friendly online resource where coordinators can share information, upload or access useful materials and keep in touch with one another about planning matters between the regional cluster meetings. It is hoped that the moodle will offer useful practical support for the coordinators through having themed areas where they can have quick access to relevant information. The development of the moodle is part of a growing recognition of the invaluable role of SDP coordinators in promoting efficient and high quality development planning in our schools today.

### Network of School Planners (NSPI)

The Network of School Planners, Ireland (NSPI) is the newly-formed Teacher Professional Network (TPN) in the area of school planning. The Department of Education and Science defines a TPN as "a group of teachers/education professionals, with a shared background of professional responsibility, who work collaboratively to provide peer and professional development support." NSPI aims to create a professional platform for teachers to share and disseminate best practice in the sphere of school planning.

The Interim Executive, established in April 2006, has had a busy year, overseeing the registration of NSPI with the Department, setting up a website, and organising the inaugural National Conference, *Perspectives on Planning*, which took place in the Keadeen Hotel, Newbridge, on 21 April 2007. The programme featured

addresses by Hilary Street (Senior Associate of the London Centre for Leadership in Learning at the Institute of Education, University of London) and Sinéad Breathnach (National Coordinator, SDPI) and an attractive series of workshops. Materials from the conference will be available on the NSPI website.

NSPI can be contacted through Kildare Education Centre (the Network's administrative base):

Email: [kec.ias@eircom.net](mailto:kec.ias@eircom.net)

Phone: 045-530200 Fax: 045-530237

The NSPI website address is [www.nspi.ie](http://www.nspi.ie)



### Congratulations, Luke!

We congratulate Luke O'Connor, member of our School Planning Diploma class of 2006 (Tralee Group), on being awarded the Master's in Education by the Open University. Luke had completed two out of three modules with the OU - 'Effective Leadership and Management

in Education' and 'Learning, Curriculum and Assessment'. The OU saw that the SDPI-NUI Galway Diploma course fitted well with these modules and recognised it as the equivalent of the final 60 credits that Luke required to complete the Master's. We are delighted that the Diploma expedited the path to the Master's for Luke.

## SDPI Summer School August 2007

The SDPI Summer School is an enjoyable means of sharing information, developing skills, and exploring good practice in relation to school planning.

### Where and When

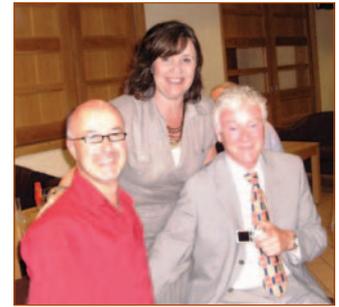
The 14th SDPI Summer School will take place in **Dublin City University** on 21–22 August 2007. The programme will focus on major issues in school planning at second level. It will take account of the range of experience among participants as well as developments at national level. It will feature guest presenters and a choice of workshops with experienced practitioners. Participants will have ample opportunity for informal discussion and networking and will come away with a ‘goody bag’ of materials and resources. Accommodation and meals will be provided on campus, and travel expenses will be paid in accordance with rates approved by the Department of Education and Science.

### How to apply

If you would like to attend, please complete the attached application form (which can also be downloaded from the website – [www.sdpi.ie](http://www.sdpi.ie)) and return it to the SDPI Office **as soon as possible**, but no later than **11 May 2007**. If you have any queries, Jacqueline or Rosemary in the SDPI Office will be happy to assist you.

### Criteria

Any teacher with an interest in school planning is eligible to apply. If the number of applications exceeds the number of available places, **preference will be given to those who are currently leading or coordinating the SDP process in their own schools and to active SDP facilitators**. Thereafter, places will be allocated on a first come, first served basis, so early application is advisable.



*SDPI Summer School, DCU*

### Waiting list

If the summer school is over-subscribed, a waiting list will be maintained from which any vacancies that arise will be filled. Disappointed applicants can also choose to go on a standby list in case there are any last-minute cancellations in August.

**APPLY BEFORE 11 MAY 2007**

## Post-Graduate Diploma in School Planning

The Higher Diploma in Professional Education Studies (School Planning), the one-year diploma programme offered by SDPI in partnership with NUI Galway, has been renamed the **Post-Graduate Diploma in School Planning**, to reflect the award's placement at Level 9 of the National Qualifications Framework. We are happy to announce that the Diploma will be offered again in 2007/08.



*Diploma Participants in NUI Galway, June 2006*

### Accreditation

The diploma provides accreditation from NUI Galway for a one-year training programme conducted by SDPI. It is also recognised for credit in the Master's programme in NUI Galway and a number of other 3rd level institutions.

**Benefits** – The course provides an opportunity for:

- Development of skills relevant to school planning
- Collaborative learning through dialogue with fellow professionals from a diversity of backgrounds
- Reflective practice
- Exploration of the “bigger picture” regarding education policy
- Updating re current developments
- Enjoyable networking

**The Course** – The course consists of three taught modules and a practical experience component. The taught modules are:

1. The Context of School Planning
2. The Planning Process
3. Facilitation Skills

Participants are assessed on three types of assignment: essay, case-study, and portfolio.

**When and Where** – The course involves regionally-based outreach sessions and central summer school sessions. Most outreach sessions take place at weekends (Friday evening/Saturday) between October and April – generally, one per month. The locations for outreach sessions are selected in accordance with the pattern of applications. A regional centre can be established only where there are sufficient applicants from the area to make it viable and where personnel are available to deliver the course. The concluding summer school takes place in June in NUI, Galway.

### Fees

The tuition fee will be met by the Department of Education and Science.

Participants pay only the NUI, Galway Registration Fee: **€750**

### To apply

See accompanying information sheet and application form (also on [www.sdpi.ie](http://www.sdpi.ie)) or contact the SDPI Office. **Preference will be given to applicants who have attended an SDPI Summer School.**

## SDPI National Office



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## SDPI Regional Coordinators



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**West-Northwest 2**

Mayo, part of Donegal, part of Galway, part of Leitrim  
Pending an appointment, please contact the SDPI Office and Jacqueline or Rosemary will put you in touch with a member of the SDPI Team



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