

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.



# School Report 2020-2021

## Castleknock Community College

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# Principal's Foreword to the 15<sup>th</sup> Annual Report

July 2021

A Chara,

The 15<sup>th</sup> Annual Report reflects the College's on-going commitment to Learning & Teaching and to the Well Being of all those who work together in our College. Moreover, the Report acknowledges that much of the planned work over the last academic years was suspended due to Covid 19. The priority for the last academic year focussed on health & safety and the delivery of the effective delivery the curriculum.

The College is deeply committed to developing a professional community of teachers and over the last seven 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 (October 2018) & Music (November 2019) subject inspections the team continues to provide guidance on best practice in Formative Assessment and Feedback. Moreover the team is committed to developing best practice for teachers and students engaged in online learning.

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 are included in all subject planning. The College participated in the 2018 PISA Testing and the scores were received in June 2020 revealing that in all three areas of study Maths, English & Science Castleknock achieved a higher mean score than the National and European average.

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 four 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. From March 2020 the Digital Plan was accelerated due to Covid 19 and the introduction of online learning. During this period the College migrated over to the Microsoft Teams Platform. The College is committed to developing this platform in addition to "Microsoft Classroom" to ensure that teachers and students can continue their online classes in the event of further closures.

*The College Guidance Plan* was completed by a team of teachers in 2016. 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 2019 the plan received its first

evaluation and three areas were identified. (i) The College's commitment to embedding the new *Well Being Programme* into the new Junior Cycle for First Years. (ii) The Guidance Department use of other interest/aptitude tests for Transition Year Students. (iii) A Review of the senior cycle RSE Programme to meet the demands and challenges facing our senior students. The revised Guidance Plan was ratified by the Board of Management in April 2021.

Over the course of the last academic year *The Board of Management* conducted its annual review of a number of policies & guidelines. In considering the Admissions Policy for the 2022 Academic Year the Board was required to address the findings of a recent Workplace Relations Commission (WRC) ruling in relation to the College's Admissions Policy and its provision for Church of Ireland students. The Board also reviewed and updated the College's Code of Behaviour and Suspension & Exclusion Policy alongside its annual review of the College's Child Protection Procedures and Counter Bullying Policy. The Board also received presentations on the Guidance Plan & the role of the Parents Association. The Board has also identified a number of policies to review in the next academic year including the Attendance & Punctuality Policy, The Colleges Substance Abuse Policy & The Learning Support Policy.

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 Policies while supporting the Learning Support and Guidance Departments in very practical ways. Moreover the Association continues to offer other services including its work with the senior cycle mock interviews, the second hand uniform sale and workshops and talks. Due to Covid 19 a lot of the planned events were cancelled or deferred.

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.

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

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

August 2021

## ~ Section I: Mission & Educational Aims ~

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### ~ 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.

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### ~ 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 Tíocfaidh 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.
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## Section 2 - Leading Learning & Teaching

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### 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.
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### Follow Through Inspection (MLL) March 2017.

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.

## College's Response to Recommendations

The Curriculum Development Team has annually updated the College's *Learning & Teaching Policy* which is designed to be a 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.

Over the last academic year the team has worked on *Strand Three* of the Learning & Teaching Policy with an emphasis 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. Due to the disruptions caused by Covid 19 this element of the Policy will remain the focus of the team in the coming academic year.

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## Curriculum Development Team 2020 -21

Central to the success of the College's Learning & Teaching Policy is the work of The Curriculum Development Team which 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.

Based on staff professional knowledge and understanding as well as an awareness of current research-based evidence into high-quality learning and teaching, The Curriculum Development Team has identified key principles which shape its pursuit of consistency in learning and teaching in the classroom based on Instructional Leadership, Blooms Taxonomy, The Magenta Principles, and The Step Up Programme. These are:

- Active Methodologies and Strategies based on Instructional Leadership and the Magenta Principles
- Effective Questioning and Oracy

- Modelling
- Scaffolding
- Success Criteria
- Independent Research
- Assessment (Formative & Summative) and Effective Feedback.

Over the last academic year The Curriculum Development Team has worked on the redesign of The College's "Teaching & Learning Policy". The Policy has been transformed into a resource back that now enables teachers to reference templates and best practice to enhance their teaching. This policy is also a framework for teachers and parents associated with our College and captures the variety of practices, planning and supports involved in providing the best learning and teaching opportunities to ensure the learning experience of our young people is effective and well supported.

Our collaboration as a learning and teaching community alongside peer and self-evaluation provide opportunities for staff to share good practice and develop professional skills to continually improve their teaching practice. The College's Learning & Teaching Policy provides for frequent professional dialogue and learner feedback to ensure we are meeting the needs of all young people within Castleknock Community College.

The next challenge for the College is how we continue to enhance the learning experience of our students against the backdrop of Covid 19. While the College has made dramatic advances in supporting online learning there is also a need to keep the core principles of teaching and learning at the heart of all our activities. Our staff survey at the end of the academic saw an emphasis on the need to further develop the skills of student self-evaluation and peer evaluation. Moreover, as schemes of work are reviewed the new emphasis will be on Units of Learning for each subject. There will be opportunities in the coming academic year for subject departments to focus more on these two areas with an increase in the number of Croke Park hours being committed to Subject Planning.

For the 2021-2022 academic year the team will focus on developing strategies that will support support the skills required to develop Units of Learnings and further develop the range of strategies required to embed student self-evaluation and peer-assessment.

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## School Self-Evaluation 2020-2021

While the third strand of our School Self Evaluation Process was due to conclude in 2020, due to Covid 19 and the subsequent interruption to schools, we continued with this strand over the course of this academic year. Despite continued disruption to learning and teaching over the course of this academic year, Assessment for Learning remained at the centre of our planning and the following was achieved:

- Continued to focus on using Formative Feedback in student reports and student work across all year groups
- Teachers began using Voice Note tool recordings of formative feedback on MS Teams
- Sharing of practice and useful resources continued via MS Teams and SharePoint

- Exploration and implementation of alternative methods of assessment online; including online quizzes, use of MS Assignment and OneNote.
- Staff, students, and parents surveyed in May 2021. Results used to identify areas to focus on for academic year 2021-22.

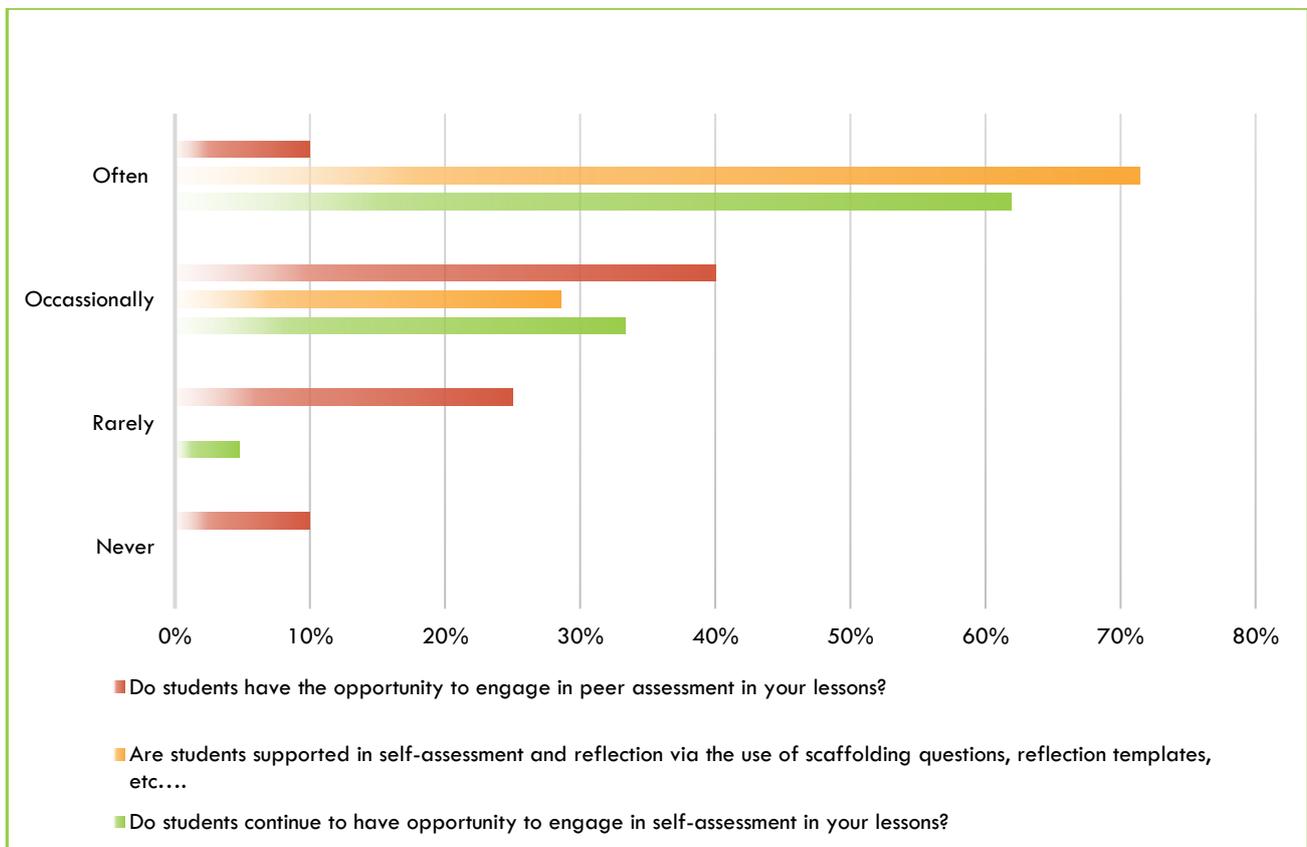
### Staff Survey Results - May 2021

- 61.9% of Students continued to have opportunities to engage in self-assessment in lessons this year.
- 17.4% students were often supported in self-assessment and reflection via the use of scaffolding questions, reflection templates.
- 25% of Students Often and 40-% Occasionally have the opportunity to engage in peer assessment in your lessons?
- + 43% of staff surveyed said that students had the skills to engage in peer and self-assessment, while 14% said that students require further support.

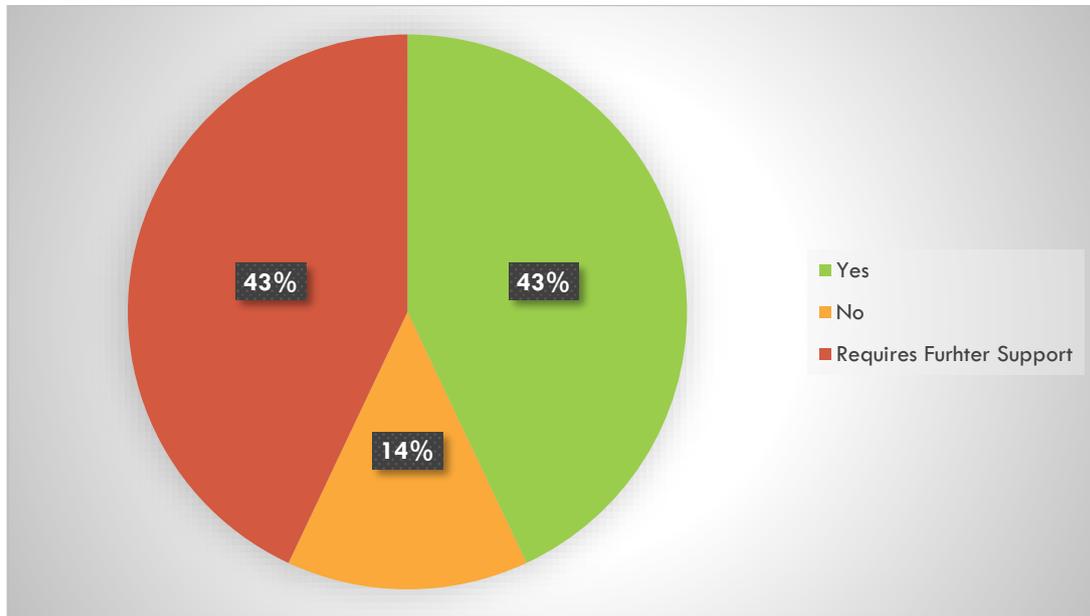
The results of this survey, together with consultation with staff, will frame the direction of our School Self Evaluation Process for 2021-22.

### Staff Evaluation Summary

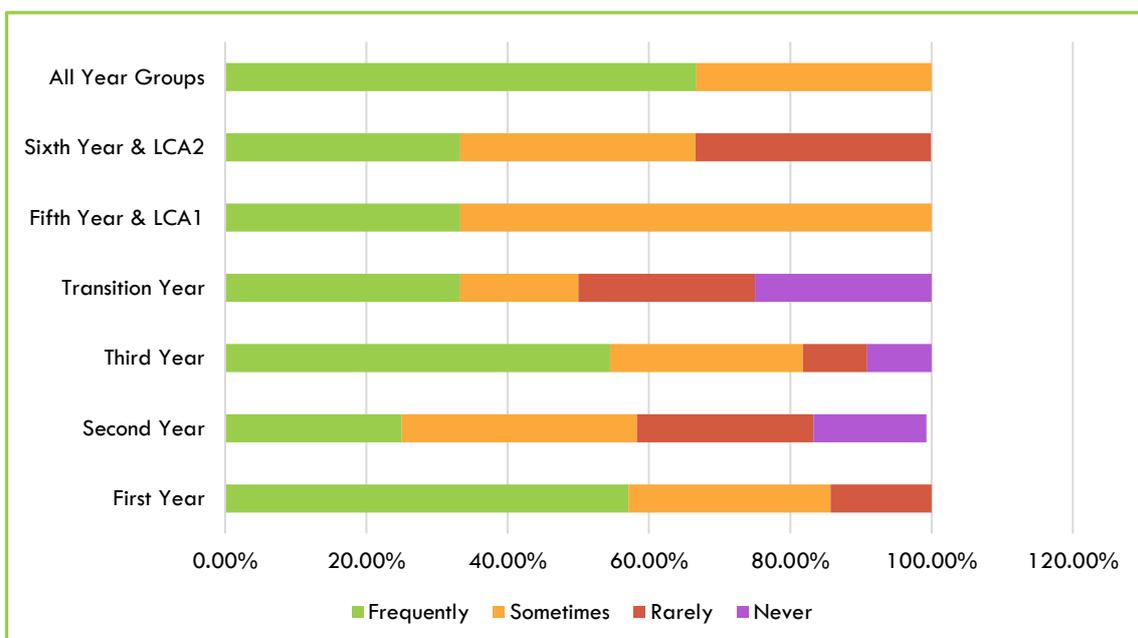
#### Question 1: Formative Assessment – Peer & Self-Assessment



Question 2: Do students have the skills to engage in peer & self-assessment, or is this something that you think requires further exploration and support



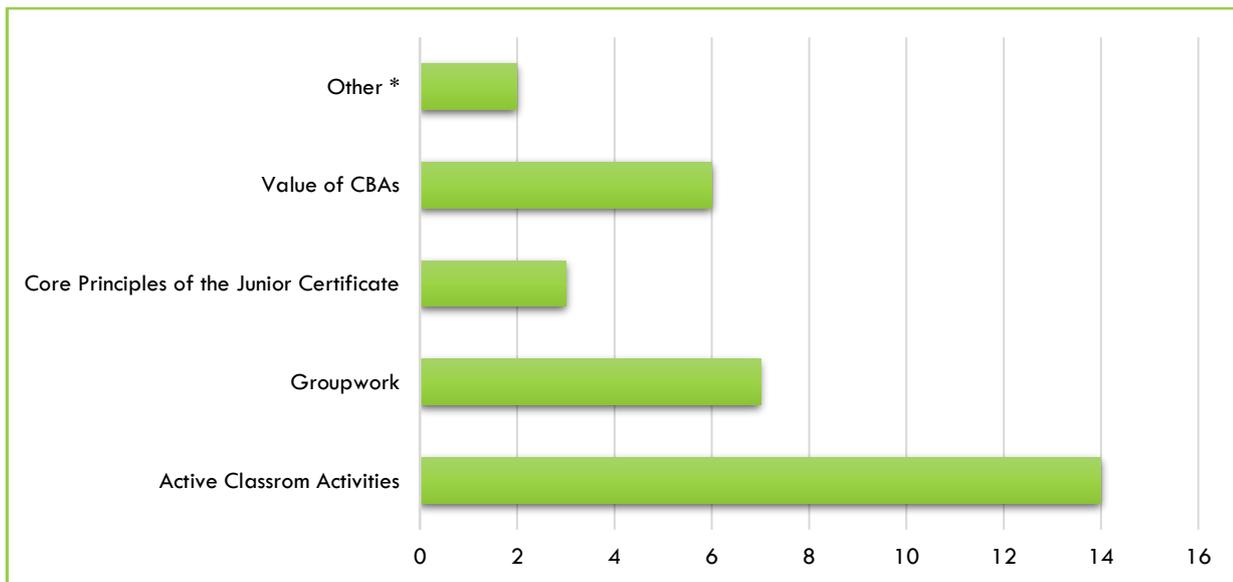
Question 3 With which Year Groups are you most likely to use Formative Assessment Strategies?



Question 4. Are there areas of Formative Assessment that you would like further training in?

- Refresh strategies commonly used and introduce 2new initiatives for embedding.
- Differentiation

Question 5 Are there any curriculum areas the College needs to prioritise in the Academic Year 2021-22



\*If you ticked 'Other', please list the other areas of curriculum development that you would like to see prioritised in September:

Highlighting areas of Wellbeing for Junior Cycle teachers in all subject areas not just PE, SPHE, CSPE etc.



## Literacy & Numeracy

### Literacy Report 2020-21

This year the Literacy Team continued to work on the promotion of reading for pleasure amongst the College community. A student centred approach remained core to this approach, and the Lit Club has continued to grow to over 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:

- Utilised 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
- Links were made with the Curriculum Development Team on the promotion of methodologies that support inference and critical thinking
- Reading classes & Class Sets: English teachers involved were consulted and this resulted in the purchase of agreed class sets of novels thus ensuring that the class had read a novel from beginning to end.
- New books ordered for the Library and book displays regularly updated by the Lit Club
- Increased access for students during lunchtime- four days a week
- Second-hand books were carefully gift wrapped and distributed to staff in time for Christmas.
- Members of the Lit Club wrote an updated version of *The Night Before Christmas* and performed it for a class of First Year Students.
- Friday has become 'Games Day' in the Library, with students engaging in a range of board games including Chess and Draughts.
- The Staff Book Club continued to meet over the course of the year
- 'Take one Leave one' bookshelves established throughout the College
- We successfully applied for funding from Post Primary Languages Ireland to secure reading resources for MFL. Books and dictionaries in Romanian, French, German and Spanish were purchased as a result.

### Literacy Planning for 2021-2022

- Display Literacy Methodologies on a notice board in the staff room.
- 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.
- Ensure students are informed from the start of the academic year re the process for borrowing books from the library.
- 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
  - Continue to develop the Library
  - Implement overflow for board games and facilitate Chess Club in the Library at lunchtime
  - Continue to develop the MFL section in the Library and purchase more resources for this project.
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## Numeracy Report 2020-21

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.

### 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 2020:
- The team distributed a Numeracy Audit for Stem subjects, 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 distributed and returned to the Numeracy Team
- posters were purchased and displayed in classrooms strategically over the course of the year as the relevant topics were being taught.

## Numeracy Planning 2021-2022

- 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 creation and regular updating of a Numeracy notice board for students
  - The development of a student group to input to the Numeracy Team
  - The implementation of an integrated approach to teaching Numeracy skills, with Maths linking in with Home Economics, Geography, Business, and the Technology subjects
  - To continue to promote Numeracy across the College.
- 

## The New Junior Cycle Programme (Progress Report)

Subject Departments continue to develop their assessment techniques to ensure Learning Outcomes are being assessed. Formative Feedback was further developed this year, and comments pertaining to the Wellbeing aspects of the curriculum are now a feature of Student School Reports for all junior year groups. Comments that focus on providing formative feedback have now been embedded across the curriculum on student reports together with the new Junior Cycle grade.

This year the College entered Phase 5 of the Revised Junior Cycle, which saw our First Year students engaging with the new specifications for Technology subjects and Religious Education.

A calendar for the implementation of CBA's and SLAR's was devised by Subject Departments in an attempt to alleviate pinch points on the academic calendar. A working group has been established which will focus on ascertaining the challenges inherent in implementing the full cohort of CBA's and how these might be mitigated going forward.

On the basis of consultation with staff, plans were put in place to incorporate the 400 hours of timetabled Wellbeing for First Years 2020-21.

The College engaged in a full day of CPD hosted by the JCT Team in the area of *Planning for Student Centred Learning – Curriculum in Context*.

## I.T. Developments at the College

In 2019 the Digital Learning Team, having gathered and evaluated evidence from an IT Audit and surveys devised a Digital Learning Plan which to focus on the following domains from the Digital Learning Framework:

### Dimensions and Domains from the Digital Learning Framework

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

Standard	Statement
3.2 The teacher selects and uses planning, preparation and assessment practices that progress students' learning	<p><b>Effective Practice:</b> Teachers use a range of digital technologies to support assessment of learning and assessment for learning</p> <p><b>Highly Effective Practice:</b> Teachers design and use a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate their validity and reliability.</p>
4.4 Teachers contribute to building whole- staff capacity by sharing their expertise	<p><b>Effective Practice:</b> Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment</p> <p><b>Highly Effective Practice:</b> Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students.</p>

## DOMAIN: (From Digital Learning Framework)

## STANDARD(S):

1.2 The teacher selects and uses planning, preparation and assessment practices that progress students' learning.

4.4 Teachers contribute to building whole- staff capacity by sharing their expertise.

## 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.

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.

## TARGETS: (What do we want to achieve?)

Increased use of the O365 system, particularly the email function

Greater use of digital technologies in the completion of CBAs in the pilot classes.

Enhanced awareness of the various technologies that can be used to support Teaching and Learning by all staff through various in-house training sessions.

The team set the targets below to work on over the two years of the plan:

Target	Progress
Increased Use of the OS365 system, particularly the email function	The closure of schools on 12 <sup>th</sup> March 2020 resulted in the acceleration of this target. Office 365 is now the only platform being used in the College. During the 2020 and 2021 school closures lessons moved to MS Teams. Teams have been created for each class and is used teaching, assessment, and collaboration. Teams is used for assemblies and information meetings for parents.

<p><b>Greater use of digital technologies in the completion of CBAs.</b></p>	<p>Use of digital technology featured in CBA completion this year. 17 of 21 teachers who responded to this year's survey on digital technology identified CBA completion as an area where Digital Technology would play a role in teaching in the future. This would indicate that this is a target that will remain part of future digital planning.</p>
<p><b>Enhanced awareness of the various technologies that can be used to support Teaching and Learning by all staff through various in-house training sessions.</b></p>	<ul style="list-style-type: none"> <li>• Time was allocated at the start of the academic year 2019 – 20 to training in MS teams. This training was facilitated by volunteers from the teaching staff</li> <li>• Eight members of the teaching staff volunteered to become Digital Leaders who would be available to train and advise staff on use of digital technology for teaching and learning.</li> <li>• Four members of teaching staff who responded to the 2021 survey indicated they would be willing to give demonstrations on Digital Technology to the staff.</li> </ul>

## Digital Leaders

### Role of the Team

It was agreed that the team should focus on:

- Teaching and Learning · Supporting some staff with the basics of Teams
- Supporting some staff with utilising what they already know to the fullest · Encouraging staff to learn from each other
- Promote use of Teams at staff meetings
- Sharing tips and expertise with staff.
- Communication with staff on matters IT
- Promoting Digital Literacy in the College
- Bridging the gap between secondary school and college

Members of the team volunteered to be available to staff in person or via email to support colleagues with utilising Teams for assessment, tracking and giving feedback to students & iPads. The team contributed to an information newsletter which was sent to all staff at the end of the first week of school closure.

## Digital Technology Surveys 2019 & 2021

All teaching staff were given the opportunity to respond to a survey on use of technology in the College during 2019 and at the end of the academic year 2021. In 2019, 29 teachers responded to the survey and in 2021 responses amounted to 21. The 2021 survey was given to staff with a view to exploring if any changes in attitudes to and behaviour around digital technology had occurred over the past two years. Students and Parents were also given the opportunity to respond to a survey on this topic. The results of these surveys will be available in September.

### Survey of Teachers

The differences in behaviour and attitudes is outlined below: The figures in each table indicate the numbers of responses.

#### How Frequently do you use digital technology in your classroom?

Frequency	2019	2021
Every Lesson	NA	9
Daily	20	9
Once a week	NA	3
Once a fortnight	1	0
Once a month	6	NA

#### Do you agree that Digital Technologies are an essential tool in providing our students with 21<sup>st</sup> Century Skills?

	2019	2021
Yes	25	22
No	2	0
Unsure	2	

#### Please tick next to the platforms you are familiar with/have used

Platform	2019	Platform	21
Office 365 Forms	14	Office 365	18
Office 365 word/excel/powerpoint	29	MS Forms	11
Office 365 Onenote/Class notebook	9	Word	19
Padlet	5	Excel	7
Showbie	2	Onenote	4
Kahoot	13	OneDrive	8
Edmodo	10	MS Teams	20
Schoology	0	Powerpoint	21
iMovie	2	Mentimetre	3
Keynote	2	Kahoot	15
Garage Band	0	Padlet	2

Duolingo	5	Other	2
Google Expeditions	0		
Explain Everything	2		
Everyone Can Create	0		
Mentimetre	8		
Other	2		

Where do you see Digital Technologies Playing a role in your teaching in future?

	2019	2021
Assessment	20	17
Research	23	15
Revision	18	20
Group Work/collaborative tasks	13	17
Creation of E-portfolios	13	9
CBA Completion	22	17
Communication	20	18
Other	0	2

Would you be in favour of your students having managed educational devices for classroom use? (i.e they cannot download anything or play games etc) and you had the ability to control their devices from yours?

	2019	2021
Yes	18	17
No	3	0
Maybe	8	4

## Please indicate your views concerning the below statements

Please indicate your views on the statements below:

### 2019 Responses

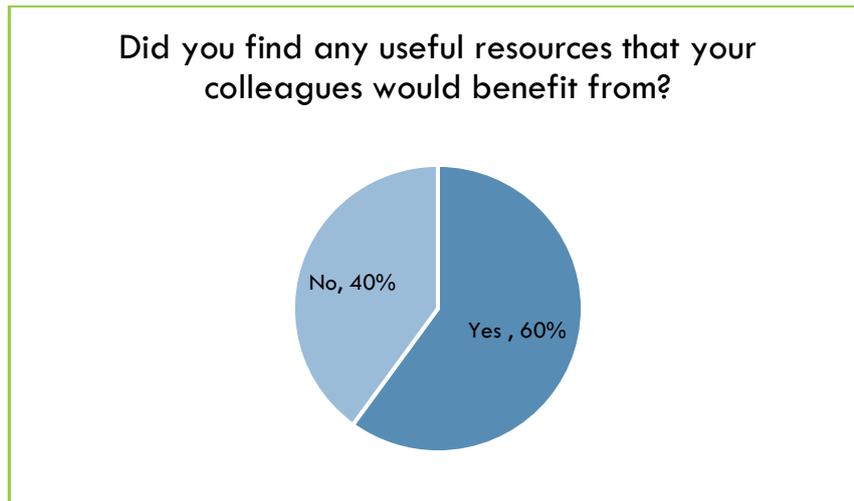
Please indicate your views on the statements below:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Using digital technologies gives ownership to students		3.4%%	17.2%	69%	10.3%
Using digital technologies makes differentiation easier		18.8%	41.4%	34.5%	10.3%
Using digital technologies actively engages students	3.4 %	6.9%	17.2%	51.7%	20.7%
Using digital technologies supports innovation	3.4%	10.3%		69%	17.3%
Using digital technologies supports inclusion	6.9%	13.8%	24.1%	44.8%	10.3%
Using digital technologies supports the inquiry process		3.4%	17.2%	62.1%	17.2%
Using digital technologies enables students to engage more in project based learning activities		3.4%	17.2%	55.2%	24.1%
Using digital technologies facilitates instant formative feedback		6.9%	24.1v	55.7%	17.2%
Using digital technologies assists in planning collaboratively		10.3%	0	51.7%	10.3%

### 2021 Reponses

Please indicate your views on the statements below:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Using digital technologies gives ownership to students			14.3%	47%	38.1%
Using digital technologies makes differentiation easier			36.4%	50%	13.6%
Using digital technologies actively engages students		4.5%	13.65%	50%	31.8%
Using digital technologies supports innovation			4.5%	59.1%	36.4%
Using digital technologies supports inclusion		31.8%	22.7%	27.3%	18.2%
Using digital technologies supports the inquiry process		9.1%	4.5%	54.5%	31.8%
Using digital technologies enables students to engage more in project based learning activities		4.5%	9.1%	40.9%	45.5%
Using digital technologies facilitates instant formative feedback		4.5%	22.7%	27.3%	45.5%
Using digital technologies assists in planning collaboratively			31.8%	22.7%	45.5%

Teachers were asked to respond to the following in 2021: The questions were chosen by the Digital Learning Team to inform their planning for 2021 -2022.

Did you find any useful resources that your colleagues would benefit from?



If yes, please list educational apps/ sites/ resources/strategies that you used over the course of the last year that you would recommend to your colleagues:

A very broad range of responses were given in this section. These responses will be used in the first Digital Leaders Information Newsletter 2021 -22

Would you be interested in giving a brief demonstration of the above to colleagues?

Yes	4
No	9

Do you have any comments or suggestions in relation to IT at CCC?

Some responses to this question focused on frustrations with disruption to teaching and learning caused by faults with devices in classrooms. Comments made with regard to teaching and learning will be discussed at the first Digital Team Meeting in September and will be used to inform planning.

## Planning for 2021 – 22

- Responses in this section will be discussed at the first meeting of the Digital Learning Team early next term. The results of the survey given to parents and students will also be available for analysis in the new academic year. The surveys will be of assistance to the team in forming a plan for development of the next Digital Plan.
  - The team will evaluate the progress of the Digital Plan 2019 –21 with a view to planning targets for the next Digital Plan.
  - The PDST have been invited to engage with the College to support the Team with Planning our Digital Strategy.
  - We will arrange for the Team to visit the Microsoft Dreamspace in Early September for training.
- 

## Community Partnership 2020-21 - West Pharma

Our relationship with West Pharma continued to grow and develop this year with a particular involvement with Transition Year. However, due to Covid 19, we were limited in what could be implemented and a planned student tour of the West Pharma plant was unable to proceed.

Online meetings took place this year between Judith Ryan and Christina Clarke the main purpose of these meetings was to confirm plans for West Pharma's continued links with the College over the course of this Academic year.

To continue the promotion of Technology based career paths and to promote uptake of Technology subjects at Leaving Certificate Level, West Pharma committed to delivering presentations to the entire TY group. These meetings took place using MS Teams, and Maria Makarevich and Michael Kinsella from West Pharma delivered the presentation which was received by all TY students simultaneously. The presentation covered the following topics:

- Overview of West
- Injector moulding and Microbiology
- Engineering/automation and validation
- The variety of positions/jobs available within the pharmaceutical/medical device sectors

The presentations were very well received and students also had the opportunity to ask questions and seek clarifications at the end of the presentation.

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## Section 3 - Curriculum & Programme Review

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### Review of Curriculum 2020/21

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

#### Priorities

- Further develop and embed peer teaching and AfL strategies.
  - Ensure that the culture of common assessment continues to be developed.
  - 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.
  - 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 2020-2021

Staff had opportunities to engage in Continuous Professional Development the following areas during the school year.

#### Continuous Professional Development

Teachers were facilitated to attend in-service training in the following subjects:

- Leaving Certificate: Computer Science
- Leaving Certificate PE: Examination
- Leaving Certificate: PE Phase 2
- Leaving Certificate: Agricultural Science
- Leaving Certificate: Economics
- Senior Cycle: RSE
- Junior Cycle: Religious Education
- Junior Cycle: SPHE
- Junior Cycle: Engineering
- Junior Cycle: Technical Graphics Graphics

#### Cosán Workshops

A teacher and a Deputy Principal attended online Cosán workshops on “Supporting Reflective Cultures in Schools”.

## Leadership Training

Four teachers attended Middle Leadership workshops, facilitated by DDLETB

## Digital Technology

Members of the Digital Team facilitated workshops on MS Teams for colleagues at the start of the academic year. Members of the teaching staff and SNAs attended online workshops facilitated by DDLETB.

**The Senior Management Team availed of opportunities to attend:**

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

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## Learning and Language Support Department

### Physical Education for Students with Additional Needs

The Learning Support Department recognise that physical activity is very important for the health, wellbeing and confidence of our students. We receive professional reports for students each year which make recommendations about movement and exercise which would improve the physical strength and co-ordination of students. This year we launched a pilot project aimed at improving the physical education of students with additional needs. This pilot project was led by our newest PE teacher, Mr Andrius Gerve. The Learning Support Department identified students (drawing from the cohort of students receiving school support plus), who would benefit from specialist support. Mr Gerve was timetabled as a co-teacher during the PE classes where he observed these students and drew up individual plans for their physical education. He worked alongside the PE teachers throughout the year to promote inclusion of these students during PE lessons. Mr Gerve was also timetabled to work with students in small groups or on an individual basis with a view to assisting these students reach their fitness and/or co-ordination goals. He also gave a presentation on inclusion to Senior Management and the members of the PE Department. The feedback received on this pilot has been very positive and we hope to work with what we have learned this year to develop this form of inclusion for the school year 2021 -22.

### DDL ETB SEN Network

The co-ordinator attended all meetings of the SEN network. A member of our SNA team was invited to give a presentation to the network on their use of Assistive Technology with the students they support.

## NRH

The Department contacted the NRH in relation to adapted PE for a student.

## Literacy in First Year

The WIAT III-word spelling test was administered to all First Year Students. The results were used to plan for literacy interventions where appropriate and for long term planning for RACE. Teachers were informed of students who may be identified in future for spelling and grammar waiver.

## Level Two Learning Programmes

Three students were registered for the L2LPs. These students followed a Junior Cycle programme which blended participation in two subjects at Level 3 with the completion of Priority Learning Units at Level 2. The students completed Level 3 CBAs within mainstream classes along with their peers. They completed two Short Courses at Level 2; Personal Project: Caring for Animals and CSI Exploring Forensic Science.

## English as an Additional Language

A group of first- and second-year students took tests, facilitated by Mary Kenny of DDL ETB. Parents and teachers were provided with the results of these tests along with recommendations for improvement in reading fluency.

## Continuous Professional Development

Several teaching staff and SNAs availed of CPD opportunities online in the areas of ASD and ADHD.

## Supporting Students during School Closure

The Learning Support Department continued to meet weekly during the period of school closure. The team of Special Needs Assistants also attended weekly meetings with a Deputy Principal and the Learning Support Co-ordinator. The aim of these meetings was to plan for and review support provided for students with additional needs during school closure. Students who were identified as being at risk of disengaging from online learning were assigned tutors, who offered support in the form of regular “check in” calls and meetings. Students were supported with organising their online learning, develop strategies for online study and set personal targets or goals. SNAs attended online classes to support their assigned students – the use of the breakout room facility in MS Teams was used when it was appropriate for an SNA or co-operative teacher to work individually along with a student with additional needs. As recognition for the importance of physical activity for the fitness and wellbeing of students accessing school support plus, Mr Gerve held online PE Classes for a small number of students, which were also attended by SNAs. Students in Category One of the Continuum of Support were invited to a weekly online quiz which was designed as a wellbeing “get together” to allow students to connect with one another over the period of school closure.

The Learning Support Department identified students who would benefit from the In-Person Supplementary Programme and assisted parents apply for this support by linking them with SNAs and Teachers who were available to work with students in their homes.

### **Planning for First Years 2021**

The entrance assessment scheduled to take place in February 2021 was postponed until August 2021. The Learning Support Co-ordinator attended online meetings with teachers from the feeder primary schools to gather information on the incoming First Year students and build a profile of this group. This profile was used to inform planning for the induction of AEN students. A cohort of students who will be accessing School Support Plus were invited to attend a tour of the College in early June.

### **Exceptional Review of SNA Provision**

Due to the size of the year group and the number of students who will need access to SNA support, the Learning Support Co-ordinator has submitted an exceptional review to the NCSE of our allocation of 10 SNAs.

### **Policy Development**

Teachers from the Learning Support Department engaged in a review process of The Learning and Language Support Policy. The Policy will be submitted to the Board of Management for ratification in September 2021.

### **Learning & Language Support Department Plan for 2021-20**

- Review of the Language and Learning Policy will be completed.
- Training on Co-operative Teaching will be given to all staff at the beginning of the academic year.
- The Learning Support Department will brief all teaching staff and SNAs on students with additional needs at the start of the academic year.
- Target Setting: For students accessing school support plus and support for some in collaboration with teachers, students and parents.
- Pupil profiles will be available for review on VS Ware – recommendations from professional reports may be viewed on these documents.
- CPENs: The Learning Support Department will use reading scores and professional reports to identify students in First and Second Year who would benefit from training in the use of CPens.
- The Learning Support Department will screen First Year pupils using Word Reading and Spelling Tests.
- The Drumcondra Reading Test planned for second year students
- LI/LP: One Third Year student will be completing Junior Cycle at Level1/2
- Survey/interview of parents and students will be conducted in the First Term with the purpose of getting feedback and making plans for provision of support the rest of the year.

## 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 that 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 that would further enhance the learning experiences of students participating in the programme.

### Transition Year Programme – Review of Academic Year 2020/21

- The number of places offered to students who wished to participate in the Transition Year Programme stood at 140. There were 5 tutor groups in total this year.
- Students who participated in *TY 2019/2020* were encouraged to complete their Bronze Gaisce Award in the autumn and were presented with their medals and pins just before Christmas.
- Approximately 40 students secured work experience for the first week in November. As we were under Level 5 restrictions from January and teaching and learning were online, the more traditional form of work experience and Outreach Week did not run in February. However, some students were still in a position to work with family members in a work environment. Many other students participated in online programmes that they accessed themselves. Information pertaining to online programmes was posted on the TY MS Teams page and many students registered for and participated in these programmes themselves during the period of remote learning from January to Easter.
- TY students attended a number of online talks/workshops/webinars facilitated by speakers from Dell (Digital Futures) and West Pharma, Dunsink Observatory, Village Vets. They also engaged in online open days for DCU/UCD through Work Application classes in school and during the period of remote teaching and learning.
- The Outdoor Education Programme, Judo and Yoga modules, Fencing and the St. Vincent's Community Assignment modules did not run this year because of Covid-19.
- New modules (Creative Writing, G.I.S, Photography and Film Production) were introduced to compensate for the absence of the modules listed above. A 10-week Philosophy module replaced Fencing. Philosophy was formerly part of the Lifeskills programme.
- The Lifeskills Programme worked well this year, with teachers commenting on very good levels of engagement among students in each tutor group. Students had two classes of Lifeskills per week. The five modules which made up this programme this year were:
  - ✓ Mindfulness
  - ✓ Peer Mediation
  - ✓ Resilience Education
  - ✓ RSE (two separate modules)

- All TY students took First Aid, Work Application and Public Speaking as core subjects for the year, as well as Irish, English, Maths, MFL, P.E. and Religion and Science.
- I.T. also ran on a weekly basis for the year. Students had a double period of I.T. each week and covered modules on Coding, Robotics and Microsoft Office Suite as part of this programme.
- Graphics and Construction also ran for the full academic year. Teachers worked with students on a modular basis, which meant that students were able to sample all of the practical subjects concerned over the course of the year, ahead of making subject choices for LCI.
- Development Education ran as a half-yearly module this year. Many TY students engaged with Concern and Amnesty and a number of students participated in the UNICEF Activism Programme during the year.
- Music ran as a half-yearly subject this year. A variety of topics such as Film Music, Music Technology and Irish Traditional Music were explored by students as part of the programme. Students learned to play the ukulele.
- Maths classes were mixed ability in TY this year, as students took Maths within their tutor group cohort. The Maths programme in TY 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 LCI. TY students would typically sit a stand-alone Maths exam in a formal setting in early May. This year has been scheduled along with other TY exams at the end of May.
- Students this year were continually encouraged to participate in the many courses run by 3<sup>rd</sup> level institutions, hospitals and other organisations throughout the past year. Many institutions moved their traditional on-site programmes online and more students than usual were able to access them as there wasn't a cap on places in most cases. Many TYs accessed these programmes to compensate for missing out on work experience in a more traditional setting.

### There was a large uptake by TYs in the following courses

- The Mater *Introduction to Hospital Life* Programme
- The Rotunda TY Programme
- St Patrick's Mental Health Services '*Walk in My Shoes*' programme
- An Garda Síochána TY Programme
- GAA Coaching
- RCSI courses in Medicine (MiniMed), Midwifery, Physiotherapy and Pharmacy
- Rowing Coaching
- F.I.T Fashion Styling
- The Concern Academy TY Programme
- The UNICEF Activism Programme

- Various Science/STEM courses in TCD/UCD/DCU
- Various CTYI (EUE) Programmes in DCU
- Science Gallery courses
- Many students also accessed online work experience placements with Deloitte, DNG Estate Agents and Browne Jacobson Law Firm in the UK – new courses which came on stream this year.
- STEPS Ireland ‘Engineering your Future’ programme

This year (although interest was registered and students were nominated), we were not successful in obtaining online placements on the following programmes as places were capped at national level.

- ✘ \*Look into Law (Law Library)
- ✘ \*Solicitors of the Future (Law Library)
- ✘ \*Houses of the Oireachtas TY Programme

\*Places for these programmes are awarded on a lottery basis at national level as they generally only run for a period of one or two weeks in the academic year.

## Student Feedback from TY End of Year Assessment Tasks

This year, TY students had to submit either a vlog or interactive PowerPoint, which was assessed by members of staff not necessarily linked to the TY Programme in the College. This presentation took the place of the portfolio interviews for the second year running.

Students were invited to reflect on and evaluate their individual experiences of their year on the TYP. They had to respond to four key areas in their vlog/interactive presentation which initially focused on a number of questions concerning highlights of the year, how they upheld the core values, the skills they acquired/developed and any missed opportunities they feel they would revisit, had they their time over again. They were also asked to discuss their portfolios, work experience (online or otherwise) and they had to reflect on the things they found challenging over the past year and discuss how they worked towards resolving challenges they encountered.

## Highlights of TY

- Work Experience – as previously stated, many students availed of the year to participate in online work experience programmes.
- Japanese, Mindfulness and the Leinster Rugby Coaching Module in PE were mentioned on a number of occasions as subjects/modules the students thought were enjoyable.
- Webinars and talks held either on-site or during the period of remote learning.
- Global Cookery
- Photography & The Film Production module
- The Creative Writing module
- Graphics and Construction
- Walks in Tir Na nOg meant that students could get to know each other as this was difficult to do in classroom settings because of Covid protocols.
- The Zoo Trips (Photography class and end of year group trip on 13<sup>th</sup> & 14<sup>th</sup> May)

Colleagues who assessed the vlogs/presentations commented that the students were incredibly positive about their experience in TY, in spite of the fact that the trip/fundraising layer had been suspended from the programme for 2020-2021 academic year. Many 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 helped them to develop their levels of resilience and also, that it gave them the space to work on their strengths and weaknesses.

### TY Curriculum Review:

- The increase in numbers on the TYP in the College in recent years means that the programme is reviewed annually in conjunction with the SMT, with changes 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. A number of subject/module schemes will need to be updated in September 2021, as the 10week modules will be expanded to half yearly modules on next year's timetable.

### Transition Year Planning & Recommendations for 2021/22

- A maximum of 140 places will be offered for the 2021/22 programme.
- It is anticipated that Fencing, the Outdoor Education programme and possibly the St. Vincent's Community Assignment module will be integrated back on to the programme, with modules on Photography, Philosophy, Creative Writing and aspects of Geographic Information Systems (GIS) retained due to their popularity over the past year.
- The trips to Carlingford and Bundoran have been booked.
- All 10 week modules will become half-early modules to allow for maximum contact time with the students.
- Work experience and Community Outreach dates have been pinned down and we are hopeful that the majority of students will be in a position to secure placements for these weeks in workplace environments.
- It is envisaged that some institutions (hospitals in particular) may continue to run their TY programmes online next year.
- Graphics and Construction will continue as a year-long programme in order to optimise/maximise the amount of time students spend in taster subjects in particular.
- I.T. will also continue to be included in the core subject cohort on the TY timetable. Aspects of this programme lend themselves well to the taster subject layer for students who may be considering Computer Science as a Leaving Certificate option subject.
- Updated schemes of work will be submitted to the programme Co-ordinator and TY Year Head by mid-September and uploaded to SharePoint.
- All schemes of work will have an emphasis on AfL, formative assessment, literacy and numeracy.
- Students will be encouraged to participate in the Gaisce Bronze Award Programme, in keeping with College tradition. Guidelines pertaining to the 2021/22 Awards Programme will

be released over the coming months and the Gaisce PALS will inform the 2021/22 cohort of students about the programme during TY induction in September.

## Leaving Certificate Applied Report

### L.C.A. Recommendations for 2020/2021

- Complete Programme Review (to include students, parents and staff)
- Implementation of new Module Descriptors - English and Communications, Mathematical Applications, Introduction to I.C.T. and I.C.T.)
- **Continue** to support the promotion of LCA students as 'Mentors' and their involvement in other school groups, i.e., Diversity, Graduation.
- **Continue** with the provision of 'Professional Development' for 'new' members of staff to the programme.
- **Continue** with staff training to become 'Task Examiners'.

### Review of Recommendations (2020/2021)

*Complete Programme Review* (to include students, parents and staff)

Due to Covid 19 and the resulting disruption to Teaching & Learning, the Review of the Programme has been rescheduled - September 2021.

*Implementation of new Module Descriptors - English and Communications, Mathematical Applications, Introduction to I.C.T. and I.C.T.)*

Due to Covid 19 and the resulting disruption to Teaching & Learning, the implementation of the New Module Descriptors has been rescheduled - September 2021.

*Continue to support the promotion of LCA students as 'Mentors' and their involvement in other school groups - Diversity, Graduation.*

Students were once again actively encouraged to become members of school groups this academic year, which they did successfully. L.C.A. students participated in a variety of student groups, such as the Diversity Committee and the Graduation Committee. Students from the Leaving Certificate 1 group received 'Spirit of the College' awards and a student was the male recipient of 'Student of the Year' during the End of Year Awards Ceremony. Students from the Leaving Certificate 2 group were also recipients of 'Spirit of the College' awards and a student was the male recipient of the 'Cultural Award' during the virtual Graduation Ceremony.

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

Professional Development of staff both new to the Programme and those 'established' members continues to be a priority. However, due to Covid 19, this process was facilitated online. Support from within the teaching group was invaluable as staff shared their experience to support the smooth running of the programme.

### **Continue with staff training to become 'Task Examiners'**

Unfortunately, due to Covid 19 restrictions this process was not facilitated this academic year. However, there are staff who are willing to pursue this next year.

## **Our Achievements for 2020/2021**

The L.C.A. results in August 2020 provided a very positive start to the programme. The National results showed 36% achieving the top grade of a Distinction. Here at C.C.C., 84% achieved the top grade of a Distinction. The students are now attending their chosen courses in P.L.C. Colleges.

The year got off to a very positive start with the delivery of the Student Induction Programme for both year groups with presentations given by the Guidance Department and the Co-ordinator. Classroom based Team building activities and discussions took place in lieu of the trip to 'Go Quest' which was cancelled due to Covid 19.

The Annual Academic Excellence Awards Ceremony unfortunately did not take place this year. However, the students who received the top grade of 'Distinction' were recognised and celebrated. These students were: Dylan Brady, Megan Carolan, Sean Clynes, Stephen Collins, Alex Dempsey, Emer Ni Ghaora, Emily Hourihane, Nathan Kennedy, Adam Kinsella, David O'Sullivan and Sophie Smith.

The completion of the Task Booklets went very well for both Year 1 and Year 2 students this year. The 'Interview Component' of this process did not proceed because of Covid 19. All students will be awarded 10 marks in lieu of attending the interview.

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. This was a Virtual Concert that was streamed to the First Year and Transition Year classes. The hard work and commitment put into this process by both the teacher and students this year is to be commended. They then completed individual Career Investigations for their Vocational Preparation Task 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 completed the two Tasks that were required this academic year. Students were unable to attend night classes to learn a new practical skill which is the requirement for their Practical Achievement Task. In order to be successful in this process, the students registered for classes Online and worked very hard to produce Task Booklets of a high standard. Their ability to rise to the challenges posed by this Task is to be commended. They also successfully completed Individual Tasks for their required Vocational Education task (Specialism is I.C.T.).

The 'Work Experience' component of the Programme did not proceed as normal this year. However, the teachers took on the challenge of completing this component very successfully and are to be commended for this. Students remained in classes and completed 'Career Investigations' and were brought through the process of 'Mock Interviews' and both very beneficial experiences for the students.

The onset of another lockdown saw the students return to Online Learning, a process that ran smoothly thanks to the support from Senior Management, the commitment from the teaching staff and the active engagement of the students. Their return in March 2021 to classroom teaching was very much appreciated, it served to alleviate concerns and ensure that all were back on track. The students in both year groups are working hard to realise their potential in both the Summer and State exams.

### Recommendations 2021/2022

- Implementation of new Module Descriptors in English and Communications, Mathematical Applications, Introduction to I.C.T. and I.C.T. with Professional Development for staff involved.
- Possible Trip to London (to include both year groups).
- Programme Review.
- **Continue** to support the promotion of LCA students as Mentors and their involvement in other school groups, i.e., Diversity Committee, Graduation Committee.
- **Continue** with the provision of Professional Development for new members of staff to the programme.
- **Continue** with staff training to become Task Examiners.

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## Leaving Certificate Vocational Programme Report

### L.C.V.P. Recommendations for 2020/2021

- Continue with allocation of three periods in Leaving Certificate 1 - to ensure completion of work required for Portfolios.
- Continue with system of not having examinations for Leaving Certificate 1 students in November. Instead, the students will work on assignments due for their Portfolios.
- Ensure continuity of staff (Business/ Maths teachers) to ensure success in results.
- Continue with In-service for staff new to the programme.
- Begin the process of using Microsoft Teams to assign work and to give formative feedback on work submitted.
- Start the process of Programme review.

## Review of Recommendations 2020/2021

- Securing the allocation of three periods in Leaving Certificate 1 proved successful as it ensured that the students completed the work required for their portfolios.
- Continuing with the system of having no house exam for Leaving Certificate 1 students was a success as students were able to forge ahead with the completion of required assignments for their Portfolios which are due at the end of January each year.
- Ensuring the continuity of the staff delivering the Programme helps to maintain the good standard of results achieved each year.
- The support of In-service for staff will always be a priority within the programme to ensure that standards are upheld and that any changes / updates are adhered to successfully.
- The use of Microsoft Teams was a success in terms of keeping the students motivated and it allowed staff to give formative feedback on work submitted during online learning this academic year. All students now have an online portfolio which was huge benefit during period of online learning.
- Unfortunately, due to the disruptions to teaching and learning caused by Covid – 19, it was not possible to start a Programme Review this academic year.

## Programme Achievements 2020/2021

- Results achieved and their comparison to National Averages continues to be a positive for the school.
- Continuity of staffing continues to enhance delivery of the programme.
- The running of the Mock Interviews continues to be a positive experience for the students. Due to Covid 19 these interviews were carried out by teachers in class.
- The schedule/calendar pertaining to work required for the Portfolios and the deadlines associated with this element, delivered by the Co-ordinator ensures that deadlines are met, this keeps students aware of deadlines.
- The use of Microsoft Teams ensured that Online Teaching & Learning was successful this academic year.
- Slight increase in numbers for 2021/22

## Recommendations for 2021/2022

- Continue with:
  - a) Allocation of 3 periods in Leaving Certificate 1.
  - b) System of not having house exams for Leaving Certificate 1 students in November.
  - c) In-service for staff new to the programme and for those who may require refresher course.

- **Ensure continuity of staff** (Business/ Maths teachers) to ensure success in results.
  - Work on **Promoting the Programme** within the school to improve numbers. To this end a noticeboard will be set up near Room 15, containing all the information pertaining to LCVP.
  - Plan to meet all prospective LCVP students in April/May to give further information on the programme.
  - Survey current LCVP students to gain feedback on their experience of LCVP
  - Start the process of Programme Review.
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## ~ Section 4 - Care & Management of Students

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### 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
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### Social, Personal & Health Education (SPHE)

#### Wellbeing - Social, Personal & Health Education

The Department has been managed by a steering committee made up of Deputy Principal (Acting Co-ordinator) and a core team of SPHE & Life skills 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.

#### Team Targets for 2020 – 2021:

Continue to update the Schemes of Work.

This work continues as the First Year Scheme progressing into Second Year needs to continue to reflect the increase in class contact time from one forty-minute class period to two class periods.

**To monitor the increase to 400 hours of Wellbeing.**

It was decided here in CCC that we would continue as planned with the introduction of the 400 hours of Wellbeing for all First-Year classes as planning was at an advanced stage. This has been implemented very successfully with both staff and students reporting that it has been very beneficial with the settling in process. Staff have commented that it has greatly assisted with getting to know the students more quickly.

**Wellbeing Programme 2020 - 2021**

The suite of Wellbeing subjects is allocated timetabled forty-minute classes per week over the three years of Junior Cycle as follows:

Wellbeing Curriculum Provision				
Junior Cycle 2020 – 2023				
Subject:	P.E.	S.P.H.E.	C.S.P.E.	Wellbeing Learning Units
First Year	2 Periods	2 Periods	2 Periods	1 Period
Second Year	2 Periods	2 Periods	2 Periods	1 Period
Third Year	2 Periods	1 Period	1 Period	-
<b>Total:</b>	<b>132 Hours</b>	<b>110 Hours</b>	<b>110 Hours</b>	<b>44 Hours</b>

The Wellbeing Learning Units will rotate and include the following modules:

- I.T. Skills / Microsoft 365 / MS Teams
- Digital Media Literacy
- “Wired for Wellbeing” Programme
- Managing My Learning & Study Skills

**To encourage staff to undertake SPHE & RSE Training.**

This was challenging this year due to Covid-19. However, we secured places for four staff members to attend the two-day online training in SPHE (Introduction) and RSE (Trust). Staff then gave a short resume of the two-day training to other members of the team. It is hoped that other members of the team will attend during the next academic year when the opportunity arises.

**To continue closer links with the Guidance Department and the Wellbeing Team.**

To evaluate and review the new module delivered by the Guidance Department -Wired for Wellbeing.

This initiative took place in tandem with the Digital Media Literacy Programme. The first eight weeks of term students attended the Digital Media Literacy classes to upskill in Microsoft. Initially they learned to open a document, find their way around the keyboard, saving a document, create a

folder, retrieve a document, email etc. The students were also taught how to use MS Teams in the event of school closure which came following the Christmas break.

Following midterm, each class was divided into two groups of fifteen and for the next eight weeks, one group continued with Digital Media Literacy while the other group followed a programme called “Wired for Wellbeing” with a Guidance Counsellor. The feedback is very positive with the following comments:

- Having individual booklets was good.
- Meeting together in small groups was very beneficial as it encouraged lively discussion.
- It gave the students a safe environment to get to know each other in a smaller setting.
- Students were very happy with the rotation and felt more comfortable and relaxed to discuss issues.
- This arrangement was equally well received by the IT teachers as they could teach skills more effectively in the smaller setting.
- This gave the Guidance Counsellors an opportunity to explain their role and the service they provided to students. It was commented that First Years were happier to seek the support of the Guidance Counsellor and knew how to self-refer to the service.
- Less First Year students were referred by the Care Team as students knew how the service works.

### Recommendations for 2021-2022

- Continue to update the Schemes of Work.
  - To monitor the increase to 400 hours of Wellbeing progressing into Second Year.
  - To encourage staff to undertake SPHE & RSE Training.
  - To continue closer links with the Guidance Department and the Wellbeing Team.
  - To evaluate and review the new module delivered by the Guidance Department to Second Year.
- 

## Student Leadership

### Review of Academic Year 2020 – 2021

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 numerous roles students can engage with and they are as follows:

- Class Captains & Deputy-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 cohort of students act as Sports Prefects and make a significant contribution to the sporting life of the College. However due to restrictions due to Covid-19, these leadership roles were not able to proceed in the usual manner during this academic year.

Prefects are responsible for running the Student Council and feeding back student issues and suggestions to College management. The usual Training Workshop did not take place in the usual way this year. Instead, the Prefects attended an online training session with Ms. Daly. The aim of the workshop was to help the group to function well as a team online so that their work would be efficient and effective. Prefects were assigned to each year group and acted as a facilitator. They in turn presented an orientation workshop for the Student Council.

### Targets for 2020 – 2021

- To continue to amend the Student Council Constitution to reflect the new approach to selection of representatives. This work has been completed and final draft will be presented to the in-coming Student Council in October 2021.
- To further the Council's representation with the Green Schools Committee on recycling etc. Due to Covid-19, this work could not continue this academic year.
- To explore student ideas and understanding of Wellbeing and gather student suggestions. Some work was undertaken in this area but needs to continue into the next academic year.

\*It is important to note that the Student Council conducted meetings on MS Teams and reviewed two policies during this academic year – the Guidance & Counselling Policy and the Counter-bullying Policy.

\*The Student Council also had their yearly update and information session on the Child Safeguarding Policy during the second term.

\*The Student Council also supported and promoted the December Appeal for toiletries etc. for people in Direct Provision.

### Targets for 2021 – 2022

- To conclude the Student Council Constitution process during the handover session with the new council representatives.
- To further the Council's representation with the Green Schools Committee on recycling etc.
- To explore student ideas and understanding of Wellbeing and gather student suggestions.
- To engage in policy review with the Board of Management.
- To continue to fundraise/support charity appeals.

## Chaplaincy Report

- The Diversity Committee held meetings virtually due to Covid-19. At these meetings, the team discussed plans for the coming school year 2021-2022. These plans include the process & procedures involved in reapplying to maintain the College's Yellow Flag.
  - A variety of religious festivals were marked and observed during the school year. This practice of acknowledging religious festivals will continue in the future. These were marked virtually, with emails containing information and resources for students and announcements on the intercom. It is intended to continue this in the coming year.
  - A Graduation Team convened virtually and initially communicated online. The Team began planning the elements that would be included in the LC2 Graduation. The team continued to meet following the students return to the College after school closure. Graduation was presented in the form of a live stream event with students delivering the different elements of the ceremony (readings, candle ceremony, prayers, reflections etc.) on camera.
  - At the beginning of the new academic year, it is hoped that the Chaplaincy Team will be able to meet again on a regular basis. The team plans to extend its reach throughout the student body. The Team will continue their weekly input at assemblies and they aim to make meditations a lived practice in the life of the College.
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## Guidance & Counselling Department Report

- The Guidance plan was reviewed.
- The Guidance Department continued to be available to students Monday & Tuesday lunchtime.
- Both Guidance Counsellors attended online College Information Days and a self-care session was delivered by DDL ETB Psychological Support Service.
- Going forward we endeavour to resume our weekly Guidance Meetings.
- We attended Counselling Supervision sessions throughout the year.
- The use of MS Teams to communicate to individual students and year groups was effective, it serves as a notice board and we will continue using it as such.
- There was an increase in appointment requests via email and the arrangement of some appointments took place via email/teams. This was extremely efficient and made the service more accessible to all students.
- Both Guidance Counsellors were timetabled to deliver the "Wired for Wellbeing" booklet & also study skills to First Year classes.
- A Careers Portal careers interest test was undertaken by third years and recorded in student files ahead of their DATs. DATs feedback was efficiently arranged by a 3<sup>rd</sup> Guidance Counsellor. It took place in school and all students, apart from one, received feedback. Some parents joined the meeting via MS Teams.
- "Rayse the Game" study skills and motivation workshop by Ray Langan was delivered via teams to Leaving Certificate classes and Third Year classes.

- The Transition Year Work Application module involved a career investigation project and CV preparation. College information/open days were delivered online during class time. MS Teams was used frequently to inform TYs of all necessary college/career information.
- Another Guidance Counsellor was employed to interact with LC1s. They delivered an Introduction to Guidance presentation and completed a Career Investigation assignment. This was reviewed and feedback was given. A record of work completed is kept on file ahead of LC2 guidance individual meetings. This Guidance Counsellor also met with students referred by the Year Head for Career Guidance.
- College presentations for LC2s on Thursday mornings were organised via MS Teams. It went well and the plan going forward is a combination of both, Covid depending.
- LC2 parents were informed via text message regarding the main College Open Days and constant updates were posted on teams.
- During the school closure, we continued to engage with students individually and met all LCA2 students for PLC application preparation.
- Higher Options took place online with few students attending. It is also online in 2021.
- CAO information/DARE information session took place on MS Teams.
- “Rayse the Game” Study Skills session by Ray Langan delivered via MS Teams. This will hopefully take place in person for 2021/2022.

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## Extracurricular Report 2020 - 2021

Due to Covid 19 restrictions the College did not host an extracurricular programme this year.

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## Section 5 - School Management 2020-21

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### Board of Management – Review of 2020-21

The Board of Management managed the challenges of Covid 19 over the last academic year by hosting all Board Meetings on the MS Teams Platform.

The greatest challenge facing the Board of Management over the last academic year was the decisions by the Workplace Relations Commission in relation to the College's Admissions Policy. As a consequence of the decision the College will no longer provide any preference to students of Church of Ireland faith attending Castleknock National School. The Board of Management hosted a series of additional meetings to consider the implications of the decision and to rewriting elements of the Admissions Policy.

Another challenge facing the Board of Management related to Applications to First Year 2021 and the number of Section 29 Appeals that were taken against the College. Under the new arrangements any parent seeking to take a Section 29 Appeal against the College for refusing to enrol their child due to oversubscription must, in the first instance, request a Board of Management Review of their application. A total of 35 applications were made to the College and in all cases the decision of the Principal of the College was upheld. Of these cases twelve were advanced to Department of Education & Skills as Section 29 Appeals and in all cases the decision of the Board of Management was upheld.

All Board Members attended a series of training workshops hosted by Dublin & Dun Laoghaire ETB. The workshops focussed on a number of themes:

- The role and functions of Boards of Management
- The new protocols relating to Admissions Policies
- The role of the Board of Management in relation to Section 29 Procedures.

The Board reviewed and updated the following Policies & Guidelines:

- Post of Responsibilities (Schedule of Posts 2020-21)
- Admissions Policy for First Years 2021 & Transfer to Castleknock Community College 2021-2022
- The Annual Review of the Child Protection Policy & Counter-Bullying Policy was undertaken in February 2021
- Acceptable Usage Policy
- Data Protection Policy
- Guidance Plan
- Code of Behaviour
- Suspension & Exclusion Policy

Presentations were made to the Board by:

- Mr Liam O'Flanágain – Parents Association
- Ms Carmel O'Neill (Deputy Principal) – The College's Guidance Plan

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

- The School Improvement Plan (Formative Assessment & Academic Tracking)
- State Examination Results (Leaving Certificate 2020)
- The Digital Learning Framework for Post Primary Schools
- The Learning & Teaching Policy
- The Step Up Initiative
- Literacy & Numeracy

The Board of Management received a financial update on the College finances at each Board Meeting. The College is also working with the Finance Department at Head Office in relation to new financial reporting measures. The new procedures will allow the Principal to set financial targets for each area of spending for the year.

### **Board of Management - Planning & Recommendations for 2021-22**

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 2022).
- Learning & Teaching policy
- Attendance & Punctuality Policy
- Learning Support Policy
- Substance Abuse Policy

The Board will invite the following Stakeholders/Subject Coordinators to make presentations to the Board in the coming academic year:

- The Students' Council
- The Parents' Association
- The Art Department
- Leaving Certificate Applied Coordinator
- The Learning Support Department
- Update on Well Being and the roll out of "400 Hours of Well Being"

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
- The Step Up Programme
- The Digital Strategy Plan
- The College's Learning & Teaching strategies
- The Literacy & Numeracy strategies.

## Leadership Team Planning for 2020-2021

The main focus of the Leadership Team over the last academic year was the management of the College's Covid Plan to ensure that students and staff were safe and protected during the ongoing Covid 19 pandemic. The Leadership Team is to be commended for its commitment and diligence to the plan and for ensuring that the College was a safe space over the last academic year.

Alongside the many challenges of Covid 19 the Leadership Team was also committed to the on-going review & enhancement of existing policies and practices as part of the School Self Evaluation Programme:

- ✓ Review of Posts of Responsibility AP1s & AP2s
- ✓ The College's Code of Behaviour & The Suspension & Exclusion Policy.
- ✓ The Introduction of the New Junior Cycle Well Being Programme.
- ✓ The correct protocols for the Child Protection Guideline
- ✓ The completion of the College's Guidance Plan
- ✓ The completion of the Learning & Teaching Policy

## Review of Management Team Meetings 2020-21

Care Meetings for each Year Group continued to be 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 as a consequence of Covid 19. The Care Meetings were complemented by a series of Leadership Meetings throughout the year.

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:

- The Covid 19 School Plan
- Pastoral Care
- Individual students of particular concern
- Intervention & supports
- Academic Progress and Tracking Process
- Discipline
- Review & planning for key events
- Success stories

## Leadership Team - Planning & Recommendations for 2021/22

The Leadership Team is committed to the on-going review & enhancement of existing policies and practices as part of the School Self Evaluation Programme. The Three Strands of the Policy are as follows:

- Strand 1 -2019 – 2023 Well Being (Year 3)
- Strand 2 -2018-2022 Digital Strategy (Year 3)
- Strand 3 - 2018 -2022 Assessment for Learning (Year 4)

While the Third Strand of our School Self Evaluation Process was due to conclude in 2020, due to Covid 19 and the subsequent interruption to schools, we continued with this strand over the course of this academic year. Despite continued disruption to learning and teaching over the course of the last academic year, Assessment for Learning remained at the centre of our planning and the following was achieved:

A number of Policies will need to be reviewed in the coming year:

- Attendance & Punctuality Policy
- Learning Support Policy
- Substance Abuse Policy

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## Dignity in the Workplace

During the academic year 2019-2020, the staff of Castleknock Community College established a “Dignity in the Workplace” committee which comprises of nine staff volunteers and Deputy Principal, Ms. Carmel O’Neill. With the assistance of Ms. Pauline Murphy in Head Office, this committee began by establishing their brief and requested professional support in exploring this.

Just prior to school closure in 2020, this team met with Ms. Niamh Digan for a half-day workshop which addressed this issue. Very early on in the discussion, it was clear that dignity and wellbeing are closely linked but needs separate teams. Certain targets were set at that meeting. The immediate tasks were as follows:

- Inform staff about this committee, the brief for the committee and its boundaries.
- To familiarise staff with the DDL ETB Policy.
- To inform staff of supports available to them.

Due to Covid 19, we found that we could not deliver all the above. However, the team agreed that due to the changes in schools, it would be important to capture staff feeling at the end of the first term to give insight into what was working well and what challenges the staff faced on a daily basis.

The survey was compiled and distributed to staff and 48 members completed it on MS Teams by 18<sup>th</sup> December 2020. Ms. Anne Brooks and Ms. Pamela Dunne volunteered to collate the findings which was circulated to the wider team. Due to school closure, the first opportunity to present the findings

was at a Staff Meeting in May 2021. The results were very comprehensive, and this is a snapshot of what staff mentioned:

- Acknowledged Management's efforts to prepare the school for re-opening to keep students and staff as safe as possible.
- Acknowledged the on-going support of the Caretaking and Ancillary staff.
- Staff appreciated Management purchasing additional equipment.
- Appreciated the opportunity to hold meetings on MS Teams.
- Appreciated the additional staff workspace.
- The staggered re-opening was recognised as very beneficial.
- Appreciation of the work of our Liaison Workplace Representatives (LWRs).
- Recognition that students were taking responsibility.
- The report indicated a high number of staff were feeling safe at the time of the survey.

Equally, staff had some areas of concern:

- Staff feeling nervous on their return to school.
- Staff reported feeling fatigued and overwhelmed at times with an increased workload.
- Enjoyment of teaching can be missing at times due to protocols.
- Concern regarding PODs and missed Teaching & Learning.
- Fear of further school closures.
- Morale can be low at times with students and teachers for many reasons – missing the interaction of extra-curricular activities etc.
- Nervous of being in the Staffroom.

Any physical concerns were addressed on our return in March 2021. During school closure staff organised initiatives to help staff keep in touch. One such activity was the STEPS challenge organised by Ms. Aoife Daly (P.E. Department) and saw the staff in teams competing against each other.

Thanks to all members of the “Dignity in the Workplace” committee for their work this year. The team will reconvene in the autumn and the targets for 2021-2022 will be similar to last year:

- Inform staff about this committee, the brief for the committee and its boundaries.
- To familiarise staff with the DDL ETB Policy.
- To inform staff of supports available to them.

## Section 6 Parents Association 2020-21

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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. Since Covid 19 global pandemic these meetings have been held online via Zoom technology. These meetings are generally have been very well attended with an average of 40 attendees online per meeting. They 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 2020 -2021.

The face-to-face activities were severely restricted due to Covid 19 – Public Health restrictions. The primary focus for the Parents Association since Aug 2020 was to how we could support and assist the school during Covid 19.

### 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.

We updated our PA database and switched to Gmail – google groups by year. This enables more effective communications to specific years groups and in compliant with GDPR. We now have over 600 parents on the database with all the new entrants for 2020/2021 captured from the beginning. We would like to thank Colm Deehan one of the parents who gave his time and expertise on this project. This allows timely communications with the parents. We will do similar for 2021/22 entrants.

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 @cccpa CCC Parents Association with over 710 followers which post items and notices of general educational interest for the parents and reinforces communications from the school.

This became a very valuable means of communicating during Covid 19 including re tweeting messages from the school re Covid 19, HSE messages, online educational messages.

The PA was invited by College management to deliver presentation to parents of prospective students to inform them of the activities of the PA for 1<sup>st</sup> year incoming students as part of the information evening and also presented out to the Board of Management on an end of year report.

## Review of College Policies

The PA get's a copy of all school policies that are under review. The PA got a signed copy of the Child Safeguarding Statement which was shared with the parents.

The PA has set up a sub team of parent volunteers in partnership with the school to give parental input on policies. This group was trained by Vice Principal Carmel O Neill. The Counter Bullying Policy was one of the important policies reviewed by this sub team.

## Other PA Activities

Other areas where the PA was involved included:

- *Laptop & Smart Board reconnections* – In Aug 2020 the parents association assisted in reconnecting all the Laptops and smart boards post re purposing of all classrooms for Covid 19 due prior to school re-opening in Sept 2020
- *Used uniform sale:* The traditional June date of having the uniform sale did not happen due to Covid 19 – this was moved to an online sale in Aug 2020 and was very successful with all the Covid safety guidelines in place. A huge thanks to Marie King with over 100 items sold with all monies going to Pieta House. This was completed again in June 2021 and very successful again
- *Virtual Graduation Bag Delivery* - The parents association played a key role in delivering - 190 bags in Oct 2020 to the graduates of 2020 and again May 2021 to the 2021 6<sup>th</sup> years for the virtual on line ceremony.
- Parents continue to support the *Learning Support Department* by providing readers/scribes for house exams – unfortunately put on hold due to Covid 19
- *Used School Book Sale* – Unfortunately this could not take place due to Covid 19 and school closures.
- *Talks/Lectures* Unfortunately the Parental Talks did not take place this year due to Covid 19
- *Finance* – It was not possible to holding fund raising events in 2021. Monthly presentation of account at the parents committee were presented by the treasurer.
- *The Mock Interview Programme* could not take place this year – hope to have this in Nov 2021.
- *Annual Plant Sale* : Unfortunately our flagship event the Annual plant sale could not take place this year due to Covid 19 restrictions and school closures – 2<sup>nd</sup> year in a row, This is a major community event and a very significant fund raiser for the school. We had kicked off

the planning for the event when the shutters came down and we had to initially postpone and then cancel the event. We are hopeful the event will take place in May 2022. 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 and look forward to the wonderful plants in 2022.

- ***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

## Parents' Association - Planning & Recommendations for 2021/22

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. The main hope this year is that we re start activities which were put on hold due to Covid 19 restrictions and return to a level of normality for students, staff and parents. We have had a fantastic response by parents to any request made by the parent's association. This will help us in the future.

We need to transition the organisation of the Plant Sale in a smooth fashion to new parents to continue this wonderful tradition and key fund raiser for the school.

The priority is to re-open the school safely again in Sept 2021 and the Parents Association will work to partner with the school on whatever support is required.

As a Parents Association we want to acknowledge the fantastic work done by the school, staff and students in ensuring a safe school reopening and compliance to public health guidelines during Covid 19 in a very challenging environment.

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## Section 7 - Adult Education

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### Adult Education Programme 2020-2021

As a direct consequence of the school's response to the Covid-19 pandemic, the Adult Education Programme was one of the many areas of school life this year that had to be put on pause. With the ever-changing situation, regrettably it was not possible to open our doors to the community during 2020 - 2021.

DCS have notified us that they will be rolling out a new administrator system for creating classes and course payments in August. The Directors of Adult Education in the DDL ETB have had facilitated training on this already and will have more in depth training upon our return in late August. The new system is much more user friendly. Importantly, it will now offer a 2-step security process for all credit cards payments. This will make online payments much more secure and is a welcome addition to the payment process.

The night class tutors have all been in touch or contacted and they are all ready and willing to come back to the night school to take classes again. They really miss their students.

Likewise, the local community is eager to see our doors open once again, and we are all hopeful that we will see the return of lots of old and new faces in September 2021.

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## Overview of Policy Development

	Policy Development Checklist	Policy	Working Document in Place	Ratified by BOM	Review Date
1	Admissions & Participation Policy	Policy		April 2020	February – March 2022 (Annual)
2	Counter-bullying	Policy		February 2020	February 2022 (Annual)
3	Attendance & Punctuality	Policy		January 2018	January 2022
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 2024
7	Guidance Plan	Policy	Yes	May 2018	May 2022 (Annual)
8	Suspensions & Exclusions	Policy		March 2018	January 2024
9	Acceptable Usage Policy (AUP)	Policy	Yes	June 2017	September 2023
10	SPHE/Pastoral Care	Policy	Yes	November 2019	September 2022
11	Relationships & Sexuality (RSE) / SPHE	Policy	Yes	November 2019	September 2022
12	Religious Education	Policy	Yes		
13	Special Needs & Learning Support	Policy		April 2015	October 2021
14	Uniform	Policy	Yes	February 2017	May 2023
15	Critical Incident	Policy		October 2019	November 2023
16	Substance Use Policy	Policy		May 2018	November 2022
17	Learning & Teaching Policy (Includes Homework & Assessment Guidelines)	Policy		May 2016	On-going Reviews
18	CCTV	Policy	Yes	September 2020	March 2023
19	Data Protection	Policy	Yes	September 2020	March 2023

	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 2022 (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	



## Legislative & Regulatory Checklist – School Self Evaluation 2020-2021

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Time in school - Length of school year (minimum of 167 days for all year groups) - Length of school week (minimum of 28 hours for all year groups)	Circular M29/95	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 0009/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Procedures for submission of data returns to the Department	Circular 0038/2014  DTR returns procedures information, updated annually on education.ie  Pod and PPOD	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Repeating a year – conditions to be met	M2/95	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Annual returns to Tusla on attendance, suspension, and exclusion	Section 21 Education (Welfare) Act 2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national agreement regarding additional time requirement	Circular 0043/2014  Circular 0045/2016, points 21-25 (Haddington Road Agreement)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Development of school plan	Section 21 Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Engagement with school self-evaluation process	Circular 0040/2016	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Whole-school guidance plan	Section 21 Education Act 1998, Circular 12/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Guidance provision in post-primary schools	Section 9(c), Education Act 1998, Circular PPT12/05, Circular 12/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The College has not been able employ additional qualified Guidance Counsellor for the new academic year
Exemption from the study of Irish	Circular 0053/2019	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national literacy and numeracy strategy	Circular 25/2012, Circular 42/2015, Interim Review and New Targets (2017, DES)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19	Circular 0015/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
In-school management structures	Part V Education Act 1998, 0003/2018	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Approved allocation of teaching posts for 2020/21	Circular 0007/2021	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Leadership and management posts	Circular 0003/2018	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners in education	Circular M27/91	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Digital Strategy and Grant Scheme for ICT Infrastructure	Circular 0011/2018 Digital Learning Plan Use of the Digital Learning Framework	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Child Protection Procedures 2017	Circular 0081/2017 Please record the following information in relation to child protection as reported to the board	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	Child Protection Oversight Report presented at each board meeting	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	Number of reports submitted by the DLP to Tusla and reported to the board	4	
	Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made	Nil	

Relevant area	Relevant legislation, rule or circular		Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed						
	Number of cases where a mandated person other than the DLP made a report to Tusla and notified the DLP	Nil								
Implementation of vetting requirements	National Vetting Bureau (Children and Vulnerable Persons) Act 2012  Circular 0026/2015  Circular 0016/2017: Statutory Requirements for Retrospective Vetting  Child Protection Procedures 2017		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No							
Implementation of complaints procedure as appropriate	<p style="background-color: #e6e6fa;">Section 28 Education Act 1998</p> <p>Please record the following information in relation to complaints made by parents during this school year</p> <table border="1" data-bbox="450 1357 865 1706"> <tr> <td data-bbox="450 1357 865 1460">Number of formal parental complaints received</td> <td data-bbox="871 1357 935 1460">Nil</td> </tr> <tr> <td data-bbox="450 1469 865 1572">Number of formal complaints processed</td> <td data-bbox="871 1469 935 1572">Nil</td> </tr> <tr> <td data-bbox="450 1581 865 1706">Number of formal complaints not fully processed by the end of this school year</td> <td data-bbox="871 1581 935 1706">Nil</td> </tr> </table>		Number of formal parental complaints received	Nil	Number of formal complaints processed	Nil	Number of formal complaints not fully processed by the end of this school year	Nil	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Number of formal parental complaints received	Nil									
Number of formal complaints processed	Nil									
Number of formal complaints not fully processed by the end of this school year	Nil									
Refusal to enrol	<p style="background-color: #e6e6fa;">Section 7 Education Act 2018</p> Circular 0069/2020  Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No							

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	Number of cases processed at BOMRI Stage	33	
	Number of reviews dismissed	33	
	Number of Section 29s forwarded to Department of Education	12	
	Number of appeals dismissed	12	
Suspension of students	<p>Section 29 Education Act 1998</p> <p>Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	Number of section 29 cases taken against the school	Nil	
	Number of cases processed at informal stage	Nil	
	Number of cases heard	Nil	
	Number of appeals upheld	Nil	
	Number of appeals dismissed	Nil	

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed	
Expulsion of students	Section 29 Education Act 1998  Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	Number of section 29 cases taken against the school			Nil
	Number of cases processed at informal stage			Nil
	Number of cases heard			Nil
	Number of appeals upheld			Nil
	Number of appeals dismissed			Nil

