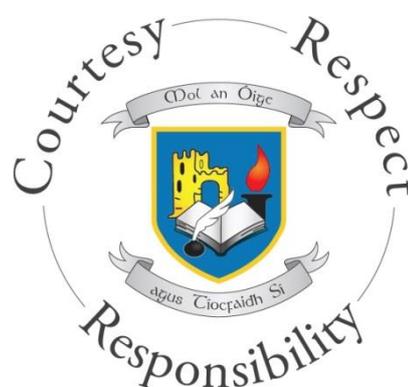In serving the needs of our community we, the pupils, parents, and staff, in all our endeavours aspire towards excellence in a caring and supportive environment. By growing and developing through co-operation this will enable all to realise their full potential.

Courtesy — Respect

Mol an Óige

agus Tiocfaidh Sí

Responsibility

School Report 2021-2022 Castleknock Community College

Principal's Foreword to the 16th Annual Report

August 2022

A Chara,

The 16th 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 some of the planned work over the last academic years was suspended due to Covid 19.

The College is deeply committed to developing a professional community of teachers and over the last eight 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. This year we will publish our updated *Learning & Teaching Policy* which reflects the good practice and initiatives that have been introduced into the College over the last number of years. Moreover, a new curriculum team will be established to lead the next stage of the Learning & Teaching Policy.

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 are encouraged 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 and during this period the College migrated over to the Microsoft Teams Platform. The Platform now supports the Learning & Teaching programme at the College and is used widely to communicate with students, parents, and staff.

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. This year the Guidance Plan was updated to reflect the changes and updates that have been introduced by the Learning Support Department in recent years. In the coming year there is a commitment to update the section on *"Inclusion and Diversity"* in order to capture the recent initiatives and programmes that have been established at the College.

Over the course of the last academic year *The Board of Management* conducted its annual review of a number of policies & guidelines. The Board reviewed and updated the College's *Attendance & Punctuality Policy*, *The Learning & Language Support Policy,* and *The Substance Abuse Policy* alongside its annual review of the College's Child Protection Procedures and Counter Bullying Policy. The Board also received presentations on the revised Learning & Language Support Policy, The Leaving Certificate Applied Programme, the role of the Art Department at the College and & the role of the Parents Association. The Board has also identified a number of policies to review in the next academic year including *The Critical Incident Policy, The RSE & SPHE Programmes and the AUP, CCTV & Data Protection Policies.*

This report also captures the enormous commitment made by Parents to the life of the College. The College is deeply indebted to their on-going support. The parents have continued to work on developing and reviewing College Polices while supporting the Learning Support and Guidance Departments in very practical ways.   Moreover, the Association continues to offer other services including its work with the senior cycle mock interviews, the second-hand uniform sale and workshops and talks. The Annual Plant Sale made a welcome return to the College and was once again well supported by the College community.

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 commitment to the new programme by the newly appointed Director of Adult Education is reflected in the significant expansion of the courses and enrolment figures.

The *Appendix* at the end of this report provides an update on the review work carried out on school policies and a newly designed *Legislative & Regulatory Checklist.*

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 2022

~ Section 1: Mission & Educational Aims ~

~ Mission Statement ~

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

~ Educational Aims ~

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

Section 2 - Leading Learning & Teaching

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.

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.

Curriculum Development Team 2021 -2022

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
- 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. Our staff survey at the end of the academic year 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 2022-2023 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. These targets have been set following a survey of staff and students in relation

School Self-Evaluation Survey & Planning for the next stage

Despite continued disruptions to learning and teaching over the course of the last two academic years, 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
- Sharing of practice and useful resources continued via MS Teams and SharePoint
- Staff, students, and parents were surveyed in 2021 and the results have been used to identify areas to focus on for academic year 2022-23.

Staff Survey Results - 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 2022-23.

Staff Evaluation Summary

Question 1: Formative Assessment – Peer & Self-Assessment
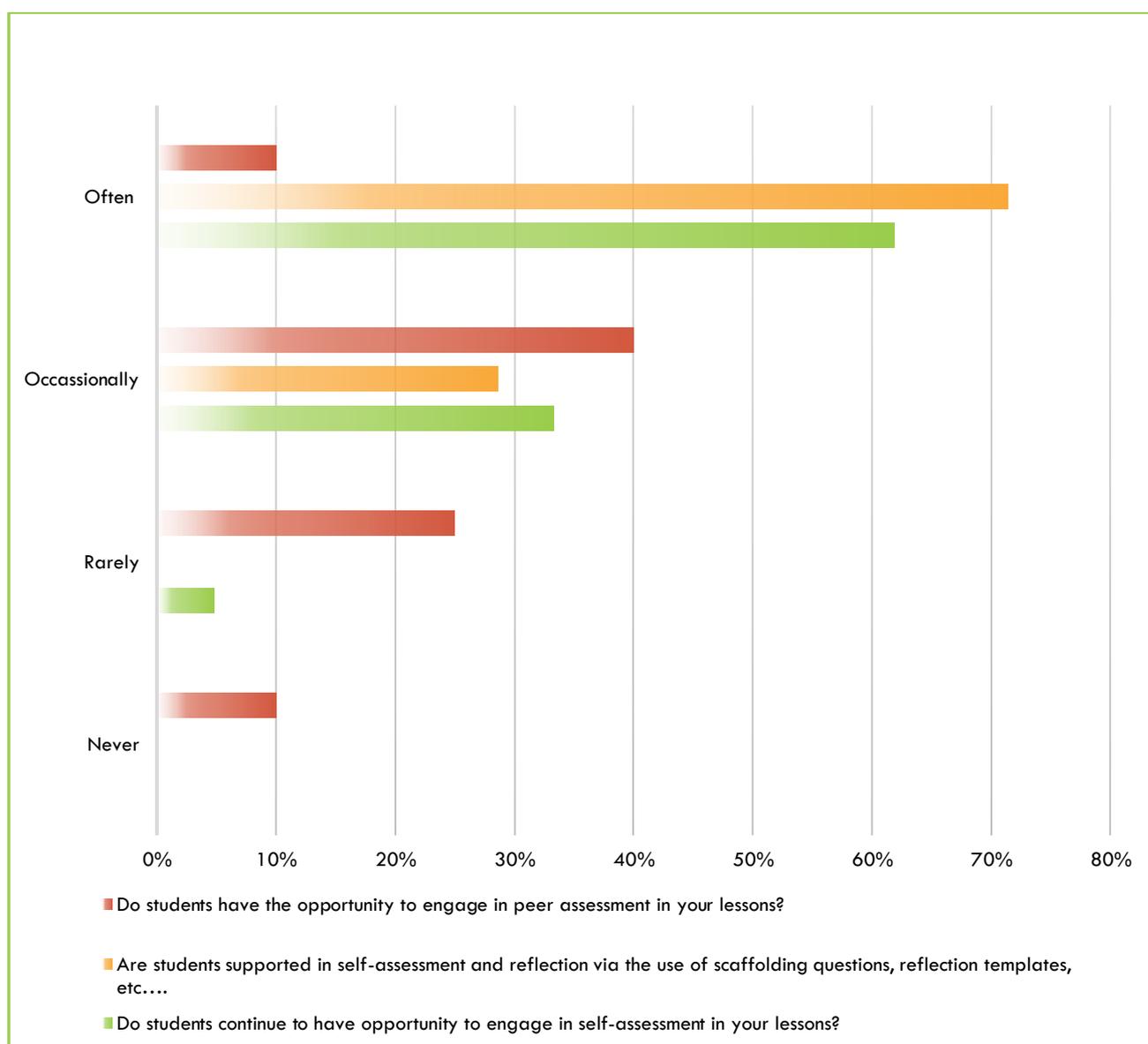
Question 2: Do students have the skills to engage in peer & self-assessment, or is this something that you think requires further exploration and support
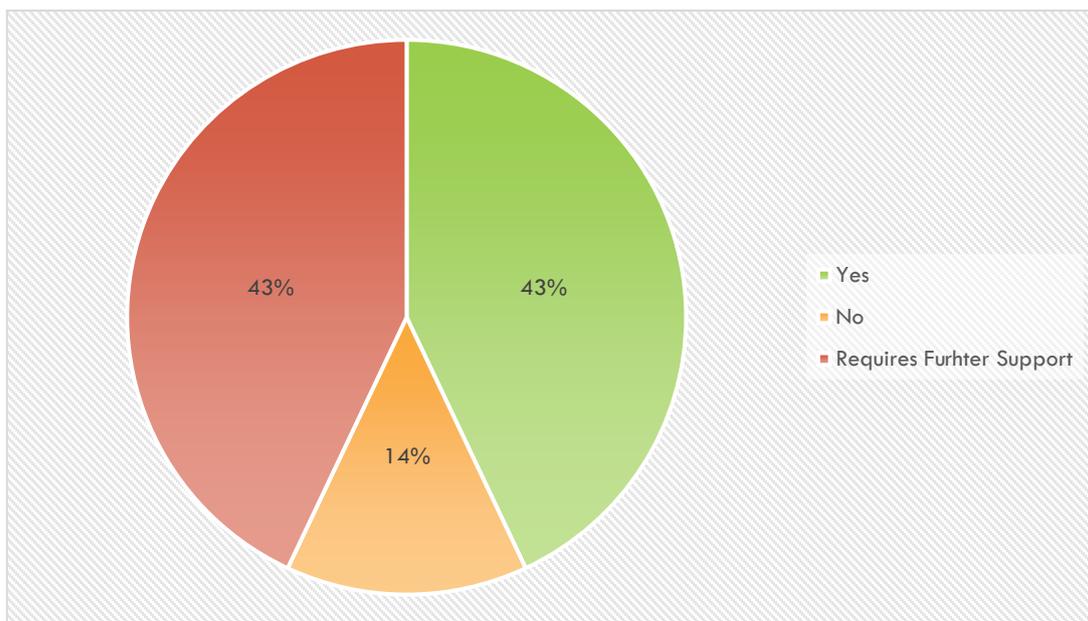
Question 3 With which Year Groups are you most likely to use Formative Assessment Strategies?
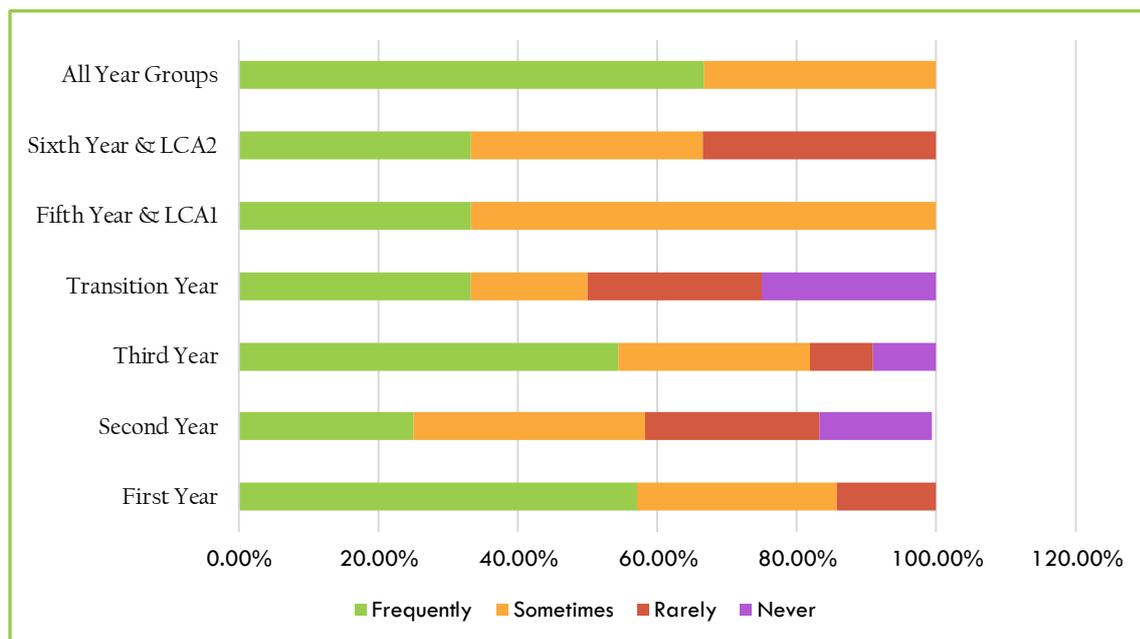
Question 4. Are there areas of Formative Assessment that you would like further training in?

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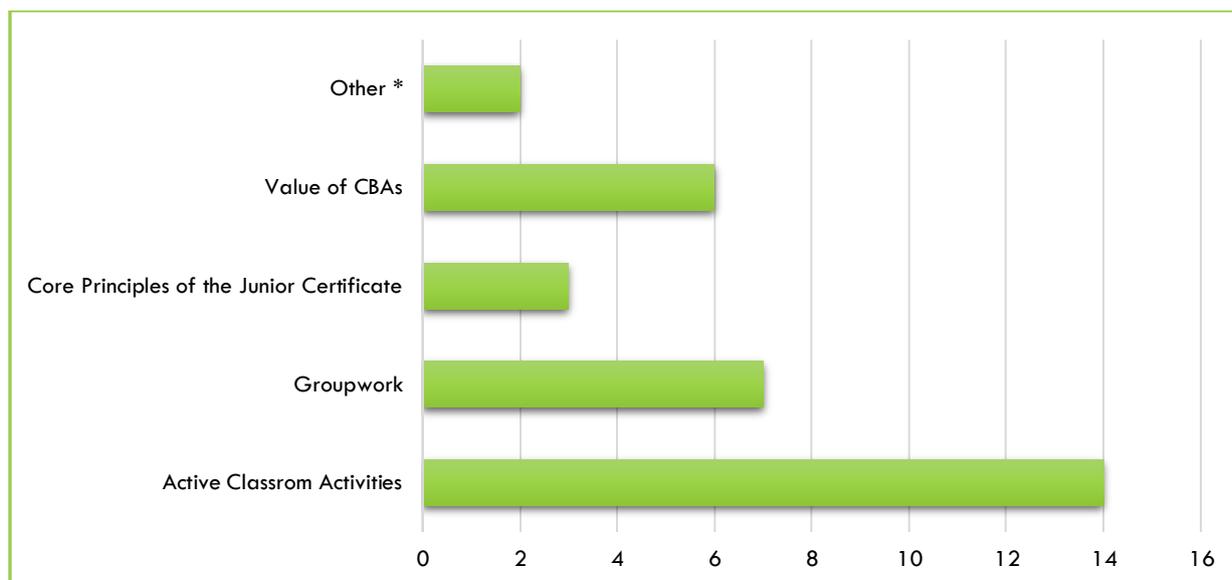
*If you ticked 'Other', please list the other areas of curriculum development that you would like to see prioritised in September:

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

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	**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.

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 12th 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.
Greater use of digital technologies in the completion of CBAs.	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.
Enhanced awareness of the various technologies that can be used to support Teaching and Learning by all staff through various in-house training sessions.	- 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 - 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. - 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.

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 of 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 are 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 Techologies ar an essential took in providing our students with 21st Centurary 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	2021
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 Expedtions	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 anythig or play games etc) and you had the ability to controm their divices 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		4.5%	9.1%	40.9%	45.5%

students to engage more in project-based learning activities					
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?

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

No, 40%
Yes , 60%
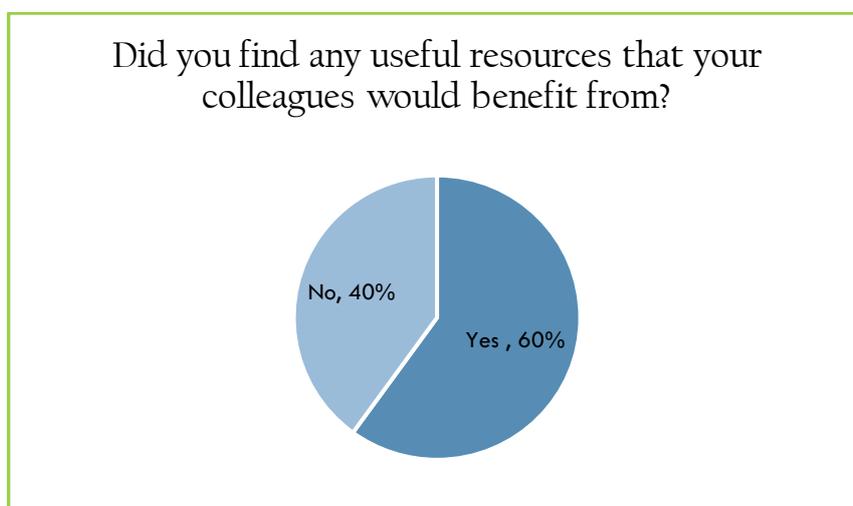
If yes, please list educational apps/ sites/ resources/strategies that you used over the course of the last year that you would recommend to your colleagues:

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.

I.T Report 2021 – 2022

School Support PDST

The Digital Leaders Team engaged in the sustained support programme with PDST over the course of the year. This involved three workshops on planning for digital literacy, ethical use of I.T and developing a vision for digital learning in the College.

Development of a Digital Vision

After surveys and interviews with students, parents, and staff the Digital Learning Team wrote the following vision for the use digital technology at Castleknock Community College.

Our Vision for the use of Digital Technology at Castleknock Community College

At Castleknock Community College we are committed to giving our students opportunities that will allow them to think critically and creatively, innovate and adapt to change.

 We recognise the potential of digital technologies to enhance and deepen teaching learning and assessment and to enhance inclusion and learner participation.

We wish to equip our students to become competent and confident users of digital technologies in a manner that will empower them to become informed and responsible citizens and to develop transferrable skills which will prepare them for future life.

Our Vision for the use of Digital Technology will reflect the core values of our College: Courtesy, Respect and Responsibility so that all members of the College Community will use digital technology in an ethical and responsible manner

Digital Learning in the Classroom

We invested in iPads for the Digital Leaders Team to explore how devices could enhance teaching and learning. All teachers who used iPads reported that iPads they would consider iPads very a very effective resource. The consensus of the Digital Leaders is that devices in the classroom enhance teaching and learning as part of a hybrid approach.

Formative Assessment using Digital Portfolios

The Digital Leaders enrolled with the Formative Assessment using Digital Portfolios project, which will be facilitated by the PDST during the school year 2022 -23.

Plan for 2022 – 2023

Planning will continue to focus on the statements of effective practice from the College Digital Strategy.

- 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	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.
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Actions for the Year

- Planning for the use of devices in the classroom – a strategy for the school year and beyond. Planning will be informed by research on best practice and interviews with members of the school community.
- The digital leaders will be available on the Third Thursday of every month to share practice and support colleagues.
- Formative Assessment using Digital Portfolios: The Digital Team with attend CPD to support his project which will be run as a pilot with Rang Newgrange.

Droichead

In the last year, we continued to work with our newly qualified teaching staff in Castleknock Community College as part of the Droichead process, a process which welcomes the new teachers into the profession of teaching having completed the initial teacher education phase. Droichead includes both school-based and additional professional learning activities to meet the needs of teachers as they begin their career.

There are three experienced professional support team members in the College, including a member of the Senior Management Team, who work collaboratively with these new teachers. In the academic year 2021-2022, five teachers completed the Droichead process. There was a range of teaching classes observed in the areas of Geography, Irish, Spanish, English and Religion. Professional conversations about learning and teaching took place, which provided opportunities to exchange feedback on a one-to-one basis and offer guidance

if needed. This professional journey of Newly Qualified Teachers and Professional Support Team members is mutually beneficial. There was very positive engagement from all teachers. They engaged professionally with the school-based induction and completed additional professional learning activities. They showed their professional commitment to quality learning and teaching for their students. Finally, they engaged in reflective practice which supported their professional learning.

We look forward to working with newly qualified teachers again during this academic year.

Section 3 - Curriculum & Programme Review

Review of Curriculum 2021/22

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 2021-2022

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

Learning and Language Support Department

Introduction

This report records the actions and progress of the Learning and Language Support Department this year and an improvement plan for next year. It includes targets for the academic year 2022-23 and the actions we will implement to achieve these targets.

Exceptional Review

The department engaged with NCSE on an Exceptional Review of SNA allocation to the College. Following the review, SNA allocation remains at ten SNAs. Senior Management have noted the recommendations of the NCSE to ensure that students with the highest level of needs receive the highest level of support.

Learning and Language Support Department Policy Review

The Learning and Language Support Department Policy was amended and updated, following a revision and review by the department in partnership with parent and student representatives. The revised policy was ratified by the Board on Management in April.

Parent Survey

All parents of students accessing support from the Learning Support Department were surveyed this year. The purpose of the survey was to review current practice to ascertain what is working well and identify areas for improvement.

Assessment

CAT4 online version was introduced this year to assess incoming First Years and Third Years. Results are uploaded to Athena for tracking purposes. The CAT 4 individual parent report is posted to parents and students.

Assessment conducted this year:

- CAT 4: Third Years & Incoming First Years
- WYAT Word Reading and Spelling: First Year Students
- Drumcondra Online Test: Second Year Students
- Testing for RACE & DARE

Physical Education

Mr Gerve continues to work as a co-teacher in the PE lessons to support the inclusion of a cohort of students with additional needs. He has developed a booklet, setting targets for all First Year PE students for Junior Cycle. Students with additional needs participated in the Couch to 5k initiative.

Co-operative Teaching

Co-operative Teaching was reintroduced this year. Mairéad O'Halloran gave a presentation on Co-teaching was given to all staff at a meeting on 2nd November 2022. Teachers timetabled for Co-teaching supported students with additional needs with guidance from colleagues in the Learning Support Department.

C.Pens

First and Second Year students received training in the use of C. Pens for Summer House Exams.

Autism Friendly School

The College has begun the process of becoming an Autism Friendly School. The *project, run by AsIAm* aims to support *schools* in the provision of inclusive educational placements for *autistic* children and young people alongside specialist provision.

Department Evaluation

This year we undertook an evaluation of policy and practice in the Learning Support Department.

The parents survey and interviews of parents and students along with the department's review and evaluation identified the following areas of very effective practice.

Effective Practice

- Parents know who to contact with regard to learning support for their child
- Parents are well informed about RACE, DARE and CA0
- Students find Co-teaching very effective – especially in maths and language classes
- The Learning Support Co-ordinator and Link Teachers are helpful, approachable, and efficient.
- Communication with parents of students with the most needs is good
- The link teacher system is effective
- Students found the transition system to secondary school good
- Students find tracking meetings helpful
- Students know who to approach if they have a question on DARE, RACE or CAO.

In the Academic Year 2022-23 we will focus on the following areas of improvement

- Formal Communication with parents
- Target Setting for Students
- Use of Athena for tracking student progress.

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 to create opportunities that allow students to develop their interpersonal and 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 – 2021

- 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. We also welcomed three Ukrainian students and a student from Pakistan to the year group later in the year.
- Students who participated in Transition Year 2021/2022 were encouraged to complete their Bronze Gaisce Award. A total of forty-three students were presented with their medals and pins during the End of Year Ceremony at the end of May, with an additional six students working towards completion of their Bronze Award over the summer.
- Approximately 80% of students secured work experience for the first week in November and the same in February. This year, it was once again a combination of either on-site or online work experience. Students also participated in online programmes run by universities that they accessed themselves. Information pertaining to online programmes was posted on the Transition Year MS Teams page and many students registered for and participated in these programmes themselves from January to Easter. Some placements fell through at the last minute because of Covid restrictions in certain work environments; therefore, a number of students were released from school later in the year to complete session two of work experience and/or the Community Outreach Week.
- The Outdoor Education Programme was back on the Transition Year timetable this year on Monday afternoons and rotated through P.E and Religion. Students went hillwalking and skiing, and they were rock climbing in Awesome Walls.
- Modules which were formerly 10 weeks in duration (Creative Arts, Classics, Philosophy, Film Production and Business) became half-yearly modules to maximise student exposure to them. The Creative Writing module also became part of this block on the timetable. Students studied a total of two modules from the list.
- 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:

- ✓ Health and Safety in the Workplace
- ✓ Peer Mediation
- ✓ Resilience Education
- ✓ RSE (two separate modules)

- All Transition Year students took First Aid and Work Application as core subjects for the year, as well as Irish, English, Maths, MFL, P.E., 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 they studied a range of modules from Block Coding and Microsoft Make Code Arcade (where they created two retro arcade games) to Computational Thinking, Web Design, Microbit and Canva.
- Global Cookery, Public Speaking, Music, and Science were half-yearly modules, and every student took these modules over the course of the year.
- History, Geography and Development Education were half yearly modules. Students studied two of the three.
- The Development Education classes produced a monthly College newspaper, and they were awarded the Silver 'Diplomatic' Passport from World Wise Global Schools, continuing on from the Bronze Award which was secured by a previous group.
- An Archaeology module was integrated into 'A Taste of History' in January. It ran for four weeks and was facilitated by two archaeologists from the School of Irish Archaeology (SIA). The module culminated in a tour of the Archaeology wing of the Natural History Museum and a walking tour of medieval Dublin.
- Chinese was introduced to the Transition Year timetable this year. Japanese and Chinese ran for the full academic year for students. Students studied one of the two languages.
- 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 LC1.
- Maths classes were mixed ability in Transition Year 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 Transition Year students remain focused on developing and improving their mathematical ability for the duration of the year and, that a new confidence in their mathematical ability is instilled in them in advance of their progression to the Leaving Certificate programme in LC1. Transition Year students sat a stand-alone Maths exam at the end of April, the results of which help Maths teachers to gauge ability levels for higher/ordinary level in LC1.
- Students this year were continually encouraged to participate in the many courses run by Third Level Institutions, hospitals, and other organisations. Many institutions continued to run their on-site programmes online this year as a precaution and more students than usual was able to access these programmes, as in most cases, there wasn't a cap on places per programme. Many Transition Years accessed these programmes to compensate for missing out on work experience in a more traditional setting.

- Shannon River Adventures Outdoor Centre in Rooskey was the new destination for the Transition Year trip in early April this year, as the Donegal Adventure Centre in Bundoran closed.

There was a large uptake by Transition Year students for the following courses:
  - St Patrick's Mental Health Services '*Walk in My Shoes*' programme
  - An Garda Síochána Transition Year Programme
  - GAA Coaching
  - RCSI courses in Medicine (MiniMed), Midwifery, Physiotherapy and Pharmacy
  - The Concern Academy Transition Year Programme
  - The UNICEF Activism Programme
  - Various Science/STEM courses in TCD/UCD/DCU
  - Various CTYI (EUE) Programmes in DCU
  - Many students also accessed online work experience placements with Deloitte, Dell, and DNG Estate Agents.
  - 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 programme as places were capped at national level.

- ✖ Houses of the Oireachtas Transition Year Programme

However, we secured one place on the online 'Solicitors of the Future' Programme.

The Law Society also emailed resources for the 'Look into Law' Programme to schools who registered their interest in it. We were lucky enough to have had a barrister facilitate the programme for us over a six-week period here in the College on Wednesday afternoons. A total of twelve TYs successfully completed the programme.

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

Student Feedback from Transition Year End of Year Portfolio Interviews:

This year, Transition Year students sat their portfolio interviews in mid-May. Interviews were facilitated by colleagues on the teaching staff. Students were invited to reflect upon and evaluate their individual experiences of their year on the Transition Year Programme. They had to respond to four key areas in their interview which 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 and work experience (online or otherwise).

Highlights of Transition Year:

- Work Experience
- Trips to Carlingford and Rooskey
- Field trips to MoLI/Seamus Heaney Exhibition/Croke Park

- Japanese and trip to Japanese restaurant
- Outdoor Education
- Global Cookery
- The Creative Writing module
- Graphics and Construction
- Daffodil Day fundraising

Colleagues who interviewed the Transition Years commented that the students were incredibly positive about their experiences in Transition Year. Many felt that they were more confident in themselves and in their subject/career choices going forward. Students said that they had matured on a number of levels and felt that the year in Transition Year helped them to develop their levels of resilience, manage their time more efficiently and it gave them the space to work on their strengths and weaknesses academically or otherwise.

TY Curriculum Review:

- The increase in numbers on the Transition Year Programme in the College in recent years means that the programme is continually reviewed in conjunction with the Senior Management Team, 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 Transition Year specific electives and modules will need to be reviewed and updated by members of the TY teaching team in September 2022. Some new modules will be introduced to the programme – for example Revolution and Social Change (as part of the History programme) and an updated year-long RSE module. All TYs will take both History modules, Geography and Development Education as part of the TYP 2022/23.

Transition Year Planning and Recommendations for 2022/23

- Since the current 3rd year group were severely impacted by Covid-related school closures, a maximum of 168 places will be offered for the 2022 – 2023 programme. There will be six tutor groups of 28 students.
- Carlingford and Achill (our new surf trip destination for March 2023) have been booked.
- Retreats, Judo team building workshops and the Transition Year Show have also been booked.
- Work experience and Community Outreach dates have been pinned on the calendar.
- It is envisaged that some institutions (hospitals in particular) may continue to run their Transition Year programmes online next year. Other institutions may run their programmes back on campus.
- Graphics and Construction will continue as a year-long programme to optimise the amount of time students spend in taster subjects.
- I.T. will also continue to be included in the core subject cohort on the Transition Year timetable. Aspects of this programme such as Coding 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 Transition Year Programme 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 the College tradition. Guidelines pertaining to the 2022 – 2023 Awards Programme will be released over the coming months and the Gaisce PALS will inform the 2022 – 2023 cohort of students about the programme during Transition Year induction in September.

Leaving Certificate Applied Report

Leaving Certificate Applied Programme 2021-2022

Recommendations 2021/2022

- Implementation of new Module Descriptors in; English and Communications, Mathematical Applications, Introduction to I.C.T. and I.C.T. and 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, Graduation etc.
- 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 (2021/2022)

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

- Staff involved in these subject areas attended three days of Professional Development provided by P.D.S.T.
- The new Modules have been implemented successfully and Schemes of Work updated to reflect these updates.

Possible Trip to London (to include both year groups)

- Unfortunately, this trip could not go ahead due to existing Covid restrictions that were in place at the time this trip was hoped to take place.

Programme Review

- The Questionnaires for Students, Parents and Staff have been developed. These need to be converted into survey format for ease of rollout and analysis.

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

- Students were once again actively encouraged to become members of school groups this academic year, which they did quite successfully. L.C.A. students participated in some of the existing student groups, such as School Council and Graduation Committee.

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

- Professional Development for staff both new to the Programme and those established members continues to be a priority. Professional Development for staff involved in the New Module Descriptors was successful, support from within the teaching group was once again invaluable as staff shared their experiences to support the smooth running of the Programme.

Continue with staff training to become 'Task Examiners'

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

Achievements for 2021/2022

The excellent L.C.A. results in August 2021 provided a very positive start to the programme. The National results showed 51% achieving the top grade - Distinction. Here at Castleknock Community College, 92 % achieved the top grade - Distinction. All students are now attending their chosen courses in the P.L.C. Colleges.

Once again, the year got off to a very positive start with the delivery of the student 'Induction' mornings for both year groups. Presentations were given by the Guidance Department and the Co-ordinator. The trip to Go Quest facilitated 'team building' and was greatly enjoyed by the students in both 5th and 6th year. The competition to win 1st place was a great incentive to work successfully as a team!

The Annual Academic Excellence Awards Ceremony unfortunately did not take place this year due to Covid restrictions. However, the twelve students who received the top grade of 'Distinction' were recognised and celebrated.

The completion of the Task Booklets went very well for both the Year 1 and Year 2 students this year. The Interview Component of this process took place following the lifting of Covid restrictions and the feedback from the examiners was both positive and complimentary.

The year 1 students completed a group activity which saw them staging the '1st Year Soccer Tournament'' for their General Education Task in Session 1. 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. Students presented for the interviews and will receive results next September.

The Year 2 students worked very well in Session 3 and completed both Tasks that were required this academic year. Students were able to attend night classes to learn a new practical skill because of the lifting of Covid restrictions. 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 proceeded as normal this year with the students receiving very positive and affirming feedback from the employers.

The students' return to classroom- based teaching and learning was very much appreciated, it served to alleviate concerns and ensure that all was back on track. The students in both year groups are working very hard to realise their potential in both the Summer and State Examinations.

It was a wonderful affirmation of how successful the L.C.A. Programme is run here in the College when we were approached by two other schools within the DDL ETB, asking that we provide information/ assistance in helping them to set up the L.C.A. Programme in their schools. It was a collaborative effort involving the Deputy Principal, Coordinator, Year Head and an L.C.A. teacher, this presentation was very well received and appreciated.

Recommendations 2022/2023

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

Leaving Certificate Vocational Programme Report

L.C.V.P. Recommendations for 2021 – 2022

Continue with:

- Allocation of three periods in LC1.
- System of not having Exam for LC1 students in November Examinations.

(Students will work on assignments due for their Portfolios).

- Ensuring continuity of staff (Business/Maths teachers) to ensure success in results.
- In-service for staff who are new to the Programme and for those who may require a refresher course.
- Promoting the programme within the school to maintain numbers taking the Programme.
- Updating LCVP noticeboard with feedback from students.
- Start the process of Programme review.

Review of Recommendations 2021 – 2022

- Securing the allocation of three periods in LC1 continues to be successful as it ensures completion of work required for portfolios.
- Continuing with the system of having no House Exam for LC1 students as students can forge ahead with the completion of the required assignments for their Portfolios which are due at the end of January each year.
- Ensuring the continuity of the staff delivering the Programme has helped 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 or updates are adhered to successfully.
- 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.
- The schedule pertaining to work, and completion dates required for the Portfolios ensures that deadlines are met.
- The use of MS Teams ensured that online teaching and learning was successful this academic year.
- Met with the students who have chosen L.C.V.P. for September 2022 to answer questions they had about taking on this Programme.
- There has been an increase in numbers applying for the Programme.
- Survey was completed with the LC2 students and feedback pertaining to the Programme was positive.
- LC2 students ran a successful movie afternoon to raise funds for Laura Lynn Foundation.
- LC1 students organised an event for Organ Donor Awareness week.

Recommendations for 2022 – 2023

Continue with:

- Allocation of three periods in LC1.
- System of not having Exam for LC1 students in November.

- In-service for staff new to the programme and for those who may require refresher course.
- Continuity of staff (Business/Maths teachers) to ensure success in results.
- Complete the process of Programme review.
- Engage with outside speakers and offsite visits now that restrictions have been lifted.

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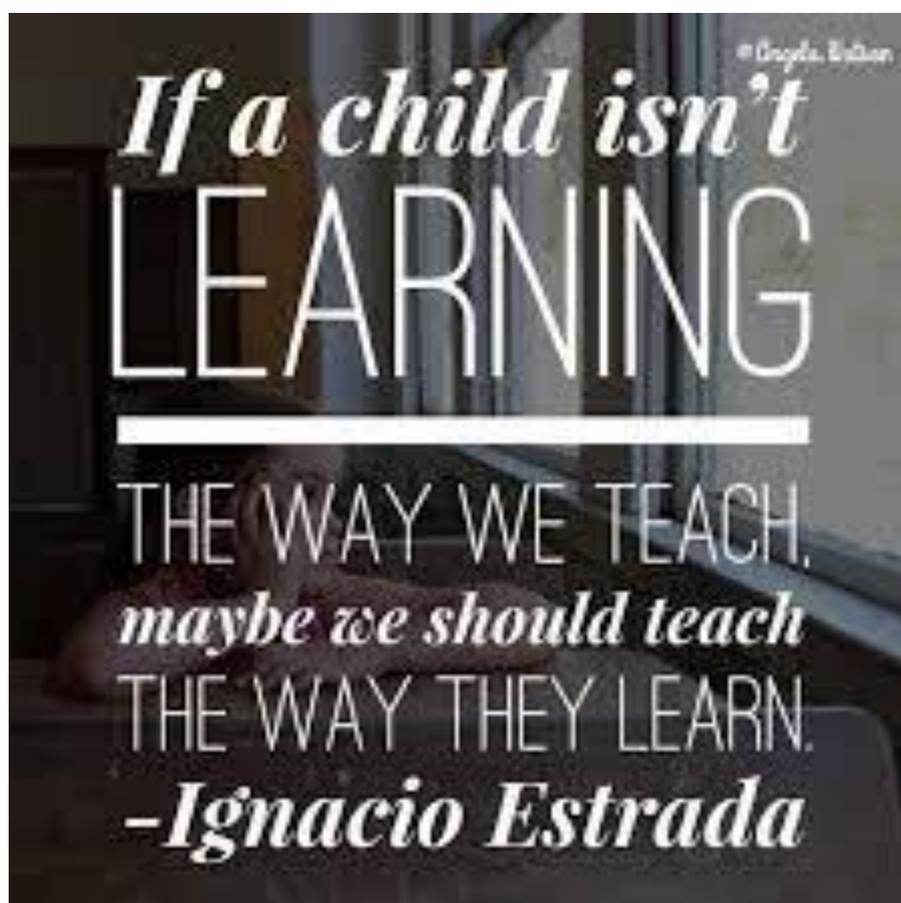
~ Section 4 ~ Care & Management of Students

Guidance Plan

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

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

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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 2021 – 2022

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 2021 - 2022

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	-
Total:	132 Hours	110 Hours	110 Hours	44 Hours

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 discussion 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 2022-2023

- 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 2021 – 2022

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 2021 – 2022

- 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 2021-2022

During this academic year, the Chaplaincy Team returned to in-person meetings and successfully hosted cultural and spiritual events. The number of members has fallen during Covid. The team presented at assemblies carried out whole school surveys. They created a plan to increase numbers in the coming academic term.

- An outdoor Remembrance Service took place in November which was well received by the College community.
- We facilitated various Advent and Christmas events including the now annual Random Advent Acts of Kindness.
- In the new year Friendship Month was facilitated with the First-Year group cumulating in the Art competition and the Friendship Days, facilitated by Anita Phelan.
- Fifth & Sixth-Year meditations were organised to enable our students to cope with life's everyday stresses.
- The College community were delighted to bring back our Lent masses facilitated by Fr. Dan Joe.
- We also held our LC2 mass for exam time on site.
- The team planned and held a meaningful and spiritual LC2 Graduation.
- 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.
- The weekly meetings between the Guidance Department, the Principal and the Chaplain continue to be a valuable source of communication on the well-being of the students.

Planning for 2022-2023

- The Chaplaincy team will continue to meet weekly in person.
- The Chaplaincy Team will continue to acknowledge religious festivals from all faiths.
- The Team plans to extend its reach throughout the student body and will continue input at weekly assemblies.
- The Team hopes to promote the mental and physical benefits of meditation and aim to make meditations a lived practice in the life of the College.
- Continue the practice of weekly thoughts and reflections in the Staff Newsletter.
- Plan and facilitate retreats on and off site for the various year groups. Friendship days for First Year group will take place onsite while retreats for Transition Year and Senior Year Groups will take offsite.
- A review of the Yellow Flag Programme is due to take place in the coming year and it is our sincere hope to retain our status as a Yellow Flag school.
- Endeavour to create a space that is safe and welcoming to students in times of need.
- Provided time out for those students who may need it.
- Continue to be available for one-to-one care and support of students.
- Attend the Care Meetings of each year group in the College.

Guidance & Counselling Department Report 2021-2022

- LC2s were prioritised from the start of the year, in particular this year due to only 1 Guidance Counsellor in the Department until November.
- The Guidance Department continued to be available to students Monday & Tuesday lunchtime.
- Referrals were received from Tutors, Year Heads & Management as well as students' self-referrals.
- Guidance Counsellors attended online College Information days, In-service on disordered eating which was facilitated by DDL ETB Psychological Support Service and an information day on self-harm.
- We resumed our weekly Care & Guidance meetings with the Principal & Chaplain.
- Counselling supervision sessions remained online throughout the year. We intend to host these meetings in the College next year.
- The use of teams to communicate to individual students and whole year groups is an efficient use of time and enables the service to be more readily accessible to all. It serves as our noticeboard and all information can be disseminated clearly & promptly.
- A Guidance Counsellor & the Chaplain piloted the "Wired for Wellbeing" programme with 2nd year groups.
- Study skills was delivered to all 1st & 2nd year classes.
- A Careers Portal Careers Interest Test was undertaken by third years and CAT4 was administered online in place of the DATs. Parents received a hard copy of feedback and results were uploaded to VSWare.
- CAT4 was administered online with incoming First Years.
- "Rayse the Game" study skills and motivation workshop by Ray Langan was delivered via MS Teams to 3rd & 6th years groups.
- The Transition Year Work Application Module involved a career investigation project and CV preparation. The Guidance Department acted in a supporting role to the staff members taking these classes.
- LC1s received an Introduction to Guidance and completed an in-class career investigation assignment. This was reviewed and feedback was given. A record of work completed is kept on file ahead of LC2 individual guidance meetings.
- College presentations for LC2s during Life Skills on Thursday mornings were organised via MS Teams and was well received by students. The Guidance Team organised career specific in-person talks and feedback from students was positive. Going forward in 2022-2023, the Department intend on returning to in-person presentations where possible.
- Higher Options took place online, but few students attended. It is intended to be an in-person event in September 2022 and LC2s will attend.
- Subject Options & CAO/DARE information sessions took place on MS Teams, but it is intended that this will take place in person in 2022.

One Good School (OGS)

Jigsaw launched a new programme for schools in Autumn 2021 called the "One Good School" initiative. The College applied and was accepted onto the programme that began in January 2022.

The "One Good School" initiative aims to support the mental health and wellbeing of young people by developing a shared responsibility for mental health across the whole school. The OGS journey is an eight-step journey:

1. Form the team
2. Team training
3. School self-evaluation
4. Analyse results
5. Create an Action Plan & submit to Jigsaw
6. Implement Action Plan
7. Report to Jigsaw
8. Award and celebration

From January to May 2022, the Core Team completed Steps 1 – 5. Each year group, parents/guardians, senior management, and staff completed surveys and results were analysed by the team.

Based on this feedback, the core team developed the Action Plan that would address the areas where more support is needed and devised the following plan that was submitted to Jigsaw and was approved in May 2022.

Action Plan – Staff

Priority area(s) identified from self-assessment	Activity to be completed
Learn more about Jigsaw and the One Good School initiative – practical strategies for supporting youth mental health.	*Mental Health & Wellbeing – a One Good School approach* - Online Course - Term 1 - All staff
Supporting student voice	Staff training on *Innovate for Wellbeing* - Jigsaw - Term 2 - Numbers TBC
Understanding the nature of anxiety in young people and knowing how to support students	*Understanding Anxiety in the Classroom* - Online course (optional) - Term 1
Additional	Staff training on the Jigsaw *Peer Education Programme*
Additional	*Self-Care for School Staff*

Action Plan – Young People

Priority area(s) identified from self-assessment	Activity to be completed
General mental health and wellbeing information	*Let's Talk Sure Why Not?* - Online Course - Term 1 - All students
Student Voice	*Innovate for Wellbeing* - Trained School Staff - Term 2
Promoting the importance of looking after mental health with other young people	*Jigsaw Peer Education Programme* - Trained Senior Cycle students (6 maximum) - Term 1/Term 2 - TBC
Managing Examination Term 2Stress	*Managing Exam Stress* - Third Year, LC2 & LCA2 students - Term 2
Additional	*My Mental Health, What Helps?*

Action Plan – Parents & Guardians

Priority area(s) identified from self-assessment	Activity to be completed
Practical strategies for promoting and supporting young people's mental health	*Mental Health Awareness Webinar for Parents & Guardians* - All Parents & Guardians - Term 1 & Term 2
Self-care	*Self-care for Parents & Guardians* - Online Course - Term 2

The College is aiming for the One Good School Gold Award and we wish the whole school community well in going for gold!

Student Voice and Inclusion

Since January, the Diversity Committee has hosted several meetings including a training workshop.

Students completed a school wide inclusion survey to analyze their thoughts on diversity and inclusion and assess how inclusive they think the school is. This data is still pending a full review with the Diversity Committee, however it has highlighted gender-based issues and sexism as areas of concern and discussion. This survey used questions from a previous school survey on diversity completed in 2018 and a collection of new questions added by the Diversity Committee on the topics of LGBTQ+ and gender. An area in the school was set up to highlight and celebrate different religious festivals to promote inclusion in the corridor. Currently 5th and 6th year students are contributing to this display with the Diversity Committee.

To promote student voice the student newspaper allowed for contributions from other year groups through the medium of a writing competition and this will be extended further going forward. As part of the Ethos Committee, inclusion and Diversity have been promoted as a core part of the school's ethos, students have created a display to celebrate this and a short presentation to staff on the importance of inclusion in our Ethos.

Plans for this coming year

- Create a focus group to identify the two key areas of capturing student voice, in the classroom and in the school in general.
- Review results of survey with Diversity Committee
- Use findings to begin inclusion policy

Extracurricular Report 2021 – 2022

The Extra Curricular programme made a welcome return to the College after two years of Covid restrictions. We managed to provide an extensive programme and it was brilliant to see so many students getting involved after such a long absence for some and to see First Years, in embrace the after-school activities with such enthusiasm.

Our goals this year were to get the programme back up and running and to get as many students as possible involved in the sporting and cultural life of the college. Anything beyond that was a bonus. Below is a taste of our victories this year.

G.A.A.

- Minor Girls Camogie, Dublin A Shield winner.
- LGFA U14 C League Champions.
- First Year Boys Football, Tom Quinlan Shield winners.
- First Year Boys Hurling, Larry Doyle Shield winners.
- Second Year Boys, Dublin Hurling semi- finalists.
- U16 Boys, Dublin semi-finalists in both Hurling and Football.

Basketball

- U19 Girls, Dublin B League Champions
- First Year Boys, All Ireland quarterfinalists.

Soccer

- U17 Boys, last thirty-two in Leinster Cup.
- U19 Girls, Dublin A league runners up.

Apart from all these tremendous victories, we had hundreds of students involved in various teams and activities, including eight basketball teams, four soccer teams, eight GAA teams, 30 Orienteering participants and 25 Zumba enthusiasts. Dozens more in the Couch to 5km trained from March to May for their Park Run. Our beloved Debating Club resumed this year, and a new Drama Club was established. We also entered some Equestrian competitions.We hope to do the same again next year but with the addition of hockey to the programme and whatever else our talented and selfless teachers volunteer to organize.

Ladies Gaelic Football

It has been great to have all our Ladies Gaelic Football Teams back playing matches again this year and well done to all who participated at Senior, Junior and U14 levels. It was our U14 panel who had the most success. Despite heavy rain and desperate conditions, they played their Leinster Final on 17th May and beat Our Lady's SS Terenure with a brilliant score line of 7-04 to 3-04. Well done to our captain **Aoife McElduff**, player of the match **Molly Burke** and to the whole panel of players. Congratulations to the team and their coaches, Ms. Meehan, and Mr. Barry.

Athletics Track & Field Update

West Leinster Championships 5th & 7th April

After an absence of three years the West Leinster athletic championships took place in Santry stadium. CCC had a large athletics squad of both boys and girls competing in a large number of events. Athletes performed very well, with a number of excellent results. A special mention to Ms Daly and Mr. Davey who entered, organised, and supervised all the athletes.

Minor Girls

Mia Brett 1st place 100m & High Jump

Ella Ryan 1st place Long Jump

Abigal Tolan 4th place 1100m

2nd place 4 x 100m Relay

Minor Boys

Eliron Oshiokameh 2nd place 100m

Junior Girls

Eily Kildunne 1st place 1,200m walk
Caoimhe Delaney 3rd place Long Jump
Grace O'Grady 2nd place 1500m
Cara Mohan 4th place 1500m
Leah O'Dwyer 5th place 800m

U16 Boys

Sam McMahon 5th place 200m

Inter Boys

Peter Brennan 4th place Steeplechase

Senior Girls

Sadhbh Mohan 1500m 1st place
Ellen McLoughlin 3rd place 3000m

Senior Boys

Finn Woodger 1st place 400m & 2nd 800m
Scott Fagan 1st place 1500m & 5000m

3rd place 4 x 300m Relay

Traian Rebegea 2nd place 1500m & 3rd 800m
Louie Woodger 3rd place 5000m
1st place 4 x 400m Relay

Leinster Championships 19th & 21st May

Minor Girls
Mia Brett 100m 4th place & 6th High Jump
7th place 4 x 100m Relay
Ella Ryan 5th place Long Jump

Junior Girls
Grace O'Grady 9th place 1500m
Eily Kildunne 4th place 1200m walk
Caoimhe Delaney 11th place Long Jump

Senior Girls

Ellen McLoughlin 6th place 3000m

Senior Boys

Scott Fagan 1st place 1500m
Finn Woodger 2nd place 800m
Traian Rebegea 6th place 800m
Louie Woodger 6th place 5000m
4th place 4th place 4 x 400m

LC2 students Scott Fagan (1500m) and Finn Woodger (800m) also successfully competed in the All-Ireland Schools' Track & Field Championships in Tullamore on Saturday 4th June.

Section 5 - School Management 2021-22

Board of Management – Review of 2020-21

The Board of Management continued to manage the challenges of Covid 19 over the last academic year by hosting the majority of its Board Meetings on the MS Teams Platform. Despite the challenges the Board of Management maintained its commitment to overseeing its duties and ratifying a series of policies.

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 27 applications were made to the College and in all cases the decision of the Principal of the College was upheld. Of these cases nine were advanced to Department of Education & Skills as Section 29 Appeals and in all cases the decision of the Board of Management was upheld.

The Board of Management supported the College's application for an exceptional review of the SNA Allocation to the College 2021-22. The appeal to the NCSE was unsuccessful however the Board gave enormous support to the Appeal and acknowledged the work of the Learning Support team and the SNAs with the students in their care.

The Board reviewed and updated the following Policies & Guidelines:

- Admissions Policy for First Years 2022 & Transfer to Castleknock Community College 2022-2023
- The Annual Review of the Child Protection Policy & Counter-Bullying Policy was undertaken in February 2022
- Attendance & Punctuality Policy 2022
- Substance Abuse Policy
- Learning & Language Support Policy.

Presentations were made to the Board by:
- Mr Liam O'Flanágain - Parents Association
- Ms Carmel O'Neill (Deputy Principal) - One Good School
- Pamela Dunne & Aoife Staunton - DDLETB & Ethos -
- Ms Michelle Brady & Ms Meryl Woolmington - Art Department
- Ms Cathy Bass - The LCA Programme
- Jennifer Doyle - One Good School Initiative

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 2021)
- The Digital Learning Framework for Post Primary Schools
- The Learning & Teaching Policy
- The Step-Up Initiative
- Autism Friendly School

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 2022-23

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 2023).
- Learning & Teaching Policy
- SPHE & RSE Policies
- AUP, CCTV & Data Protection Policies
- Critical Incident 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 Business & Geography Departments
- LCVP Programme
- 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 School Improvement Plan
- The One Good School Initiative
- The Digital Strategy Plan
- The College's Learning & Teaching strategies
- Autism Friendly School Initiative.

Leadership Team Planning for 2021-2022

The main focus of the Leadership Team over the last academic year was the ongoing 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 Attendance & Punctuality Policy
- ✓ The correct protocols for the Child Protection Guideline
- ✓ The completion of the Learning & Teaching Policy
- ✓ The completion of the College's Learning & Language Support Policy
- ✓ A review of the College's management of bullying matters.

Review of Management Team Meetings 2021-22

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 2022/23

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 two academic years, 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:

- Learning & Teaching Policy
- SPHE & RSE Policies
- AUP, CCTV & Data Protection Policies
- Critical Incident Policy

Section 6 Parents Association 2021-22

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 2021 – 2022

The face-to-face activities were severely restricted due to Covid 19 – Public Health restrictions. The primary focus for the Parents Association since Aug 2021 was to how we could support and assist the school during Covid 19. We managed to kick off our 1st face to face meeting in March 19 followed by a tour of the new building extension.

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.

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 1st 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:

- **Aug 21** *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 2021 and was very successful with all the Covid safety guidelines in place. A huge thanks to Marie King with over 1 items sold with all monies going to Pieta House. This was completed again in June 2022 and very successful again

- *Oct 21 Talk for Parents:* In conjunction with the school the PA organised a talk for Parents with the speaker from Rayse the Game #motivatingteenagers. This was a very informative and insightful parenting talk with over 80 parents attending on-line. Ray also talks to the students in the morning session.

- *Nov 21 The Mock Interview Programme* happened this year with the LCVP student year group. This happened via Teams online – lots of learning and excellent feedback from the parents and students involved. The vast majority of workplace interviews now take place on line so this was a wonderful opportunity.

- *Nov 21 Debs for Graduating Class of 2021.* The annual Debs was held again post Covid 19 in Dunboyne Castle with a very successful and enjoyable night had by all. The PA acts as a point of contact between Debs Ireland, the Hotel and 6th year organising committee.

- *Feb 22* : Parents continue to support the *Learning Support Department* by providing readers / scribes for house exams which were in person this year. This really helps the students.

- *March 22 Tour of new school building* for parents which opened in Sept 2021.

- *Annual Plant Sale* : The PA were delighted to be able to re-establish the Annual Plant Sale again in May 22. This is a major fundraiser for the school. The flagship event the Annual plant sale could not take place in May 20 and May 21 due to Covid 19 restrictions and school closures. A huge amount of planning went the event with a new nursery supplier coming on board to support the plant sale. The event itself was held on Sat May 7th and Sun May 8th and was very successful with incredible community support. The overwhelming feedback from

all the community customers was that it was great to be restarted post Covid 19 and normality restored.

- *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.

- *Finance:* The Treasurer gives an update on the Finances at every monthly meeting. There was no movement in the accounts until May 2022. Delighted that the PA were able to donate €25,000 to the school at the May 2022 meeting the proceeds from the very successful Plant Sale.

Parents' Association - Planning & Recommendations for 2022/23

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. In 2021/2022 we have managed to re- establish many of the activities which we cancelled due to Covid 19. The Plant Sale was a major success in re-establishing this as a major community event in the D15 annual calendar. We have had a fantastic response by parents to any request made by the parent's association with many new parents getting involved. This will help us in the future.

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.

Section 7 - Adult Education

Review of the Academic Year 2021/22

Autumn 2021 saw the resumption of night classes after the pandemic. A total of 36 courses were offered with 18 classes running in the Autumn Term with 11 on a Monday and 7 on a Tuesday night.

A total of 189 participants enrolled in the College's Night Class programme in the Autumn Term.

A new Director of Adult Education was appointed and took over in week 9 of the Autumn term.

Spring 2022 saw 18 new courses offered to students some of which were as follows:
- Craft Beer Brewing
- First Aid
- Gardening
- Microsoft Excel
- Felt making
- Indian Cookery
- Interior Design
- Performance Analysis in Sport
- Barbering
- French
- Japanese
- #Improve your relationships
- CBT & Mindfulness
- Public Speaking

A total of 56 courses were offered with 38 classes running with 430 enrolling in the Spring Term. This is also the biggest Spring enrolment since 2009.

This represents a combined total of 619 participants for the academic year 2021/22. The Spring term saw an increase of 241 in the numbers enrolled in the college's Night Class programme when compared to Autumn 2021 which was a 227% increase.

A total of 2,365 enrolment hours were generated in the Autumn Term with 5,273 hours being generated in the Spring Term. This resulted in a total of 7,638 enrolment hours for the academic year 2021/22.

The Department is pleased to report that the college's Night Class programme created employment for 14 tutors in the Autumn Term and 29 tutors in the Spring Term. Alongside this work, the Director of Adult Education publishes a Night Class brochure for both the Autumn and Spring Terms and organises the printing and distribution of 11,000 brochures in the local area each term.

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

The Director is also responsible for updating the college's course listings in the Adult Education section of the Dublin & Dun Laoghaire E.T.B. website as well as its annual composite brochure.
The Director also continues to offer and administer a postal enrolment facility each term and continues to respond to a large number of phone calls and e-mails each term and throughout the year.

The Department makes extensive use of the computerised enrolment system to contact participants by web text and e-mail to alert them of enrolment dates, upcoming courses, and other relevant information. The Director is also responsible for the setting-up of contracts and the monitoring of payroll for Night Class tutors each term.

The Department is pleased to report that 6,000 enrolment hours in 2021/22. This moves it into category C.

Review of 2021-22 Recommendations

Expand & Enhance the Range of Classes on Offer:
The Department is keen to continue to promote and expand the range of courses on offer in the College's Night Class/Adult Education programme. Examples of some of these new classes offered in 2021/22 include: Craft Beer Brewing, First Aid, Gardening, Microsoft Excel, Felt making, Indian Cookery, Interior Design, Performance Analysis in Sport, Barbering, French, Japanese, Improve your relationships, CBT & Mindfulness & Public Speaking

The Work of Self-Evaluation & Engagement with Service Users:
At the end of 2021 the Department surveyed the Autumn student cohort and the local community to gain a better understanding of what the community were seeking in relation to the Adult Education programme, through the use of a Google Docs survey. The Department adopted this practice once again at the start and end of the Spring 2022 term to elicit feedback from participants in the college's Night Class programme. A summary of the results of both these surveys is outlined in the following section of the report.

Offering the Best Possible Service & Experience to those Enrolled in its Night Class Programme:
There was a total to 299 responses to the Autumn Term Survey. Of those who responded, 69% had not attended a course in Castleknock Community College in the previous 5 years. When asked what evening they would prefer courses to run 164 chose Monday, 161 Tuesday, 133 Wednesdays & 63 Saturday mornings. When surveyed about the ideal time for their course to run 22.4% chose 6.45pm, 45.6% 7pm, 17.1% 7:15pm, 38.2% chose 7:30pm, 10.1% 7:45pm, 21.9% 8pm, 4.4% 8:15pm, 6.1% 8:30pm & 2.6% 8:45pm. Those surveyed were also given the chance to suggest courses they would like to take part in and also given a selection of courses they would like to do. This was a huge insight into the new courses to target and add to the Spring term.

There was a total of 355 respondents to the Spring Term Survey. When asked what evening they would prefer courses to run 219 chose Monday, 229 Tuesday, 152 Wednesdays, 100 Thursdays & 44 Saturday mornings. When surveyed about the ideal time for their course to run 22.5% chose 6.30pm, 20.4% 6.45pm, 64.5% 7pm, 27.5% 7:15pm, 37.3% chose 7:30pm, 11.7% 7:45pm, 20.8% 8pm, 7.1%

8:15pm, 6.8% 8:30pm & 3.7% 8:45pm. Those surveyed were also given the chance to suggest courses they would like to take part in and given a selection of courses they would like to do. This was a huge insight into the new courses to target and add to the Autumn 2022 term.

Planning for 2022/23

The Department will endeavour to expand and enhance the range of classes currently on offer as part of the College's Adult & Community Education programme.

It is envisaged to expand to 3 nights a week, Mondays, Tuesdays, and Wednesdays.
Planning has taken place since January 2022 on the Autumn 2022 term & currently the Night classes courses on offer in Autumn 2022 will exceed 90 courses.

Two Saturday workshops are being planned to run early in the Autumn term, which will offer the community an alternative to classes currently offered and a chance to sample a short course at a reduced enrolment fee in comparison to a 10-weeknight class.

The brochure is currently being redesigned to match the artwork carried by the day school and these graphics and artwork are also used on the information screens each night for classes.

The Department will continue its work of self-evaluation, through the use of electronic surveys, to monitor and improve the service it provides to the local community and to those who engage with its services.

The Department will hope to grow the social media following on all three platforms as this has been a huge driver of interest outside and with the local community.

The Department is currently investigating alternative options for both printers and distribution companies in relation to the brochure.

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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		September 2021	September 2022 (Annual)
2	Counter-bullying	Policy		February 2020	February 2023 (Annual)
3	Attendance & Punctuality	Policy		January 2022	January 2025
4	Child Protection	Policy		February 2018	January 2023 (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 2023 (Annual)
8	Suspensions & Exclusions	Policy		March 2018	January 2024
9	Acceptable Usage Policy (AUP)	Policy	Yes	June 2017	March 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 2022	April 2024
14	Uniform	Policy	Yes	February 2017	May 2023
15	Critical Incident	Policy		October 2019	November 2023
16	Substance Use Policy	Policy		February 2022	January 2025
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 2023 (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	☒ Yes ☐ No ☒ Yes ☐ No	
Standardisation of school year	Circular 0009/2017	☒ Yes ☐ 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	☒ Yes ☐ No	
Repeating a year – conditions to be met	M2/95	☒ Yes ☐ No	
Annual returns to Tusla on attendance, suspension, and exclusion	Section 21 Education (Welfare) Act 2000	☒ Yes ☐ No	
Implementation of national agreement regarding additional time requirement	Circular 0043/2014 Circular 0045/2016, points 21-25 (Haddington Road Agreement)	☒ Yes ☐ 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	☒ Yes ☐ No	
Engagement with school self-evaluation process	Circular 0040/2016	☒ Yes ☐ No	
Whole-school guidance plan	Section 21 Education Act 1998, Circular 12/2017	☒ Yes ☐ No	
Guidance provision in post-primary schools	Section 9(c), Education Act 1998, Circular PPT12/05, Circular 12/2017	☒ Yes ☐ No	
Exemption from the study of Irish	Circular 0053/2019	☒ Yes ☐ No	
Implementation of national literacy and numeracy strategy	Circular 25/2012, Circular 42/2015, Interim Review and New Targets (2017, DES)	☒ Yes ☐ 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	☒ Yes ☐ No	
In-school management structures	Part V Education Act 1998, 0003/2018	☒ Yes ☐ No	
Approved allocation of teaching posts for 2020/21	Circular 0007/2021	☒ Yes ☐ 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
Leadership and management posts	Circular 0003/2018		☒ Yes ☐ No	
Parents as partners in education	Circular M27/91		☒ Yes ☐ No	
Digital Strategy and Grant Scheme for ICT Infrastructure	Circular 0011/2018		☒ Yes ☐ No	
	Digital Learning Plan		☒ Yes ☐ No	
	Use of the Digital Learning Framework		☒ Yes ☐ 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		☒ Yes ☐ No	
	Child Protection Oversight Report presented at each board meeting	☒ Yes ☐ No		
	Number of reports submitted by the DLP to Tusla and reported to the board	2		
	Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made	Nil		
	Number of cases where a mandated person other than the DLP made a report to Tusla and	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
	notified the DLP		
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	☒ Yes ☐ No	
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998 Please record the following information in relation to complaints made by parents during this school year	☒ Yes ☐ 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

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting	If no, indicate aspects
Refusal to enrol	Section 7 Education Act 2018 Circular 0069/2020 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year	☒ Yes ☐ No	

Number of cases processed at BOMR1 Stage	27

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 reviews dismissed	27		
	Number of Section 29s forwarded to Department of Education	9		
	Number of appeals dismissed	9		
Suspension 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		☒ Yes ☐ 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		
Expulsion of students	Section 29 Education Act 1998 Please record information in relation		☒ Yes ☐ 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
	to appeals taken in accordance with Section 29 against the school during this school year			
	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		