School Report 2018-19
Castleknock Community College

Principal's Foreword to the 13th Annual Report

July 2019

A Chara,

The 13th Annual Report reflects the College's on-going commitment to Learning & Teaching and the challenges in introducing change. The report also captures the work of staff in relation to the five drivers of change that currently exist in education: *The Literacy & Numeracy Strategy, Assessment for Learning, The development of IT structures, The New Junior Cycle Programme and School Self-Evaluation.*

The College is deeply committed to developing a professional community of teachers and over the last five years has engaged with the educationalist Professor Barrie Bennett through the *Instructional Leadership Programme* in promoting best practice in relation to *Assessment for Learning Strategies* and thereby advancing the College's Learning & Teaching Policy. These teachers have supported the Learning & Teaching Team which has been central in embedding AfL strategies in the classroom. Based on the feedback received from the inspectorate as a result of the Follow Through Inspection (March 2017) and the Spanish Subject Inspection (October 2018) the team will continue to provide supports on best practice in Formative Assessment and Feedback in the next academic year.

In honouring its commitment to the *National Literacy & Numeracy Strategy* the College established two teams that have designed strategies to enhance the standards of literacy and numeracy. Both teams have included the staff in their planning and the clear expectation is that the agreed strategies will be included in all subject planning. The College was delighted to be the recipient of the *Wellread National Reading Award* in June 2019 in recognition of the vast amount of work that has been carried out by the Literacy Team

The College continues to invest significantly in its *IT Infrastructure* and feedback from staff indicates that developments over the last number of years have enhanced the quality of teaching and learning. Over the last three years the College has developed its *Learning Platform* and subject departments have begun to use this facility to promote and share their learning materials. The roll out of the *National Digital Strategy* has brought much needed funding to the College's IT Programme. As part of this initiative the IT Team was required to create a Digital Plan for the College. Following an audit of the staff the IT Team identified formative assessment as the area that it will support over the course of the next academic year.

In 2016 *The College Guidance Plan* was completed by a team of teachers. This plan captured the work and purpose of the various care networks that exist in the College and how they contribute to providing the appropriate supports for our students. In June of this year the plan received its first evaluation and three areas were identified for the next academic year. (i) The College is committed to embedding the new *Well Being Programme* into the new Junior Cycle for First Years. (ii) The Guidance Department is looking at other interest/aptitude tests for Transition Year Students. (iii) A Review of the senior cycle RSE Programme will be undertaken to meet the demands and challenges facing our senior students.

Over the course of the last academic year *The Board of Management* oversaw the ratification of the new Child Protection Guidelines and Risk Assessment. The Board also concluded its review of the Common Enrolment Procedures and approved the Admissions Policy for First Year 2019. The Board also reviewed and updated a number of College policies & guidelines including the Learning & Language Support Policy, The CCTV Policy, The Code of Behaviour & The Suspension & Exclusion Policy. The Board also received presentations from the Students' Council, the Parents Association and the Spanish, Religion & Physical Education Departments as well as presentations on the New Junior Cycle Programme and the Well Being Programme. The Board has also identified a number of policies to review over the course of the next year.

SPHE & RSE The Critical Incident Policy, The AUP & Data Protection Policy. In the new academic year it will commence the retendering process for the College Uniform.

This report also captures the enormous commitment made by Parents to the life of the College. The College is deeply indebted to their on-going support. The parents have continued to work on developing and reviewing College Polices while supporting the Learning Support and Guidance Departments in very practical ways. Moreover the Association continues to offer other services including the second hand uniform and book sales. This year the Association hosted its Twentieth-Second Annual Plant Sale. The event is a reminder of the strong partnership that has been developed between the College and the Parents Association over the last two decades.

Section 7 of this report highlights the very vibrant Adult Education Programme that exists in the College. The Director of Adult Education has continued to expand and enhance the range of classes currently on offer as part of the College's Adult & Community Education programme. This is reflected in the strong enrolment numbers that now exist for the programme.

The *Appendix* at the end of this report provides an update on the review work carried out on school policies.

I wish to express my sincere gratitude to all staff members who have contributed in so many ways to the College's success over the last academic year.

_____

John Cronin
Principal

~ Section 1: Mission & Educational Aims ~

_____

~ Mission Statement ~

In serving the needs of our community we, the pupils, parents and staff, in all our endeavours aspire towards excellence in a caring and supportive environment.   By growing and developing through co-operation this will enable all to realise their full potential.

_____

~ Educational Aims ~

- To enable and encourage the full growth and development of each student intellectually, creatively, physically, morally and socially.
- To create a caring, safe and supportive environment in which each student will have the opportunity to fully develop his/her aptitudes and talents.
- To promote gender equity, self-awareness and responsible attitudes on personal relationships, while encouraging dignity and respect in all our endeavours.
- To foster consultation and the involvement of parents in the development of school policies, and its social and recreational activities.
- To engender feelings of self-esteem and the creation of sensitive, caring and politically aware members of society.
- To create opportunities for parents and other adults to further their academic or social education by the provision of a community education programme.
- To aspire towards excellence in all areas of work and involvement, thus promoting an image and a reputation for our college, which will command the respect and the pride of the community.
- To be true to our motto "Mol an Óige and Tiocfaidh Sí" and thus instil a feeling of self-esteem within all students.
- To provide a pastoral care programme that is central to the life of the college.
- To provide for the cultural and aesthetic needs of the community through the arts.

_____

~ Section 2: Context Factors: Internal & External ~

WSE Management, Leadership & Learning (MLL) October 2013.

The College received a Whole School Evaluation (MLL) in October 2013 and the key findings and recommendations for further development were identified as follows:

- The school's draft policy on teaching and learning should be finalised and become the basis for whole-staff reflection on their professional practice.
- A systematic and carefully-monitored embedding of the principles and practice of assessment for learning is recommended.

Over the last three years the College committed itself to completing its *Learning & Teaching Policy* and this is seen as the blueprint to support all current and future practices of assessment for learning.

The *College's Learning & Teaching Policy* acts as the main driver for change and development. In recent years this policy has enabled the implementation of a variety of Learning Strategies into the classroom: Sharing Learning Outcomes, Success Criteria, Concept Attainment, Instructional Intelligence, and Graphic Organisers & Practical Applications.

The team has worked in Strand Two of the Learning & Teaching Policy with an emphasis on the Key Skills & Statements of Learning associated with the New Junior Cycle Programme. It has also included examples of lesson planning.

The team are committed to focussing on the student voice in relation to learning and in particular how to assess if students have a clear understanding on their own learning strategies and methods.

A review of WSE Inspection was carried out by the inspectorate in March 2017. The subsequent report presented an update on the 2013 recommendations.

Recommendation 1: The school's draft policy on teaching and learning should be finalised and become the basis for whole-staff reflection on their professional practice.

Progress Achieved: Very good progress has been made on the school's policy on teaching and learning. It has now been finalised and ratified by the Board of Management, in consultation with staff, parents and students. The document forms the basis for a whole-school approach to teaching and learning and is consistently reviewed and updated.

Recommendation 2: A systematic and carefully-monitored embedding of the principles and practice of assessment for learning is recommended.

Progress Achieved: Good progress has been made on the embedding of the principles and practice of assessment for learning (AfL). Some good strategies were noted in the lessons observed such as meaningful pair and group work, however this strategy would benefit from some additional structure, such as timing, and the assignment of roles for students. Questioning of students was very good and good formative feedback was provided orally in lessons. Some high quality written feedback is provided in some copybooks but there is scope to develop this further.

Summary of Findings

1. Very good or good progress has been made on the two recommendations from the WSE-MLL.
2. There is scope to further develop formative feedback in students' copybooks.

Recommendations:

1. Teachers should continue to develop AfL strategies in lessons with a clear understanding of the rationale for their selection and implementation, including the provision of written formative feedback.
2. While the College will continue to honour its commitment to the New Junior Cycle Programme it will also remain focussed on promoting and developing further workshops and initiatives in relation to formative feedback. The Digital Strategy Policy will also support this commitment with an increased emphasis on how IT can support formative feedback in the classroom.

_____

Spanish Inspection – October 2019

The College received a Spanish subject inspection in October. The Key findings and recommendations were as follows:

Summary of Findings

1. The quality of teaching and learning was good overall. The quality of teachers' individual practice ranged from very good to adequate with scope to increase the use of the target language by teachers and students in lessons.
2. A highly effective balance between student challenge and support was observed in some lessons but in other lessons a lack of differentiation limited students' learning. Subject provision and whole school support are highly effective; the principal, deputy principals and other leaders foster a learning culture in the school.
3. Collaborative practices within the department and externally are highly effective.
4. The quality of departmental curricular planning ranged from highly effective to fair.

Recommendations

1. Teachers should share and implement strategies for maintaining target language use in the classroom; they should integrate opportunities for students to talk to each other in Spanish into the fabric of each lesson.
2. The highly effective approaches to differentiation observed in a significant minority of lessons should be shared and implemented in all lessons.
3. Curricular planning should be reviewed immediately to ensure the high-quality planning observed in Junior Cycle is extended to all year groups.
4. The Spanish Department and Board of Management welcomed the inspection's findings and recommendations and made the following submission in response:

Response to Findings

1. The Board of Management of Castleknock Community College welcomes the many positive observations around Learning and Teaching reported by the Inspector during the recent Subject Inspection in Spanish.
2. The Board is pleased that the report comments on the positive classroom environment observed during lessons. The report further states that interactions among students and between students and teachers were very respectful and conducive to well-being.
3. The Board welcomes the comments regarding the fostering of a learning culture in the College. It is noted that the students demonstrated high levels of motivation, enjoyed engaging with the work

and the learner experience was very good. Effective formative assessment strategies were in evidence in lessons with an appropriate balance between student challenge and support observed. Teachers made effective use of techniques to assess learning, with students reviewing and reflecting on their own learning in some classes.

4. Collaborative practices and the quality of curricular planning was highly commended and noted by the Board.

Response to Recommendations

1. The Board of Management supports the Spanish Department in addressing the recommendations made in the Inspection Report. The staff in the Spanish Department continues to share strategies to assist with maintaining and integrating the use of the target language in the classroom.

2. The Spanish Department will continue to share good practice and this will be reflected in on-going curricular planning. The Department plans to build on the good practice that is evident in their Junior Cycle planning to review and develop their existing Senior Cycle planning.

Curriculum Development Team 2018-19

The Curriculum Development Team provides advice and support to the teaching staff and management on effective methodologies and strategies that promote active teaching and learning, group work, critical thinking, and collaboration within the learning community of the College. Including:

- Current and innovative themes in teaching, learning, and curriculum development.
- Formative assessment strategies.
- Reporting assessment feedback.
  The team is comprised of a dozen colleagues who provide front line support, guidance and expertise. Our current projects include:

- Learning and Teaching Strategies.
- Staff Presentations on best practice to develop staff capacity.
- Formative Assessment Strategies: Think- Pair- Share, Strategic Questioning, Five Sentences and Five Keywords, and Learning Wall.
- Communicating Student Learning: Formative Feedback: Producing a guide for teachers to be used in this years First Year House Exams.
- Producing a Newsletter and providing material on SharePoint.

Curriculum Development Team - Planning for 2019-2020

We hope to continue our work on:

- Developing and expanding teachers range of Methodologies and Strategies to enhance teaching and learning.
- Further develop and embed Formative Assessment methods.
- Review the reporting of student learning with a view of expanding this to other year groups.
- Develop a collaborative culture and staff sharing effective practice with their peers.

Instructional Leadership & School Improvement Plan

The College has been committed to the Instructional Leadership Programme since 2013 which has been facilitated at a national level by Professor Barrie Bennett from the University of Toronto. Nine members of staff have engaged with this programme and thereby enabled the College to advance its Learning & Teaching Policy.

Instructional Leadership involves all members of the College community and will lead to an inquiry-oriented school. It is the dynamic delivery of the curriculum in the classroom by using strategies based on reflection, assessment and evaluation to ensure optimum learning takes place. The teacher in the classroom becomes the instructional leader, implementing strategies that will ensure the optimum learning outcomes for the students. Instructional Leadership promotes student activity, group work and individual accountability in a safe learning environment.

Over the last year the team worked on the next strand of the School Improvement Plan and identified two areas for improvement: Formative Assessment and Tracking & Monitoring of Students. (See Appendix 1)

_____

Leadership Projects in Castleknock Community College - Department of Education & Skills (D.E.S.) and Centre for School Leadership (C.S.L.)

The College is participating in the **Step-Up Project**, which is part of the School Excellence Fund (SEF), an initiative of the Department of Education and Skills. The aim of the project is to support schools already at an effective level of practice to move to a highly effective level of practice with regards to implementation of the new Framework for Junior Cycle. The project consists of Deputy Principals and 4 Teachers and the current focus is on development of Oral Language: speaking and listening across the three subject areas of English, Business and Science.

Over the last academic year, the team have engaged in research into Oral Language Development, have trialled a range of methodologies with students, sought student reflection and feedback and have observed classes. The team has received support throughout the process from JCT and the Inspectorate and aim to implement a similar implementation framework for this academic year.

Last autumn, a leadership initiative was launched to encourage clusters of schools to work together on innovative projects to enhance their leadership potential. Castleknock Community College joined with Coláiste Pobail Setanta (Lead School) and Hansfield Educate Together to form a cluster and complete an application and proposal. This application was successful and began in January 2019 and will be completed in May 2020.

The aims of this project in our College are:

- Build leadership capacity of teams in our College
- Improve learning experiences and outcomes for students
- Strengthen our school planning
- Strengthen the impact of effective leadership on teaching and assessment practices in the College
- Enable our staff to engage with staff in other schools to exchange ideas, share experiences and innovative practice

- Foster partnerships with these schools and with the wider community, third level institutions and the business world.

The teacher teams involved in the CSL project are staff involved in the "Step Up" Project and members of the Curriculum Development Team. The CSL develops the leadership capacity as it enables staff from all three schools to focus and identify the needs of the group and plan workshops to address those needs.

Literacy & Numeracy

The roll out of the National Literacy & Numeracy Strategy (For Learning & Life) has been supported by two core teams which were established in Autumn 2012 (Literacy) and Autumn 2013 (Numeracy). Over the last number of years the College has shaped its direction in terms of the drivers of change that currently exist in education including The Literacy & Numeracy Strategies. A significant body of work has been undertaken by a team of staff in relation to literacy and after three years of data analysis and testing using the Access Reading and Mathematics Programmes we are able to identify areas that require specific attention. In the coming year, Literacy team will focus specifically on the developing strategies to promote the use of Inference. The Numeracy Team have also gathered a rich amount of data and have identified the area of Understanding Shapes and the team will develop strategies to enhance students' understanding of this concept in the next academic year.

- All baseline data will be made available to teachers through VS Ware and will also be available on our Learning Platform. This data will greatly enhance our work in the classroom.
- The College continues to develop base line data for incoming first years. Through our tracking programme the College has created a profile on each student through the *Transfer of Learning Initiative*. Moreover, the data gathered is now captured on the VS Ware. And available to parents

Numeracy Developments 2018-19

A significant body of work has been undertaken by a team of staff in relation to Numeracy and areas have been identified that require specific attention.

Numeracy - Achieved to date:
- The continued promotion of Numeracy via Numeracy Week, hosting the week in October to coincide with International Maths Day and ensuring a greater awareness amongst parents and staff. The following activities took place this year as part of Numeracy Week 2018:
- Maths Quiz
- The Da Vinci Code Treasure Hunt (1st years)
- Guesstimates
- Door Numbers- Interesting Facts
- cross curricular resources shared via SharePoint
- Sudoku sets shared via SharePoint
- The team has completed a Numeracy Booklet which contains information for teachers, students and parents on Numeracy, explanations, methodologies and approaches for use across the curriculum
- The team has developed a Numeracy Audit for Stem subjects
- A separate audit for all other subjects has also been created

Numeracy - Planning 2019-2020

- Utilise the results of Drumcondra Testing in the area of Numeracy to monitor students and to provide support in the discrete areas of Numeracy as highlighted in the standardised test reports
- The team has developed a Numeracy Audit for Stem subjects to complete in August/ September, with a view to aiding the development and implementation of strategies that strengthen student's

understanding of Shapes (Geometry & Measure) via an integrated approach, with Maths linking in with Home Economics, Geography, Business, and the Technology subjects
- A separate audit for all other subjects has also been created and will also be distributed in August/September to teachers in these subject areas
- As part of a cohesive school wide approach to particular aspects of Numeracy, posters will be purchased and displayed in classrooms strategically over the course of the year as the relevant topics are being taught
- The creation and regular updating of a Numeracy notice board for students

Literacy - Achieved to Date

This year the Literacy Team took a dual approach to Literacy in the College with a focus on cross curricular methodologies that support Literacy and also the promotion of reading for pleasure amongst the College community. A student centred approach remained core to this approach, and the Lit Club now consists of approximately 25 students from all year groups. This was a busy year for the Literacy Team and the Lit Club and the following activities took place over the course of the year:

- Data analysis of testing using the Access Reading programme highlighted Inference and Analysis as discrete areas of Literacy in which students required support. Based on this data analysis, a presentation was made to all staff in August on methodologies that would support students in these areas, with a focus on cross curricular methodologies.
- The Library received a makeover with new furniture including new tables, tub chairs, shelving and a sofa! A new layout as designed and recommended by students has transformed this space.
- New books ordered for the Library and book displays regularly updated by the Lit Club.
- Increased access for students at during lunchtime four days a week
- First class students from St Patrick's NS spent an afternoon in the Library where the Lit Club read the Christmas classic, 'The Night before Christmas'.
- Second hand books were carefully gift wrapped and distributed to staff in time for Christmas.
- Blitz Poetry Competition for Transition Year Students
- DEAR (Drop Everything and Read) took place during Literacy Week and on National DEAR Day
- Bookmark competition for 1st and 5th year students
- Short Story writing – displayed in Insomnia Coffee
- 'Take one Leave one' bookshelves established throughout the College
- The Book Mobile returned again this year and accepted World Book Day Tokens. Students were also free to choose books that they thought should be in the Library and add them to a list to be purchased.
- A small ceremony to officially open our 'new look' Library took place and special guest speaker, poet Pat Shortall, read a selection of his poems to students.
- Submitted application to be considered for the Wellread National Reading Award

Literacy - Planning for 2019-2020

- Utilise the results of Drumcondra Testing in the area of Literacy to monitor students and to provide support in the discrete areas of Literacy as highlighted in the standardised test reports.
- Offer staff CPD and sharing of practice on Literacy Methodologies to support inference and comprehension during additional Croke Park hours.
- Make links with the Curriculum Development Team on the promotion of methodologies that support inference and critical thinking.
- Display Literacy Methodologies on a notice board in the staff room.
- Ensure students are informed from the start of the academic year re the process for borrowing books from the library.

- Reading classes & Class Sets: link in with the English teachers involved. This would involve the purchase of agreed class sets of novels thus ensuring that the class had read a novel from beginning to end. Considering this for 1st, 2nd and Transition Year.
- Promote and implement 'Book in a Bag' initiative amongst students so that reading becomes a default activity and to increase engagement with DEAR.
- Implement 'Word Millionaire' reading initiative to further encourage reading for pleasure amongst the study body.
- Establish student book clubs
- Host Book Clubs for parents
- Facilitate Chess Club in the Library at lunchtime
- Continue to develop the Library

_____

The New Junior Cycle Programme (Progress Report)

Overview of Junior Cycle 2018-2019

- Subject Departments worked on developing Units of Work in line with their Subject Specifications and embedded the Learning Outcomes into their Teaching Practices.
- Department carried out their CBAs and Assessment tasks and after conducting their SLAR meetings the results were uploaded to VSWare which were then transferred to PPOD.
- Subject Department worked to ensure that assessments particularly in the House Exams in November and May were aligned with the Learning Outcomes from their Units of Work.
- Third Years tutors worked with their Tutor Groups to ensure students recorded their "Other Learning Experiences" which are completed and ready to upload onto the students Junior Cycle Profile of Achievement.
- An information evening was held was held in the College for parents/guardians of Second Year Students explaining the new changes in Junior Cycle. The information evening focused on Classroom Based Assessment, Assessment Tasks and the new terminology used in assessment and reporting.
- Senior Management worked with Subject Facilitators and staff and a CBA Calendar for the academic calendar 2019/2020 was completed.

Key Areas for Development 2019 - 2020
- To develop an information pack for SLAR facilitators which will provide guidelines on how to conduct, facilitate and record SLAR meetings.
- Ensure that Subject Departments are auditing their Learning Outcomes on a yearly basis in line with their Subject Specifications.
- Subject Departments continue to develop their assessment techniques to ensure Leaning Outcomes are being assessed.

_____

I.T. Developments at the College

IT Planning for 2017/18

- Provided more IT information updates for teachers by continuing teacher update talks, placing IT information in newsletters and on info display screens.
- Completed the migration to DDLETB's Office 365 tenancy - thereby allowing rollout of Student Advantage (5 free licenses to students and staff of Microsoft Office for home or school use) and providing a more optimised management for Office365.
- Continued to trial Teacher Collaboration via online collaboration site (SharePoint).
- Continued the work on the network backbone - get network ready for 1:1 devices
- Introduced the second IT Learning Centre in the school to enable collaborative learning through IT.
- Continued teacher training to get to level that all teachers are on-board and comfortable with the technology.
- Examined offering computer training to first year students so they can learn basic computer skills and get familiar using the school communications system. This will be rolled out as part of the Wellbeing Programme.
- The IT Team in support of Curriculum Development has continued to develop *Learning Platforms* for all subject areas through the staff intranet. The aim of this site is to promote good practice in managing internal information so staff become better informed of what is happening within the College and what is happening in each Subject Department. In the coming academic year the IT Department is committed to providing further training for subject teachers in maintaining their respective sites.

IT Planning & Recommendations for 2019-20

- The Digital Strategy Plan will seek to support the many learning and teaching strategies at the College and has identified formative assessment as the area that it will support over the course of the next academic year.

Themes of the Digital Strategy for Schools 2015-2020

- T&L and Assessment

The focus of the Digital Learning Plan

We undertook a digital learning evaluation in our school during the period January 2019 to May 2019. We evaluated our progress using the following sources of evidence:

1. Teacher Surveys
2. Student Surveys
3. Parent Surveys

The dimensions and domains from the Digital Learning Framework being selected:

As a result of our team audit, teacher, student, parent surveys and to complement our participation in the DDLETB CBA TEL initiative we have highlighted the following two domains to focus on:

- Domain 3: Teachers' Individual Practice
- Domain 4: Teachers' Collective/Collaborative Practice

The standards and statements from the Digital Learning Framework being selected:

Standard	Statement(s)
3.2 The teacher selects and uses planning, preparation and assessment practices that progress students' learning	Effective Practice: Teachers use a range of digital technologies to support assessment of learning and assessment for learning Highly Effective Practice: Teachers design and use a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate their validity and reliability.

Standard	Statement(s)
4.4 Teachers contribute to building whole- staff capacity by sharing their expertise	Effective Practice: Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment Highly Effective Practice: Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students.

This is what we are going to focus on to improve our digital learning practice further

1. Enrol in TEL CBA Project 2019/20 – (3 representatives)
2. Arrange termly TEL Teach Meets at lunch
3. Roll out steps in using email / classroom notebook

_____

Community Partnership 2018-19 - West Pharma & Castleknock Hurling & Football Club.

During the year several initiatives have been successfully undertaken and will provide a good base for future planning. Other initiatives are also possible for future years. The staff in WEST are happy to deliver talks in their areas of expertise to students, school staff and parents. They will also facilitate guided tours of the facility in Blanchardstown.

Another interesting and exciting offering from WEST for next year is to open a place to the community on a degree program in Mechanical & Polymer Engineering in Athlone IT. The company sponsor four students each year to study in Athlone and work in WEST in three month blocks. This is a paid training program.

Achievements

WEST Pharma sponsored two awards in the October 2018 ceremony. One award was presented at junior cert level and one award presented at leaving cert level. Both were given to students who demonstrated an aptitude for Science and Technology subjects.

Work placements were provided for two transition year students in the autumn of 2018. Both students gave very positive feedback on their time in WEST.

A group of three junior cert students who showed strong interest in science were given a special guided tour of the WEST plant with emphasis on their specific interests.

A class skype session was arranged between a Castleknock 2nd year class and an American high school which also has links to WEST Pharma in the United States.

School Year Plan 2019/2020

Autumn Term

- September – Meeting of Community Partnership Team
- September – Applications taken for TY placements for Autumn term
- September – Applications taken for LCA placements for Autumn term
- October – Science & Technology Awards for 2019
- October – TY work placements
- October – LCA work placements

Spring Term

- January – Meeting of Community Partnership Team
- January – Applications taken for TY placements for Spring term
- January – Applications taken for LCA placements for Spring term
- February- TY work placements
- February – LCA work placements
- March – Applications for Athlone IT – Bachelor of Engineering (Honours) in Mechanical & Polymer Engineering

_____

~ Section 3 Curriculum Provision ~

_____

Review of Curriculum 2018/19

Following a review of subject coordinators and their respective departments in May 2017 a number of areas were identified for further development.

Priority
- Developing peer teaching and AfL strategies.
- That the culture of common assessment continues to be developed.
- To re-evaluate the completion process for tasks, journals and projects required for the state examinations. A summary document needs to be drafted that ensures that there is clarity for all in relation to the process.
- To develop a common learning platform through the use of the staff intranet. This will enable subject departments to further develop collaborative practices.

_____

Professional Development Opportunities at the College 2018-2019

- On Monday 26th August all members of staff attended a workshop on "Helping Students move from Understanding to Remembering" facilitated by Super Generation.
- Training in Co-operative Teaching and supporting Literacy was facilitated by Senior Leadership at the start of the academic year.
- As part of the on-going implementation of Junior Cycle, all staff participated in two full days of JCT one of which involved a presentation and workshop on Assessment and one which involved collaborative planning with colleagues.
- All staff attended a workshop Wellbeing Workshop which was facilitated by Jigsaw.
- Three teachers continued training in the Instructional Leadership Programme. and had opportunities to offer feedback to their colleagues on the Curriculum Development Team.
- The Curriculum Development Team meet each half term to plan Teaching and Learning Strategies. The team published two newsletters on outlining Formative Assessment Strategies.
- The I.T Co-ordinator and members of the I.T Team have attended I.T meetings at Dublin & Dun Laoghaire ETB. The Co-ordinator attended In-Service on Digital Strategy.
- The College is participating in the Step-Up Project, which is part of the School Excellence Fund (SEF), an initiative of the Department of Education and Skills. The aim of the SEF Step-Up Project is to support schools already at an effective level of practice to move to a highly effective level of implementation of the new Framework for Junior Cycle. Four teachers and the Deputy Principals are part of the team who have begun a project on Oral Literacy.
- Castleknock Community College has formed a Cluster with Colaiste Pobail Setanta and Hansfield ETSS as part of the CSL Initiative. Twelve teachers, the Deputy Principals along with colleagues from the cluster schools attended a workshop on Effective Meetings, facilitated by Claire Matthews.
- Members of the Learning Support Team attended worships on emotional regulation. The team were represented this year at the ILSA conference.
- Teachers have facilitated attendance at in-service and training in the following areas over the course of the academic year.
    - Gaeilge

- o MFL
- o Politics & Society
- o Art
- o English
- o Business Studies
- o P.E
- o I.T
- o Maths
- o Science

The Senior Management Team had opportunities to attend:

- o CPD Conference
- o ETBI Conferences
- o Child Protection Training
- o DDLETB Principals Network
- o DDLETB Deputy Principals Network
- o Junior Cycle Training for School Leadership

_____

Learning and Language Support Department Report

Review of recommendation 2018/2019

- **Cpens**- We purchased 4 more Cpens for use in small LS classes under the supervision of the core LS team. Over the course of the year students across the college borrowed these pens. One third year bought her own, and she, and another student are using the Cpen in the State examinations this June.
- **White boards**- These boards were ordered and installed.
- **SNA allocation**- The 'Anchor' model worked well. First years had one SNA due to their needs.
- **Link teachers**- were timetabled to teach their year group at Irish time. This worked well.
- **Co-operative teaching**- There was greater satisfaction among staff this year.
- **Testing**- CAT4 and Sten scores were used for 1st years. Second years were tested using DOT's the 2 days before the summer exams. Their network crashed both days and one tutor group did not get the Reading test finished. Management will send a letter of complaint. We may need to review this testing next year in terms of test used and timing.
- **Differentiation**- While folders of differentiated work were available in the LS office, not many teachers accessed them.
- **Assistive technology support**- Anne Bennet hosted sessions for parents of students using AT. Room 17 Monday lunchtimes was a useful resource and put ownership back to students.
- **VSWare**- having LS classes on VSWare made taking of attendance etc feasible.

Recommendations for 2018-19 (Evidence-based)

- **RACE testing**- We may host a meeting for parents of students who will be tested for RACE at Junior Certificate to outline the criteria. We need to be mindful of the increasing numbers applying for shared centres.

- **Target setting and pupil profiles**- We need to develop a method of ensuring targets are set and reviewed by main stream and LS teachers.
- **Differentiation**- We hope to access CPD for a cohort of teachers on differentiation from the SESS. An email has been sent in this regard.
- **LS time table:** Deputy Principal will allocate rooms. She will also endeavour to time table LS for those exempt from MFL.
- **MFL and CBA**- Students should be encouraged to remain in the MFL class and complete the CBAs. This would address the challenge at LC for those wanting to do LCVP.
- **Targeting reading programme**- We plan a 6/8 week targeted reading programme for students identified with low literacy scores.
- **L2LPs**- We will consult with parents and then register for the L2LPs.
- **LS classes**- We will look at the student cohort and ensure that LS, EAL and specific SEN students are accessing appropriate supports relevant to their individual needs. Literacy and numeracy needs to be provided for students in LS.
- **Sensory space**- Funding is being provided by the PA to develop a sensory space in Room 33. We are liaising with Meryl (Art teacher) in this regard.
- **PE**- The IWA can be engaged to provide CPD on adapting PE for wheelchair users. We are also implementing a 'steps' challenge for those SEN students who can't or won't participate in the main PE activity with the PE teacher's permission.

_____

The Transition Year Programme in Castleknock Community College

The Transition Year Programme aims to provide students with a broad range of academic, cultural, practical and community based educational experiences in order to create opportunities which allow students to develop their interpersonal/intrapersonal skills. It also focuses on developing their independent learning and decision making skills. The College encourages students to participate fully in learning strategies which are active and experiential, leading to students developing transferable skills such as critical thinking and creative problem-solving skills.

Each year the Transition Year Programme is reviewed to identify areas which would further enhance the learning experiences of students participating in the programme.

Transition Year Programme – Review of Academic Year 2018/19

- The number of places offered to students who wished to participate in the Transition Year Programme stood at 130. There were 5 tutor groups in total this year.
- The majority of the TY tutors are Gaisce PALs. Students were encouraged to continue the College tradition of participation in the Gaisce Bronze Award Programme. About two-thirds of this year's TYs successfully completed the Bronze Award Programme and received their certificates and medals in their folders at the End of Year ceremony on 27th May.
- TY students were encouraged to engage in a wide variety of community organisations/initiatives throughout the year as part of the Community Involvement component of the Gaisce Bronze Award.
- The Community Outreach Initiative was piloted this year and was met with a lot of positivity from parents and students alike. Students were successful in securing placements in a variety of organisations in the local and wider community.

- In the case where a student was unsuccessful in securing a Community Outreach placement due to age (and consequently vetting restrictions) he/she was permitted to participate in a more traditional work experience placement.
- TY students also engaged in many fundraising events throughout the year.
- TY students attended talks/workshops on Mental Health, Social Anxiety and Technology in Life.
- The Outdoor Education Programme was re-introduced. Students participated for two sessions per tutor group in hillwalking, climbing in Awesome Walls and skiing in Kilternan over the course of the year. This was for many students one of the highlights of the year, as it afforded them the opportunity to have some time out with their friends in their tutor groups and was good for bonding and morale.
- Judo team building workshops in early September were new to the TY calendar this year and were a resounding success. Students each received a certificate and medal of participation.
- Yoga and self-defence were part of the PE curriculum this year. A taster module on the new LC PE curriculum was also offered to students. Many TYs students were involved in coaching various school teams this year and were a great help to the many sports coaches in the College.
- The Lifeskills Programme worked well this year, with teachers commenting on very good levels of engagement among students in each tutor group. The five modules which make up this programme are as follows:
  - ✓ Mindfulness
  - ✓ Peer Mediation
  - ✓ Resilience Education
  - ✓ Philosophy
  - ✓ RSE
- All TY students took First Aid and Music as core subjects for the year. All TYs learned how to play the ukulele.
- Maths: Students no longer take Maths in a mixed ability setting in TY. They are in set classes according to the level taken at Junior Cycle. The new Maths programme in TY (implemented two years ago) aims to help students to improve on the skills acquired in Junior Cycle. Along with the introduction of some new topics from the Leaving Certificate course, the intention is that TY students remain focused on developing and improving their mathematical ability for the duration of the year and also, that a new confidence in their mathematical ability is instilled in them, in advance of their progression to the Leaving Certificate programme in LC1. All TY students sat a Maths exam in a formal setting in early May.
- Students visited Croke Park or Glasnevin Cemetery as part of the History module.
- Students this year were continually encouraged to participate in the many courses run by 3rd level institutions, hospitals and other organisations. Many TYs (a definite increase on last year) took advantage of the year to engage in extra work experience outside of the two designated work experience weeks on the school calendar.

There was a large uptake by TYs in the following courses:
  - o The Mater *Introduction to Hospital Life* Programme
  - o St Patrick's Mental Health Services '*Walk in My Shoes*' programme
  - o An Garda Síochána TY Programme
  - o Dublin Airport Authority TY Programme
  - o RCSI courses in Medicine and Physiotherapy
  - o ESB Women in Engineering
  - o ITB Women in Technology

- o   Science Gallery
- o   Intel TY Work Experience Programme
- o   Pfizer TY Work Experience Programme
- o   Two students participated in the West Pharma Work Placement Programme

This year (although interest was registered and students were nominated), we were not successful in obtaining placements on the following programmes:

- *Look into Law (Law Library)
- *Solicitors of the Future (Law Library)
- *TYPE Programme in TCD
- Defence Forces (Army) TY Work Experience Programme (although one student was successful in securing a work experience placement in the Army Equitation School).

*(*Places for these programmes are awarded on a lottery basis at national level as they generally only run for a period of one week in the academic year.)*

- A number of TY students participated in trips to Paris (Art trip) and the Camino de Santiago.
- All TYs attended Zeminar again this year, as well as the annual UCD tour and talk and the Axa Road Safety Road show.
- A number of students attended STEM-CON (new to the TY calendar).
- A number of students participated in a trip to Kings Inns for a tour and talk (also new to the TY calendar).
- A number of students participated in a Japanese Quiz in DCU attended a Taiko Drumming workshop in Smock Alley.
- Many TYs were fantastic ambassadors for the College as they delivered presentations to 6th class pupils in St. Patrick's N.S. about the transition to secondary school. They also helped out at the St. Patrick's N.S. Christmas Fair and Sports Day.

Student Feedback from Portfolio Interviews:

All TY students were invited to reflect on the year gone by and to give feedback on their experience of the year in their portfolio interview in May. The interviews were conducted by an external facilitator.

Highlights of TY:

- All trips, especially the overnight trips to Carlingford and Bundoran.
- Work Experience – as previously stated, many students availed of the year to participate in work experience programmes *in addition* to the two designated work experience weeks on the calendar.
- Fundraising events - The Giving Tree Initiative and Trick or Treat for Temple Street in particular.
- Japanese, Public Speaking, Mindfulness and yoga/self-defence in PE were mentioned on a number of occasions as subjects/modules which students thought were both practical and enjoyable.
- The Outdoor Education Programme.
- The YSI Speak Out event.
- Success in the Mini-company competition.
- Success in the Junior Problem Solver Applied Maths Competition at regional and national level.

The interviewer commented that the students were incredibly positive about their experience in TY and felt that they were more confident in themselves and in their subject/career choices going forward. Many students

said that they had matured on a number of levels and felt that the year in TY gave them space to find themselves and also, time to work on their strengths and weaknesses.

Things the students felt should be considered for the TY Programme going forward:

- A ski trip/foreign trip for the *whole* year group.
- Driving Test Theory module/workshop.
- A school musical.
- A fashion event for charity that the whole year group can be involved in.
- More subject-related talks.
- *More visits to universities.
- More in-depth work on CVs/skills required for the workplace.

*(*UCD is currently the only 3rd level institution offering half-day talks and tours for TY students.)*

TY Curriculum Review:

- Due to the increase in numbers on the TYP in the College in recent years, the current programme was reviewed in conjunction with the SMT, with changes to be made going forward based on what has been working well or not so well in terms of meeting the demands of our students.
- Schemes of work for all core subjects, taster subjects and TY specific electives and modules were reviewed and updated by members of the TY teaching team and were then uploaded to SharePoint by the Programme Co-ordinator and TY Year Head. External instructors/teachers (for Japanese, Russian, Fencing and Coaching Studies) also submitted schemes illustrating the content of their modules.
- A review of teaching and assessment methodologies was also carried out.
- College policies and other relevant documentation pertaining to TY were also uploaded to SharePoint. This will continue to be a work in progress. The TY folder has been updated and is also a work in progress.

Transition Year Planning and Recommendations for 2019/20

- Based on such positive feedback from students, parents and various organisations in the community, the *Community Outreach Initiative* which was piloted during the 2018/19 academic year will become part and parcel of the TYP in the College going forward and will run in early February, following the second week of work experience.
- The Outdoor Education Programme will also run on a rotational basis on Tuesday afternoons against PE, so that core subjects are not affected.
- As stated previously, a review of the current TYP curriculum was carried out during the second half of the 2018/19 academic session. Going forward, a number of modules which previously ran for a period of ten weeks will now run as half yearly modules in order to optimise/maximise the amount of time students spend in *taster subjects* in particular. Some modules which previously ran as half yearly modules will now run for the full academic year. This will lend itself well to the teaching and learning process as going forward, shorter modules will not suffer as much when it comes to other layers of the TYP (such as day trips and work experience) interrupting the natural flow of the academic aspect of TY.
- Schemes of work which are still outstanding will be submitted to the programme Co-ordinator and TY Year Head by mid-September. New schemes of work (if/where appropriate) will be submitted by the end of September.
- All schemes of work will have an emphasis on AfL, formative assessment, literacy and numeracy.

- IT modules have been reviewed and going forward, will incorporate Computer Science and Coding.
- Students will be encouraged to participate in the Gaisce Bronze Award Programme, in keeping with College tradition.

_____

Leaving Certificate Applied Report

LCA Targets for 2018/2019

- Continue to support the promotion of LCA students as 'Mentors'
- Meeting with staff to determine which Teaching Methodologies and AFL methods are most commonly used across the range of subjects within the programme.
- Continue with the provision of 'Professional Development' for 'new' members of staff to the programme.
- Continue with staff training to become 'Task Examiners'
- Continue with student induction each September with the addition of I.T. training this academic year.
- Continue to maintain high standards in both Key Assignments and Tasks

Review of Recommendations (2018/2019)

Continue to support the promotion of LCA students as 'Mentors'

- This is a positive aspect of the programme that will continue to be a recommendation each year because the L.C.A students who take on the role of 'Mentor' are successful in this assigned role. The role is beneficial both in terms of their personal development and it being a positive addition to their C.V's. Some students were part of the Graduation team and gained greatly from this experience.

Meeting with staff to determine Teaching Methodologies and AFL methods most commonly used across the Programme

- Memos were sent to staff and informal meetings were held which resulted in a list of common Methodologies and AFL methods being gathered together, the complied lists are to be put on Staff Portal.

Continue with the provision of 'Professional Development' for 'new' members of staff to the programme.

- Each year the provision of Professional Development for staff 'new' to the programme is ensured as it proves invaluable in terms of the subject knowledge acquired and the process to follow regarding the 'Task' element of the programme.

Continue with staff training to become 'Task Examiners

- Unfortunately this did not happen because of staffing issues but we will apply again this academic year as the feedback provided is invaluable for both staff and students alike.

Continue with student induction each September with the addition of I.T. training this academic year.

- The two morning sessions of 'student induction' proved valuable for the students as it ensured they were familiar with all aspects of the programme at the start of the academic year. Input from both the Chaplain and Guidance Department was appreciated. This year we included an Activity Day in Baltinglass for both the Year 1 and Year 2 students to promote the area of 'team building'.

Continue to maintain high standards in both Key Assignments and Tasks

- Maintaining good standards in Key Assignments continues to be of importance and the use of the 'student record sheet' has been beneficial for both staff and students. The informal meetings held in terms of the 'Tasks' ensure that high standards are reached in the interview process.

LCA Achievements 2018/2019

The Academic year got off to a very positive start with the delivery of the student 'Induction' mornings'. The trip to Baltinglass gave the students in both year groups the opportunity to get to know one another and the set activities delivered all the situations that required teamwork, leadership and progression which are fundamental traits of the L.C.A. programme. Activities included, Canoeing, Rock Climbing, Orienteering, Archery and Hillwalking.

The completion of the Task Booklets and preparation for the Task Interviews went very well for both the Year 1 and Year 2 students this year. The year 1 students completed a group activity which saw them staging the L.C.A. Christmas concert for their General Education Task in Session 1. They then completed individual 'Career Investigations' for their Vocational Preparation Tasks and an 'Investigation into Setting up an Office at Home' for the required Vocational Education Task in Session 2.

The Year 2 students worked very well in Session 3 and produced a variety of investigative work required for The Contemporary Issues Task which saw them research such topics as: Homelessness, Bullying, Mental Health, Alcohol abuse, Drug Abuse and Drugs in Sports. Then followed their attendance at Night classes to learn a new practical skill - required for their Practical Achievement Task. The students attended classes in: Art, First Aid, Pilates and Global Cookery. Their hard work and efforts were acknowledged when they received their Session results. The parents were invited into the college to be with the students to receive these important State results.

As the students come to the end of this academic year, predicted grades are in their sights and the students are working hard to achieve their best in the required State exam elements of the programme in May. Hopefully we can look forward to a group of students once again realising their potential in August and setting off on a positive path towards their futures.

The State exam results in August 2018 were outstanding. The results recorded 78% of our students at C.C.C. achieving at Distinction level compared to the National results which recorded 20% achieving at this level

L.C.A. Recommendations for 2019/2020

- Continue to support the promotion of L.C.A. students as Mentors
- Continue with the provision of 'Professional Development' for 'new' members of staff to the programme.
- Continue with staff training to become 'Task Examiners'
- Continue to maintain high standards in both Key Assignments and Tasks

- Ensure that the 'revised' syllabus (if available for September 2019) is being followed for: Mathematical Applications, English and Communications and I.C.T.
- Promote the 'active' use of the student journal – ask staff to ensure that work covered in class is recorded daily in the journals
- Start on a review of the programme by looking at and updating the questions asked of: staff, students and teachers

_____

Leaving Certificate Vocational Programme Report

L.C.V.P. Recommendations 2018/2019

- Continue to have both formal and informal meetings with the L.C.V.P. staff to chart progress throughout the academic year.
- Continue with the provision of Professional Development (if and when required)
- Ensure that the Schemes of Work link each activity to its Learning Outcome.
- Provide a schedule for students which outlines the cut off dates for completion of all portfolio items.
- Address the challenge of a student who presents for L.C.V.P but who does not have an M.F.L.
- Continue to work on collating variety of Policies, Resources and Department documents for Staff Portal.

Review of Recommendations 2018/2019

- Both formal and informal meetings with staff were held this academic year which proved invaluable in terms of planning and charting student progress.
- A member of staff attended Inservice which assisted with the delivery of the programme.
- Schemes of work were updated to ensure they linked each activity to its Learning Outcome and these are to be put on Staff Portal.
- A schedule was put together for students which provided them with the cut off dates for the completion of all portfolio items.
- A ' process' was put in place to accommodate a student who does not have a M.F.L. so that he/she could continue with the L.C.V.P. programme
- A variety of Policies, Resources and Department documents were collated and are being put onto Staff Portal

Programme achievements 2018/2019

- All recommendations for this academic year were achieved
- A list of the Methodologies and Assessment Strategies used across the programme was collated and is to be put on staff portal.
- Liaison with Year Head and Guidance Department takes place when a student chooses to leave the programme.
- The central storage of all L.C.V.P. materials has been invaluable for staff.
- The running of the Mock Interviews continues to be a positive experience for the students
- The addition of a calendar of events will be of assistance to the students and will be put on Staff portal.

L.C.V.P. Recommendations for 2019/2020

- Continue to have both formal and informal meetings with the L.C.V.P. staff to chart progress throughout the academic year.
- Continue with the provision of Professional Development (if and when required)
- Start on a review of the programme by looking at and updating the questions asked of: staff, students and teachers

_____

~ Section 4 Care & Management of Students ~

_____

Guidance Plan

The College's Guidance Plan was reviewed and evaluated in 2015-16 to reflect the many changes and challenges that now exist in our College in providing for and managing the emotional, mental, spiritual and physical needs of our students. At the heart of the Guidance Plan is a deep commitment to each student's well-being. The revised plan is now represented in seven distinct strands which combined capture the range of supports that are offered to students at Castleknock Community College.

- **Strand 1** – The Guidance Department
- **Strand 2** – The Learning Support Department
- **Strand 3** – The SPHE & RSE Programmes
- **Strand 4** – Physical Health
- **Strand 5** – Inclusion & Diversity
- **Strand 6** – Student Leadership
- **Strand 7** – Chaplaincy

In May of this year the Guidance Team conducted its second review of the Plan and identified three areas that require further development over the course of the next academic year.

- The College is committed to embedding the new Well Being Programme into the new Junior Cycle for First Years.
- The Guidance Department is looking at other interest/aptitude tests for Transition Year Students.
- A Review of the senior cycle RSE Programme will be undertaken to meet the demands and challenges facing our senior students.

_____

Social, Personal & Health Education (SPHE)

The Department has been managed by a steering committee made up of Deputy Principal (Acting Co-ordinator) and a core team of SPHE & Lifeskills teachers. There is a representative from each group on the team with a responsibility to feedback to the teaching team. This model has continued again this year. Staff has been facilitated to attend in-service training and relevant courses to assist them in the presentation of programmes and in their support of young adults.

The work of this Department in the College strives to develop and deliver programmes that address topics and areas of challenge that our young people are experiencing as they prepare to take up their place as active and healthy citizens in the modern world.

Review of Targets set for 2018 – 2019:

- **Further training and development of Schemes of Work to facilitate the embedding of "Ways to Well-being" for senior students will be addressed.** This work continued in conjunction with Super Generation and in-service took place for the LC1 teaching team.

- **To continue to work with the IT Department to progress the SPHE Learning Platform.** This work continued with all documents uploaded to the designated space on the Learning Platform.

- **To facilitate the implementation and assessment of the new "Well-being" Programme for all first-year students and facilitate this development across all subject departments.** The teaching team in second year facilitated student feedback on their own learning this year which was reflected in the twice-yearly student reports in line with formative feedback.

- Re-structuring of Year Head & Tutor Meeting to emphasise Well-being and creating awareness of all staff regarding this. This will be reviewed and further developed this coming year.

- Review the SPHE policy and the "Relationships & Sexuality" policy. These policies have been reviewed and will be finalised by the team before their presentation to the Board to be ratified. The policies have been updated in line with recent circulars and legislation.

- To work with the Student Council to audit the posters etc. displayed that supports the College's commitment to communicating our stance on diversity and inclusion. An audit of the posters was carried out by the Student Council and the main change recommended by the sub-committee was that the "It's your call…" posters were to be redesigned and updated. This work has been completed and is the process of being displayed in the College.

Team Targets for 2019 – 2020:

- Complete the process of policy review and presentation to the Board.

- Continue to update the Schemes of Work.

- To include Year Team meetings to address planning for topics at Junior Cycle.

- To encourage more staff to undertake SPHE & RSE Training.

- To continue to include Student Voice and Feedback is reflected in Department planning, Reporting and Feedback.

- To develop close links with the Guidance Department and the Wellbeing Team.

_____

Student Leadership Planning

Review of Academic Year 2018 – 2019

Student applications to leadership roles in Castleknock Community College is reflective of how students have embraced the College motto "Mol an Óige agus Tiocfaidh Sí", employed the core values of Courtesy, Respect and Responsibility and is an acknowledgement of the leadership potential they have displayed.

Student leadership is a very active programme where senior students are encouraged to take on positive leadership roles to support the wider body. There are a number of roles students can engage with and they are as follows:

- Class Captains & Vice-captains
- Class Representatives on the Student Council
- Mentors (Leaving Certificate 1)
- Prefects (Leaving Certificate 2)

Prefects and Mentors play a key role in the everyday life of the College. Within the Prefect group, a number of students act as Sports Prefects to make a significant contribution to the sporting life of the College.

Prefects are responsible for running the Student Council and feeding back student issues to College management. Student mentors make a significant contribution in assisting first year students make a smooth transition from primary to post-primary education. They also support different events and activities that first year students are involved with.

Targets for 2018 – 2019

- *Work with the SPHE Department to audit posters & student information posted in the College and make recommendations.* An audit of the posters was carried out by the Student Council and the main change recommended by the sub-committee was that the "It's your call…" posters were to be redesigned and updated. This work has been completed and is the process of being displayed in the College.

- *To monitor canteen food provision & facilities.* This matter is a regular feature on agendas for the Council in order to monitor student feedback and suggestions for the providers.

- *Fundraising.* The Council hold a food appeal each year at Christmas time for St Vincent de Paul and this year was a great success. In addition, students held a raffle to raise funds for bins to promote appropriate disposal of waste. Students also invited a past pupil to facilitate an Upcycling Workshop in November. The theme focused on creating Christmas themed gift bags, decorations and wrapping paper from materials already available. The class representatives visited the SPHE/CSPE classes and demonstrated the main elements of workshop. Student work was displayed at the Student Entrance and Main Entrance to inspire the school community to try some upcycling.

- *To consider election of separate council representatives and amend constitution if appropriate.* This academic year saw the introduction of another leadership opportunity for students in the election of a Student Council representative. Students were invited to put their names forward for election and they were given some time to address their class. This proved very successful as the process encouraged students with a genuine interest in the Student Council to come forward. Students will review and amend the Constitution accordingly in Autumn 2019.

Targets for 2019 – 2020

- To explore ways to promote the work of the Student Council further.
- To amend the Student Council Constitution to reflect the new approach to selection of representatives.
- To further the Council's work on recycling etc.
- To explore student ideas and understanding of Wellbeing and gather student suggestions.

_____

Chaplaincy Report

Review of the academic year 2018/2019

- The Chaplaincy Team sought to make the Meditation Room a room for all. The Chaplaincy Team hosted lunchtime meditations and meetings. This did not reach as far into the student body as hoped.

- The weekly contact with LC1 and LC2 students in times reflection, meditation and prayer was very well received from students. In their evaluation forms the feedback was positive stating they would like more time in the Meditation Room.
- The numbers in the Chaplaincy team increased bringing new ideas and challenges. The highlight of the work was the dynamic nativity at the Ecumenical Carol Service.
- The Diversity Committee held the second Intercultural Week in March. There was a variety of events throughout the week, the highlights of which was the Intercultural meal and the "We Are" meal.

Chaplaincy recommendations for 2019/2020

- The team hope to expand its reach throughout the student body. They will continue input at weekly assemblies. They hope to promote the place of meditation in the lives of students using the meditation room as their base.
- The team will continue to acknowledge religious festivals from all faiths.
- Restart meetings between the Guidance Department, Learning Support and the Chaplain as they are a valuable source of communication on the well-being of the students.
- The Diversity Committee will continue its work and hope to have the diversity code; "Embracing our differences unites our community" displayed in each room in the school.
- The Diversity Committee will endeavor to make community links beyond the school walls.
- Continue the use of the electronic notice board as a means of communication with students and staff.
- It would be useful to attend the transition school visits next academic year as they are very informative.
- In collaboration with management and other staff members we hope to introduce a resilience program with the incoming first year group.

_____

Guidance & Counselling Department Report

Guidance & Counselling Department Planning for 2018/19

- We took part in College Awareness week this year; this increased our profile throughout the school.
- A greater number of students availed of the Careers Library during lunch; it is fully stocked with a range of prospectus, computers and printer.
- We organised "Rayse the game" study skills session for thirds tears, this was well received by the year group.
- We delivered a presentation to the 1st year classes at the beginning of the school year to introduce Guidance and our role in the school.
- We created new links with the school's liaison team from Ulster University, UCD Smurfit and Law school and RCSI.
- We took a group of senior students to Dunboyne College of Further Education; this was worthwhile and necessary to introduce them to the PLC sector.
- Following the LC1 Career investigation, we gave each student written feedback.
- We didn't attend Chaplaincy/ LS meetings however we held a weekly Guidance meeting with our Principal John Cronin in attendance.

- One Guidance Counsellor attended a training day delivered by Dr Claire Hayes, Clinical Psychologist on managing anxiety in teenagers.
- The Guidance team attended a workshop on bereavement delivered by the DDLETB Psychological Support Service.
- A lunch time talk on grants and financial support was welcomed by students.
- There was good attendance at the DARE lunch and students were full informed
- Following feedback from the Leaving Certs, some felt they would benefit with more assistance with completing the CAO form and more information on careers and courses outside of Dublin.
- There was poor attendance at our organised career talks towards to end of the school year.
- Majority of students found the service useful and know they can contact us anytime.

Recommendations for 2019/2020

- Host our own careers day (14/11/19) in the college inviting all year groups.
- Have fewer visiting speakers at the latter end of the year.
- Organise a student Guidance team and hold lunchtime meetings in the career's library.
- Give more demonstrations on the filling out of the CAO form.
- Visit more colleges and create more links with industry.
- Trial the REACH + Careers/work experience programme with TYs.
- Attend CPD in the area of counselling/ mental health.
- DATs should take place before the exams due to the intensity of the testing.

_____

Extracurricular Report 2018 - 2019

The College offered an extensive range of extra-curricular activities to its students this year. We are committed to the following aims;
- Promote the physical, emotional and psychological well-being of students
- Nurture and encourage the interests, talents and abilities of students
- Foster interests beyond the academic
- Encourage the development of life skills
- Enhance positive relationships between staff and students beyond the academic
- Provide opportunities for the affirmation of students
- Emphasise the importance of participation and involvement
- Provide opportunities for students to represent the College in various competitions, regionally and nationally
- Promote the College values of Courtesy, Respect and Responsibility

We issue a full timetable if activities to parents/guardians every autumn. Staff, students and parents give generously of their time to ensure the success of the programme. This year we had increased involvement from staff and were able to expand the programme which led to more students participating in extra-curricular activities and numerous successes.

A full time-table of the College's comprehensive extracurricular activities programme was issued to students and parents/guardians in Autumn 2018. Students are invited to engage in the one or more activities in the College Extra Curricular Programme. This year students were offered the chance to participate a range of sports, The College Choir, Debating, Ukulele Club, Irish Club, Library Committee, Chaplaincy

Team, Diversity Committee, Zumba, Table Tennis and the Fitness Suite. Staff members as well as senior students & parents/guardians continued to give generously of their time and talents throughout the year to ensure the success of the programme and this commitment has ensured another very successful year.

Extra-Curricular Activities 2018-19

- Senior Hurling   Dublin Champions & Leinster Finalists
- U14 Hurling   Dublin Finalists
- Senior Gaelic Football   Dublin Semi finalists
- U14 Gaelic Football   Dublin Champions
- 1st yr. Gaelic Football   Dublin Finalists
- 1st yr. Hurling   Dublin Finalists
- Senior Camogie   Dublin Finalists
- Junior Camogie   Dublin finalists
- Senior Girls Basketball   East Region Finalists & All Ireland Qualification
- 2nd Year Girls Basketball   East Region Champions & All Ireland Qualification
- 2nd Year Boys Basketball   East Region 3rd & All Ireland Qualification
- Senior Boys Basketball   East Region Plate Champions
- Cross Country Inter Boys   Leinster Schools Championship Qualification
- Cross Country Minor Girls   Castleknock College Invitational Champions

         West Leinster Champions
         Leinster Champions
         All Ireland Champions

- Athletics   Twenty students qualified for the Leinster Finals
- Hockey Junior Girls   North Dublin Runners up
- Junior Rugby   Development Shield Semi finalists
- Senior Soccer   Dublin League & Metro Cup Champions

Debating

- Gael Linn Irish Debating Regional Finalists
- Matheson National Mace Debating Competition Regional Finalists
- PhilSpeaks Pro-Am Competition Finalists

Choir

- Celtic Tenors Project: The Choir participated in workshops with the Celtic Tenors culminating with a concert at Laurel Lodge on 18th October 2018.
- Participation in DDLETB Festival of Music

Diversity Committee

- The Committee earned the Yellow Flag for Diversity for the College

Pramercia Spirit of Community Award

- The College nominated Adara Garcia, LC2, who was one of 20 national Finalists

~ Section 5 School Management 2018-19 ~

Board of Management – Review of 2018-19

The Board of Management had another busy year with board meetings in September October, December, February, March, April and June.

The Board reviewed and updated the following policies & guidelines.

- Post of Responsibilities (Schedule of Posts).
- Common Enrolment Policy 2018-19 – This included a review of the Policy in line with the Admissions to School 2016.
- The Annual Review of the Child Protection Policy & Counter-Bullying Policy was undertaken in January 2019.
- Learning & Language Support Policy
- CCTV Policy
- Code of Behaviour
- Suspension & Exclusion Policy

Presentations were made to the board by:

- Luana Romila & Ashling Murphy – Student Council
- Ms Kelly McGrath – Modern Foreign Language Department
- Ms Jennifer Doyle & Ms Laura Healey – Religious Education Department
- Mr Shane Davey & Mr Conor Dempsey – Physical Education Department
- Mr John Maxwell on behalf of the Parents Association

The Board were also presented with updates/reports on the following areas:

- The School Improvement Plan (Formative Assessment & Academic Tracking)
- State Examination Results (Junior & Leaving Certificate 2018)
- The Digital Learning Framework for Post Primary Schools
- The Learning & Teaching Policy (Strand 2)
- The Step Up Initiative
- Literacy & Numeracy

The Board were also delighted to be represented at the Annual Awards Ceremony in November, the Carol Service at Christmas and the Graduation ceremony at the end of the school year.

Board of Management - Planning & Recommendations for 2019/20

The Board is committed to planning and reviewing a number of policies in the forthcoming academic year:

- Annual review of the Child Protection Policy and Counter Bullying policy (January/February 2019).
- Learning & Teaching policy (Strand 3) Formative Assessment.
- Critical Incident Policy
- SPHE & RSE Policies.
- AUP & Data Protection Policy
- Uniform Policy (A new tender process needs to commence in Autumn)

The Board will invite the following stake holders to make presentations to the Board in the coming academic year:

- The Students' Council
- The Parents' Association
- The Maths Department
- The Science Department
- Overview of LCA & LCVP
- The Curriculum Development Team

The Board will continue to be updated on the initiatives that the College is undertaking:

- The roll out of the New Junior Cycle programme *(where applicable)*
- The School Improvement Plan (Formative Assessment & Academic Tracking)
- The Step Up Programme
- The Digital Strategy Plan
- The College's Learning & Teaching strategies
- The Literacy & Numeracy strategies.

Management Team Planning for 2018-2019

Senior Management was committed to the on-going review & enhancement of existing policies and practices as part of the School Self Evaluation Programme:

- ✓ The completion of Strand 2 of the Learning & Teaching Policy with an emphasis on "The Homework Policy".
- ✓ The Introduction of the New Junior Cycle Well Being Programme.
- ✓ The review of Attendance & Punctuality Policy in conjunction with the roll-out of the MIS, VS Ware.
- ✓ The Roll out of the new Protocols for the New Child Protection Guidelines

Review of Management Team Meetings 2018-19

Care Meetings for each Year Group were held on a regular basis, allowing the team to focus on the needs of each year group. Additional meetings were scheduled for the LC2 and Third Year Care Teams in advance of their state examinations. The Care Meetings were complimented by a series of Full Management Meetings throughout the year. Minutes of previous meetings were forwarded to each member in advance.

The Care Meetings were attended by their respective Year Heads and her/his Assistants as well as members of Guidance, Learning Support & Chaplaincy teams. The meetings focused on a number of key issues in particular:

- Pastoral Care
- Individual students of particular concern
- Intervention & supports
- Academic Progress and Tracking Process
- Discipline

- Review & planning for key events
- Success stories

The Management Team discussed/reviewed the following-

- **Learning & Teaching Policy:** The policy was further developed over the course of the academic year. The team's focus was on embedding the policy and consideration was also given to Formative Assessment & the Roll out of an Assessment Timetable for the New Junior Cycle.
- Review of Posts of Responsibility AP1s & AP2s
- **Guidance Plan:** The team reviewed the Guidance Plan over the course of the academic year. The team recognised the importance of a strategic approach to managing the care needs of the students in our care.
- **Student Management Policies.** A review of the College's student management policies was conducted by the team over the course of the academic year:
    o Post of Responsibilities (Schedule of Posts).
    o The Annual Review of the Child Protection Policy & Counter-Bullying Policy was undertaken in January 2018.
    o The Acceptable Usage Policy
    o Code of Behaviour (Classroom Management)
    o Suspension & Exclusion Policy
    o School Improvement Plan
- Further training was provided to members of the team following the introduction of the new MIS, VS Ware

Management Team - Planning & Recommendations for 2019/20

The Senior Management is committed to the on-going review & enhancement of existing policies and practices as part of the School Self Evaluation Programme:

- As part of the **Learning & Teaching Policy** the team will focus on Formative Assessment.
- School Improvement Plan 2019-20 (Formative Assessment & Academic Tracking)
- A review of the **SPHE & RSE policies** is required in the new academic year and these reviews will take place in the context of the College's Guidance Plan.
- **A number of** Policies will need to be reviewed in the coming year:
    - The use of Mobile Phones & Tablet Devices – Circular 38/2018
    - Annual review of the Child Protection Policy and Counter Bullying policy (January/February 2019).
    - Learning & Teaching policy (Strand 3) Formative Assessment.
    - Critical Incident Policy
    - SPHE & RSE Policies.
    - AUP & Data Protection Policy

~ Section 6 Parents Association 2018-19 ~

The Castleknock Community College Parents Association continues to be an active and vibrant association. Throughout the school year monthly meetings are held, usually on the first Tuesday of each month. These meetings are generally well attended and are a forum for discussion, of matters relevant to the advancement of the well-being of the students of the College and the fostering of good relations between parents, teachers, students and the school management.

The College Principal attends regularly and actively participates; his commitment to the Parents Association is recognised and is greatly appreciated. Other members of school staff and management are always welcome to attend our meetings and will do so as appropriate. This partnership approach is vital to the effectiveness of the Parents' Association and has enabled the PA to contribute towards many aspects of College life in 2018-2019.

Social

Parents once again arranged an informal social evening in April. It was well attended by parents and was an enjoyable and entertaining evening. In addition a further social evening was hosted by Mr Cronin at CCC in June to celebrate the success of the plant sale and as a gesture of appreciation to all who contributed towards its success.

Communications & Representations

The Parents Association regards effective communication as a core function in its operation and considers it essential that all parents, whether or not they are active in association affairs, are at all times fully informed of our activities.

Our PA Database continues to grow and we are currently in contact with about 600 parents via email, it is our aim to eventually capture contact details of all parents. To assist with this the College has agreed to include with enrolment packs for parents of new first year students, a request from the PA for parents to supply their email addresses. Our Newsletter which is published four times a year is distributed via email and is also posted on the College website for parents who do not use email. Notice of monthly meeting, details of other PA events and requests for assistance with College activities are all sent via email. The PA also operates a Twitter account.

The PA was invited by College management to deliver presentation to parents of prospective students to inform them of the activities of the PA. Two such presentations were delivered and an information desk was set up on each occasion.

Review of College Policies

This year the PA assisted in reviewing the following policy:
- Formative Assessment
- Implementation of the New Junior Cycle (Assessment Timetable)

Other PA Activities

Other areas where the PA was involved included –

- Parents continue to support the Learning Support Department by providing readers/scribes for house exams.

- *School Uniforms* – The used uniform sale is held on the Saturday after the State exams. All items are donated by parents and the proceeds are donated to Pieta House. To assist parents of first-time students College management has also agreed to place a photo on the school website illustrating the correct wearing of the school uniform for both junior and senior students. In addition Grant's uniform retailers set up a pop-up shop in the College, this was designed to facilitate parents who wished to avoid travelling to their main shop in Manor Street and was a great success with excellent feedback received from parents and from Grant's who reported that the shop had been consistently busy all during the time it was open.

- *Used School Book Sale* – For the first time this year, the PA with the assistance of the school organised a used school book sale. This was held in tandem with the used uniform sale and afforded parents and students the opportunity to sell their used text books. This appeared to be a success and was well received. It is an initiative which is likely to be continued in the future.

- *Talks/Lectures* - The guest Speaker at the AGM in September was Hannah – on the them of *Well Being & Sport*. The Spring talk was presented by Jacintha Kitt (Trinity College) on the theme of the *Managing Conflict with Teenagers.*

- The PA provided assistance for extra-curricular school activities in sporting and other areas.

- The PA continues to receive approaches from commercial concerns regarding their services. It was agreed that parents would be made aware of all such approaches in the event that they may be interested in the services on offer. This is done at monthly meetings and via regular channels of communication. The policy of the PA is not to endorse any such products or services.

- *Finance* – The introduction of portable card payment terminals to facilitate debit/credit card payment have enhanced sales at the Annual Plant Sale and has certainly benefitted from a security perspective in reducing cash handling.

- *The Mock Interview Programme* continued this year. This initiative has proven to be a great success and has gone from strength to strength. A large number of parents volunteer their experience and expertise and for the first time, this year formal feedback from students was requested and analysed.

- *Annual Plant Sale* - the Annual plant sale continues to be a major community event and a very significant fund raiser for the school. The event could not take place without the commitment, expertise and leadership of the plant sale committee and the PA is greatly appreciative of their efforts. The mobile payment terminals previously referred to were of great assistance at the sale and also contributed to the security of the event by reducing cash transactions.

- *Governance Activities* - The Parents Association last year ensured that it is compliant with GDPR and took out public liability insurance to cover events such as the plant sale. Tickets for the Debs ball are now sold on the Debs Ireland website to reduce cash handling risks.

Parents' Association - Planning & Recommendations for 2019/20

- The Parent's Association contributes to the success of the college and that is due to the years of work carried out by parents in building up the activities of the association. There is a need to develop the depth and capacity of the PA by ensuring continuity of active members and that can only happen by First Year Parents becoming involved early on and parents attending the monthly meetings. This also relates to activities such as the Plant Sale where there is a dependency on a few key individuals that needs to be addressed over the coming year. The Parents Association will actively seek to increase participation commencing at the AGM in September.

_____

~ Section 7 Adult Education ~

_____

Review of the Academic Year 2018/19

- A total of 27 classes ran in the Autumn Term and 27 in the Spring Term. A total of 360 participants enrolled in the College's Night Class programme in the Autumn Term with 367 enrolling in the Spring Term. This represents a combined total of 727 participants for the academic year 2018/19. This represents a decrease of 64 participants or 8% in the numbers enrolled in the college's Night Class programme when compared to 2017/18.

- A total of 4,440.00 enrolment hours were generated in the Autumn Term with 4,534.00 hours being generated in the Spring Term. This resulted in a total of 8,973.00 enrolment hours for the academic year 2018/19. This represents a decrease of 8.6% or 844.30 hours when compared to the enrolment hours generated in 2017/18.

- The Department is pleased to report that the College's Night Class programme created employment for 18 tutors in the Autumn Term and 18 tutors in the Spring Term.

- Alongside this work, the Director of Adult Education publishes a Night Class brochure for both the Autumn and Spring Terms and organises the printing and distribution of 11,000 brochures in the local area each term.

- These brochures are also made available to download from the Adult Education section of the College's website. The Director is also responsible for the hosting of two Enrolment Nights in the College each term.

- The Director is also responsible for updating the College's course listings in the Adult Education section of the Dublin & Dun Laoghaire E.T.B. website as well as its annual composite brochure. Based on the results of the Department's electronic surveys, this online enrolment system now accounts for 83.3% of enrolments in the College's Night Class programmes.

- The Director also continues to offer and administer a postal enrolment facility each term and continues to respond to many phone calls and e-mails each term and throughout the year.

- The Department makes extensive use of the computerised enrolment system to contact participants by web text and e-mail to alert them of enrolment dates, upcoming courses and other relevant information. As previously mentioned, the Department also continues to conduct and review an electronic survey of the Adult Education programme offered by the College. This survey is completed at the end of each term by participants enrolled in our Night Class programme. The Director is also responsible for the setting-up of contracts and the monitoring of payroll for Night Class tutors each term.

Review of 2017-18 Recommendations

Expand & Enhance the Range of Classes on Offer:

- The Department is keen to continue to promote and expand the range of courses on offer in the College's Night Class/Adult Education programme. Many potentially new classes are currently being discussed with different tutors, with an eye to including them in the Spring Term or perhaps in the next academic year. As there will be an Acting Director in charge, it was felt that it would be prudent to first run the Autumn term with the current rotation of classes on offer and then expand in the second term if the Acting Director felt confident to do so, or else hold off until the Director returns from Maternity Leave.

The Work of Self-Evaluation & Engagement with Service Users:

- This continues to be an integral tool in our process of self-evaluation of the programme. In 2013/14 the Department piloted the use of electronic surveying to enhance its capacity for self-evaluation, through the use of Survey Monkey and Google Docs surveys. The Department adopted this practice once again this year by using a Google Docs survey at the end of both the Autumn and Spring Terms to elicit feedback from participants in the College's Night Class programme. A summary of the results of these surveys is outlined in the following section of the report.

Offering the Best Possible Service & Experience to those Enrolled in its Night Class Programme:

- There was a total of 66 respondents to the **Spring Term Survey**. 95% of respondents rated the standard of service provided by the Department as being either excellent or very good. Based on their experience of the College's Night Class programme, 95.5% of those surveyed said they would recommend the college's Night Class programme to a friend.

Working with Senior Management to off-set the Financial Impact of Running the Night Class Programme:

- The Department is keenly aware of the costs incurred by the College in the running of the Night Class programme and continued with the policy adopted in 2013/14 to restrict the number of nights the College is used to host Night Classes to two nights per week, namely Monday and Tuesday evenings.
- The Director of Adult Education also actively engaged with the College's maintenance staff to ensure that the college's heating and lighting systems were used only when appropriate and were deactivated when not needed, especially in the final weeks of the Spring Term.

Expanding the profile of the Adult Education programme within the local community

- Social Media profiles were set up on Twitter and Facebook in order to heighten awareness around our classes on offer, and to create an online presence for our advertising. The aim is that it will reach more people, getting the message out via connecting with local businesses and organisations online.

Recommendations for 2019/20

- The Department will continue to offer the best possible service and experience it can to those who enrol in its classes.
- The Department will continue its work of self-evaluation, through the use of electronic surveys, to monitor and improve the service it provides to the local community and to those who engage with its services.
- The Department will continue to work with Senior Management to off-set the financial impacts of the running of the Night Class programme on the wider school budget.
- The Department will endeavour to expand and enhance the range of classes currently on offer as part of the College's Adult & Community Education programme, although it should be noted that this may prove challenging for the upcoming academic year, given that the Director will be on Maternity Leave and an Acting Director will taking over.

Notes:

_____

Overview of Policy Development

Policy Development Checklist	Policy	Working Document in Place	Ratified by BOM	Review Date
1 Admissions & Participation Policy	Policy		March 2018	February – March 2020 (Annual)
2 Counter-bullying	Policy		February 2018	February 2020 (Annual)
3 Attendance & Punctuality	Policy		January 2018	January 2021
4 Child Protection	Policy		February 2018	January 2020 (Annual)
5 Dignity in the Workplace	Policy	Yes (ETBI)		
6 Code of Behaviour & Code of Discipline	Policy		October 2018	February 2021
7 Guidance Plan	Policy	Yes	May 2018	May 2020 (Annual)
8 Suspensions & Exclusions	Policy		March 2018	January 2021
9 Acceptable Usage Policy (AUP) **Policy under review in line with new Department Guidelines.**	Policy	Yes	June 2017	May 2020
10 SPHE/Pastoral Care	Policy	Yes	October 2013	September 2019
11 Relationships & Sexuality (RSE) / SPHE	Policy	Yes	October 2014	September 2019
12 Religious Education	Policy	Yes		
13 Special Needs & Learning Support	Policy		April 2015	April 2020
14 Uniform	Policy	Yes	February 2017	May 2020
15 Critical Incident	Policy		June 2017	November 2020
16 Substance Use	Policy		May 2018	November 2021
17 Learning & Teaching Policy (Includes Homework & Assessment Guidelines)	Policy		May 2016	On-going Reviews
18 CCTV & Data Protection	Policy	Yes	March 2015	March 2022

Guidelines Development Checklist	Guidelines	Working Document in Place	Ratified by BOM	Review Date
1 Staff Development	Guidelines	Yes		
2 Tracking Students	Guidelines	Yes	Annual Review	
3 VS Ware	Guidelines	Yes	Annual Review	
4 Green Schools	Guidelines	Yes		
5 Extracurricular Guidelines	Guidelines	Yes	Annual Review	
6 Student Enrichment	Guidelines	Yes		
7 Student Leadership	Guidelines	Yes	Annual Review	
8 NQT / Mentoring	Guidelines	Yes	Annual Review	
9 Allocation/admission of students to subjects. (Higher/Ordinary/Foundation) TY/LC/LCVP/LC Applied	Guidelines	Yes		
10 Allocation of students to classes (streaming/banding/mixed ability)	Guidelines	Yes		
11 Curriculum or Programme Provision / Subject Choice	Guidelines		February 2018 (Subject to Allocation)	January 2020 (Annual)
12 Health, Safety & Welfare	Guidelines	Yes		On-going Reviews
13 Home-School/ Primary School Links	Guidelines	Yes		
14 Interculturalism	Guidelines	Yes		
15 Record Keeping	Guidelines	Yes		
16 Curriculum Development	Guidelines	Yes	Annual Review	

Appendix 1

Self-Evaluation Report & School Improvement Plan 2019-20

1. Introduction
This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1   Outcomes of our last improvement plan from
See School Report 2017-18

1.2   The focus of this evaluation

We undertook self-evaluation of Leading Teaching and Learning during the period October 2017 to February 2018. We evaluated the following aspects of teaching and learning:

- Formative Assessment
- Student Tracking & Monitoring

2. Findings
2.1 This is effective / very effective practice in our school

Using the Domain of Leading Learning and Teaching from the *Looking at our Schools* document, we used the Standards of Effective Practice as a benchmark for our current work in this area. We identified the following main strengths of the school in Formative Assessment and Student Tracking & Monitoring:

- Literacy and Numeracy data that comes with students is helpful, as are the review of results, tracking and analysis of same
- CAT & DATs results: used as baseline for expectations in learning outcomes; used to inform students and parents and teachers with regards to mixed ability teaching, differentiation etc. we continue to maintain high expectations for students all students
- Tracking & Academic Monitoring Strategy which profiles student performance in house exams and enables us to provide feedback to subject departments
- Tracking meetings as a result and plans established to support students
- Working with parents
- Access Reading & Access Maths: gives us indicators of how students are achieving
- Care Meetings- we monitor our students and adjust support where necessary- this considers the pastoral Care structure of year heads, Guidance, Chaplaincy etc.

2.2. This is how we know

List the evidence sources. Refer to students' dispositions, attainment, knowledge and skills.

- Target setting & Tracking: (2) Students engage with this as it gives students focus. It provides students with an opportunity to set their own challenges and goals, and encourages them to be accountable for their own learning, to reflect on impediments to their own learning.
- Tracking Meetings with students
- Parent Teacher Meetings
- End of year reflection
- Feedback at Care Meetings
- Staff Survey
- Programme Evaluation

2.3 This is what we are going to focus on to improve our practice further

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

- Formative Assessment, with a particular focus on increasing use of success criteria, Peer Assessment, and Feedback strategies
- Utilising student tracking information to further inform teaching and learning, with particular focus on Literacy and Numeracy, Differentiation, planning for students' needs

3. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Our Improvement Plan
Timeframe of this improvement plan is from September 2018 to May 2020

Targets	Actions	Persons/ groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Our Students will demonstrate measurable improvement in their ability to reflect and evaluate their learning by engagement in Peer and Self-Assessment and Reflection and implementation of teacher feedback.	Increase teacher confidence in use of Formative Assessment by sharing practice from colleagues Facilitate sharing of practice by JC Team and those teachers who engaged with IL this year Provide Further Training in the area of Formative Assessment to whole staff in a differentiated way The Principal and other leaders in the school encourage teachers to develop in their practice of Formative Assessment, and to share their practice The Principal and other leaders in the school encourage teachers to share their practice (p. 22, LAOS)	SMT JC Team Instructional Leadership Team SMT Subject Departments Learning Department	Colleagues share practice via a range of approaches: ➢ whole staff meetings ➢ carousel workshop, ➢ one to one coaching ➢ JC Team bulletins ➢ Dept. Meetings ➢ Collaborative Period (40 mins) Training organised and schedule as part of CP hours Observable increased engagement of students in Peer Assessment An increase in the creation and use of success criteria/ utilisation of NCCA Toolkit on Formative Assessment at subject department level and in individual lessons Improvement in the quality of classwork/ homework as a result of feedback such as 'two stars and a wish' Increased student engagement in reflection on their learning Training planned and implemented re use of SharePoint, including sharing of practice	2018-2019 JC Team change of name to Curriculum Development Team Whole staff training in ways of using SharePoint to share practice and collaborate took place in September. Sharing of Practice was facilitate in the following ways: Staff presentations at whole staff meetings 2 newsletters from the Curriculum Development Team Formative Assessment an item on agenda for all Subject Departments Sharing of Practice via JC collaborative time There has been an increase in engagement of students	

				in peer assessment- nature of CBAs and involvement of Step Up Improvement in quality of students work as a result of using formative feedback and student engagement in reflection Focus on creating Formative Feedback comments in each subject department, to be trialed with First Year Summer House Exams.	