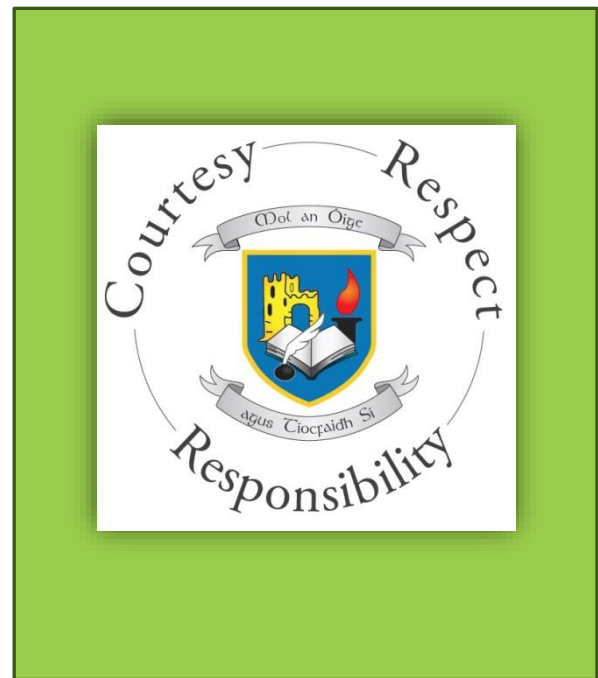In serving the needs of our community we, the pupils, parents, and staff, in all our endeavours aspire towards excellence in a caring and supportive environment.   By growing and developing through co-operation this will enable all to realise their full potential.

School Report Castleknock Community College 2022-23

Principal's Foreword to the 17th Annual Report

August 2023

A Chara,

The 17th 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.

The College is deeply committed to developing a professional community of teachers and over the last decade 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 (November2019) & History (2022) subject inspections the team continues to provide guidance on best practice in Formative Assessment and Feedback. Last year we published 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. 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 focus over the last year was to prepare for the introduction of one-to- one devices for all First Years in September 2023. This is an exciting development for the College and signals the next chapter in our Digital Mission Statement.

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 2022. 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. This year the College will join with *Belong To* in its efforts to secure the LGBTQ+ Quality Mark for schools. The accreditation endorses a school's real commitment to creating a safe and inclusive school.

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 *The Critical Incident Policy* alongside its annual review of the College's Child Protection Procedures and Counter Bullying Policy. The Board also received presentations from the Design Material & Technology Department, The Guidance Department, and the Director of Adult Education. The Board has also identified a number of policies to review in the next academic year: Learning & Teaching Policy, The Code of Behaviour & The Suspension & Exclusion Policy, The SPHE & RSE Polices and the Learning & Language Support Policy

This report also captures the enormous commitment made by Parents to the life of the College. The College is deeply indebted to their on-going support. The parents have continued to work on developing and reviewing College 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 programme by the 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 2023

~ Section 1:   Mission & Educational Aims ~

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~ Mission Statement ~

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

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~ Educational Aims ~

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

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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.

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History Inspection – November 2022

The College was subject to a History Inspection in November 2022. The main findings of the report acknowledged the work of the History Department at the College.

• The overall quality of teaching and learning was good, with instances of very good practice noted in a few lessons.

• All teachers displayed excellent subject knowledge and classroom management skills.

• In a few highly effective lessons, the teachers' high expectations of student learning, was supported by the provision of success criteria for all activities.

• In all lessons, teachers used the school's digital learning platform to enhance the learning experience of all students.

• In more than half of the lessons, there was limited evidence of teachers' written strategies to improve student learning.

• There was evidence of very good communication between the history department and school management.

Recommendations

• Teachers should use success criteria as a means of explaining how best to attain the learning intentions to students.

• The school's digital learning platform should be used to capture and consolidate key learning achieved from classroom activities.

• Front ending of assessment is recommended in lessons to ensure all classroom tasks and homework exercises support the formative assessment of the learning intentions

The Board of Management of Castleknock Community College welcomed the many positive observations recorded during this recent inspection. In particular the Board welcomed the positive affirmation of the quality of teaching, learning and assessment, the very high level of teachers' pedagogical knowledge, competence, and skill along with exemplary classroom management and supportive environment that was observed in all lessons. The Board further acknowledged the positive affirmation on the quality of planning, preparation, and collaboration across the History Department.

The Board noted that in all lessons, teachers used the Digital Learning Platform to enhance the learning experience of all students and welcomes the comments regarding the fostering of a positive learning culture in the College.

The Board of Management supports the History Department in addressing the recommendations made in this Inspection Report. School provision for History will continue to be of the highest standard as acknowledged in the Report.

The Department will continue to work collaboratively, share good practice, and this will be reflected in on-going curricular planning. The Department plans to build on the good practice that is evident in their Junior Cycle planning to review and develop Transition Year and Senior Cycle. It is important to note that an additional History Module was introduced in Transition Year in August 2022 entitled "Revolution and Society" to address uptake at Senior Cycle.

The Report's recommendations will inform teaching and learning and on-going planning at the College.

Curriculum Development Team 2022 -2023

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. Our staff survey at the end of the 2021/22 academic year saw an emphasis on the need to

...the greatest effects on student LEARNing occur when the TEACHers become **LEARNers of their own TEACHing** and...

...when students become their **own TEACHers.**

John Hattie
– Visible Learning (2009, p. 22)

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.

For the 2023-2024 academic year the team will focus on developing strategies that will 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.
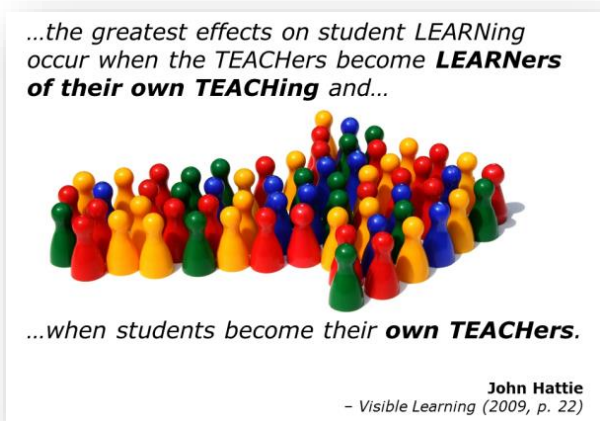
I.T. Developments at the College

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

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.

Progress on Actions Planned for 2022 -2023

In 2022 the Digital Team identified the following actions to be implemented as part of the Digital Technology Improvement Plan for 2022 -2023.

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.

Progress

1. 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.

Smart Phones as Devices

- A survey administered to staff in summer 2022 identified use of student use of mobile phones as an area of concern.

Digital Detox

- Since the pandemic smart phones had become a DeFacto one to one device in some classrooms. Boundaries needed to be re-established around the use of smartphones in the college.

- A digital detox was implemented in September – phones were not to be used in school for the month of September. A staff survey would be issued at the end of September to review the detox.

1. Do you think that the rules around the use of mobile phones in the college are clear to all students? (0 point)

More Details   Insights

● Yes	61
● No	13

2. Have you meet with any resistance from pupils to enforcement of the Mobile Phone Policy (0 point)

More Details

● Yes	16
● No	58

3. Do you get the impression that there is less use of mobile phones in the College than there was last term? (0 point)

More Details   Insights

● Yes	73
● No	0

4. We have asked teachers not to allow students to use mobile phones as a device during lessons. Over the past week, has this had an impact on learning and teaching in your classes? (0 point)

More Details

- Yes   27
- No   33
- Maybe   16

5. Would there be an impact on learning and teaching in your lessons if students could not use their mobile phones in class for the remainder of the year? (0 point)

More Details   Insights

- Yes   44
- No   28

6. Please make any comments on your answers to questions 4 & 5 below. (0 point)

More Details   Insights

59
Responses

Latest Responses

"In Music it is useful for the students to be able to use their phones at times …"

"Sometimes a student without s book takes a photo of it from another stude…"

Responses to Q6 indicated that it was now essential for students in some subject areas to have access to a device in class.

Analysis of Survey

Following Analysis of the survey the Digital Team identified two areas for action:

1. Short Term: Develop Guidelines for the Use of Smartphones as a device during lessons.
2. Longer Term. Explore the introduction of one-to-one devices for incoming First Year Students 2023.

Actions

Short Term: Work with teachers to develop guidelines for the Use of Smartphones as a device during lessons.

- Teachers were invited to join a focus group to analyse the survey. Six teachers from a range of subject areas volunteered to join the focus group.
- The focus group agreed that guidelines around the use of smartphones in class would be welcomed. The following guidelines were developed and placed in every classroom in the College.

Guidelines for the Use of Smartphones in Class

The College Acceptable Use Policy states that:

Pupils are only allowed to use personal internet-enabled devices during lessons with expressed permission from teaching staff.

We recognise that smartphones have applications that may be useful in the teaching and learning and teaching process.

When smartphones are used for learning:

- Guidelines on the use of smartphones are clarified at the start of the activity
- The phone should be kept face up and flat on the desk.
- Teachers monitor students' activity on their phones by walking around the classroom
- Smartphones do not replace textbooks, dictionaries, or calculators– students should bring their textbooks and calculators to class and not rely on their phones.
- When the learning activity ends students should be reminded to switch off their phones and put them in their schoolbags.
- When a teacher is absent work should be emailed or left in a box in the staff room rather than posted to Teams for students to download.
- Teachers who plan to use Smart Phones as a device in their lessons should use the Class Contract.

Guidelines for taking photographs in class

On occasion students may need to take a photo of their work in class.

- Photographs taken in class should be of artefacts and not of people
- Students should be instructed that there should no members of the school community visible in a photo they are taking in class.

Smartphones for Learning

Class Contract

When using my smartphone in class I understand that:

- My phone will only be used for the task or activity set by the teacher
- My phone will be placed flat on my desk with the face up
- My phone does not replace my textbook, calculator, or dictionary
- If I need to take a photograph there will be no people visible
- I will turn off my phone at the end of the activity and place it in my schoolbag
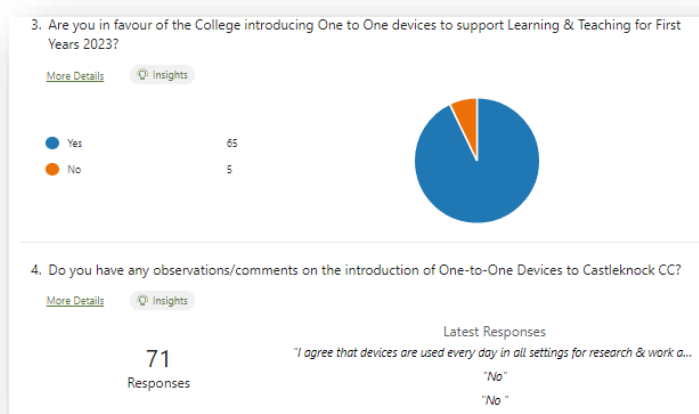- My phone will be confiscated if I do not follow instructions

Introduction of One-to-One Devices

December

- Initial consultation meeting – Wriggle Education Solution Specialist & Mairéad O'Halloran
- Digital Team- Meeting with Head of Education Development at Wriggle
- Planning for Digital Team Field Trips

January

- Digital Team Field Trip to PS Setanta (Microsoft School)
- Digital Team Field Trip to Edmund Rice College (Apple School)
- Presentation to Parents of Incoming First Years on proposed Introduction of One-to-One Devices.
- Survey to Parents of Incoming First Years
- Presentation to Staff on proposed introduction of one-to-one devices.
- Subject departments submitted feedback on one-to-one devices following subject department meetings on 31st January

3. Are you in favour of the College introducing One to One devices to support Learning & Teaching for First Years 2023?

More Details   Insights

Yes   65
No   5

4. Do you have any observations/comments on the introduction of One-to-One Devices to Castleknock CC?

More Details   Insights

71 Responses

Latest Responses
"I agree that devices are used every day in all settings for research & work a..."
"No"
"No "

Feedback from Parents

- 93% of parents who responded to the survey were in favour of the introduction of one-to-one devices in 2023
- Digital Education, inclusion, wellbeing, weight of bags, preparation for work and college were the main reasons given in favour for the introduction of devices.

February - Staff Survey

1. Are you in favour of the introduction of one to one devices for First Years 2023?
More Details

● Yes	48
● No	8
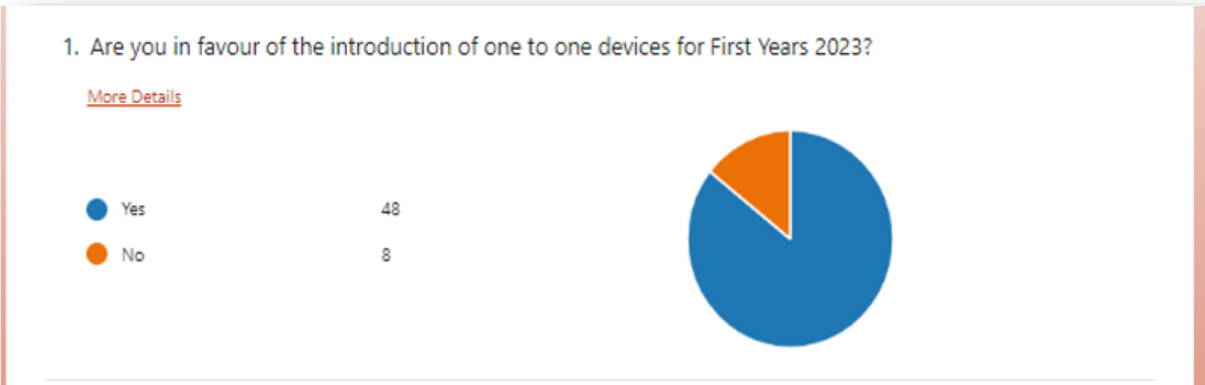
- Wriggle Presentation to Staff on Introduction of one-to-one devices for students
- Survey to Staff on one-to-one Devices for students

Staff Survey on Preferred Device

1. Which device would you like to see introduced to First Years 2023?
More Details

|	
● Microsoft Windows Device (Len...	38
● Ipad	32

March

- Meeting of Parents on the introduction of one-to-one Microsoft Windows devices to the College for First Year 2023 – facilitated by Wriggle
- Teams Meeting of Digital Team with Wriggle Education Specialist to plan next steps for the Digital Plan
- Onboarding Meeting with Wriggle
- Meeting of Digital Team to complete update to AUP (Acceptable Usage Policy) & Behaviour Code to cover Use of one-to-one devices

April & May

- Teachers invited to form focus group on protocols for students around one to one devices.
- Digital Team surveyed on skills and training they will require to train colleagues
- Meeting of Digital Team with Wriggle Education Specialist & Wriggle Account Manager – Focus on training staff on One Note and Teams
- Staff Surveyed on Digital Skills
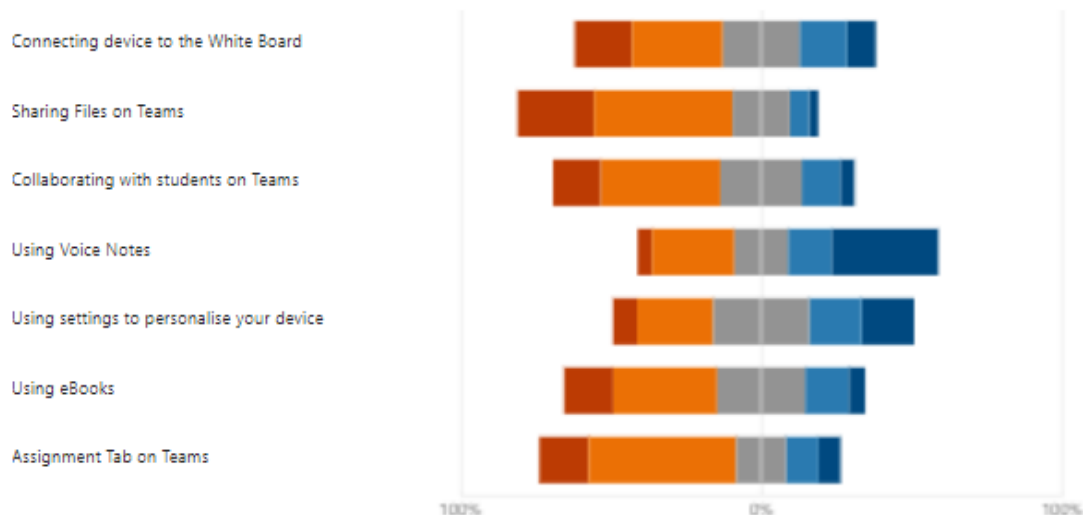- Training Schedule for Staff for August Finalised

Feedback from Staff on Digital Skills
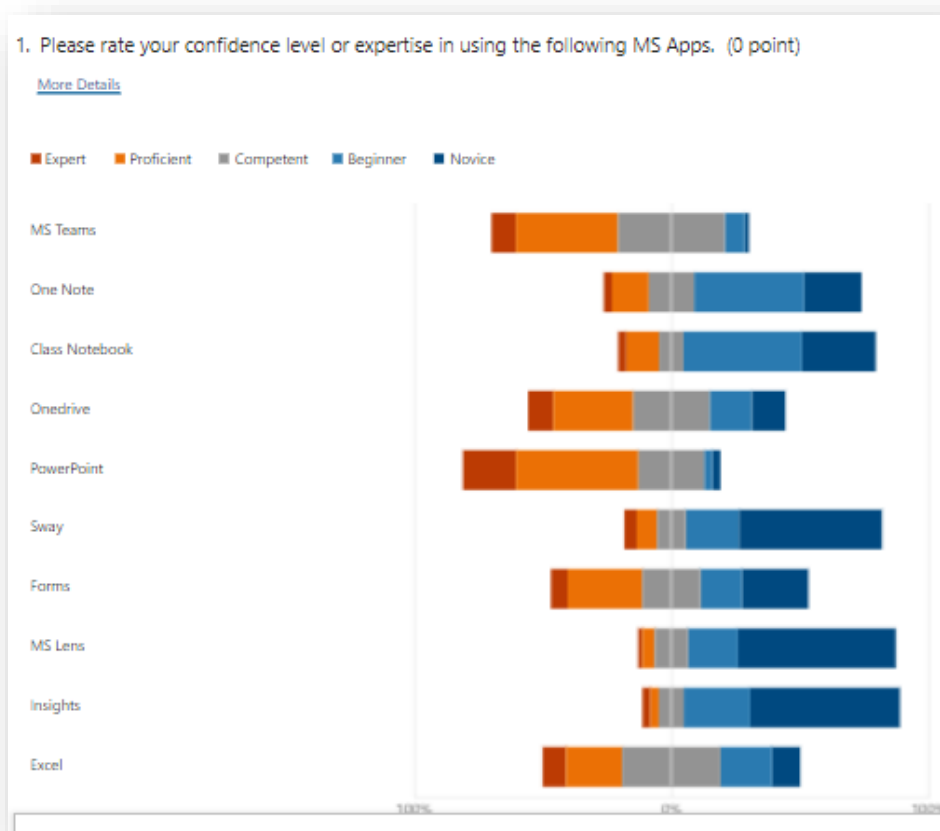
2. Please rate your confidence levels for the following skills related to using digital technology in the classroom (0 point)

More Details

Legend: ■ Expert ■ Proficient ■ Competent ■ Beginner ■ Novice

- Connecting device to the White Board
- Sharing Files on Teams
- Collaborating with students on Teams
- Using Voice Notes
- Using settings to personalise your device
- Using eBooks
- Assignment Tab on Teams

3. Are you familiar with Immersive Reader? (0 point)

More Details

Yes	15
No	48

- Sixteen members of the teaching staff indicated that they would be willing to help coach colleagues in the use of digital technology.

Other Actions Taken for the Introduction of One-to-one Devices

- Deputy Principal Mairéad O'Halloran attended Digital Boot Camps with Wriggle throughout the year
- Supply of devices for staff: All Teaching Staff and SNAs (Special Needs Assistants) for First Year 2023 will be given MS Surface Go. These will be returned to Wriggle after three years.
- Heatmap of College to prepare for increased usage of Wi-Fi
- Summer works will include audit of all Whiteboards to check compatibility for casting from Surface Go

Action Two

The digital leaders will be available on the Third Thursday of every month to share practice and support colleagues.

The Digital Team were available to meet staff at lunchtime meetings in September, October, and November.

Action Three

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.

- The Digital Portfolio Team availed of two sessions with PDST facilitator Ciarán Cronin at the College and attended two workshops in Athlone.
- The Team presented their project at a workshop in Athlone in May
- Rang Newgrange showcased their digital portfolios in April

Organisation of Digital Portfolio Project

- Class set of iPads were available for Rang Newgrange
- Students completed three assessments in five subjects for their Digital Portfolios
- Digital Wellbeing Class was used to develop students' digital skills
- Students were introduced to MS Sway as a method of presenting their Digital Portfolios
- The Digital Portfolio Team meet regularly to review progress and plan next steps
-

Formative Assessment: The Digital Portfolio Team used the following formative assessment methodologies during the project:

Rubrics	**Created for students with a view to help them focus on success criteria for each assignment.**
Recorded Oral Feedback	Oral Feedback given using MS Teams which students accessed independently
Think Pink: Self -Assessment Strategy	Student self-assessed their work using the Think Pink Strategy

Reflection on the Project

- Feedback from students was positive
- Students enjoyed using technology to complete their assignments
- Students found the Think Pink strategy the most beneficial
- Students reported that using a rubric along with written feedback benefited their learning
- The drafting and redrafting of assignments appealed to some students
- Teachers reported that the project would be enhanced if students had access to their own devices
  Digital Plan for 2023-2024

Focus

In the next Academic Year, the main focus for the Digital Team will be training colleagues and students during the first year of one-to-one devices in the College:

Actions

- **Staff Training:** Four hours of staff training have been scheduled for the induction week at the start of the school year. Digital Technology will be on the agenda for each staff meeting and subject meetings in 2023 -2024. All staff will be encouraged to use the Wriggle Teachers Hub and Microsoft Educator to upskill.
- **Student Training:** The Digital Team will facilitate training for First Year students during the First week of the first term. Student Digital Education will also be facilitated during timetabled Digital Wellbeing Lessons.
- **Digital Strategy:** The Digital Strategy for Schools to 2027 from the basis for a new Digital Strategy for the College.

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.

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Instructional Leadership - Exploring Instructional Intelligence

The Instructional Leadership Programme, offered through Education and Training Boards Ireland (ETBI) to educational partners in all sectors is a Professional Development Programme to enhance learning and teaching repertoires in our Schools.

It began in 2011 with the first group 'Cohort 1' of 150 teachers. Castleknock Community College are members of 'Cohort 15', the final group to Graduate in March 2024.

Several colleagues in our college have completed this programme since its inception in 2011.

As a staff we continue to incorporate the valuable knowledge gained to define our shared expectations, successfully manage the instructional programs we offer and to develop leadership skills, with the ultimate goal of facilitating an engaging school climate that promotes a positive learning environment.

The programme is facilitated by Professor Barrie Bennett. Professor Bennett has emerged as one of the world's leading proponents of Instructional Intelligence,

The team looked at skills, tactics and strategies that may be classified or defined as discrete groups, but he encouraged us to explore our ability to *weave* such processes together in a thoughtful manner so as to create a more powerful learning environment.

In doing the team were afforded opportunities to talk to and discuss educational matters with other teachers. The openness to new ideas and strategies and the willingness of people to reflect on and discuss practice was refreshing. It has been great an opportunity for the team to come together with other educators to discuss strategies in a collaborative setting.

The Instructional Leadership Programme provided a fantastic opportunity to stop, think and reflect on our current practices and time for meaningful reflection. To take step back and honestly look at what we are doing in our classrooms. It highlights the need to focus on us as educators and on the importance of building a team of instructional leaders.

The team look forward to our final two sessions next year and to bringing back inspirations to our colleagues and management.

Instructional Leadership -
Instructional Conferencing and Coaching Programme.

While the team will continue on with their work with Barrie Bennett through the Instructional Leadership Programme a new opportunity has been presented to the College which will enable six teachers, who have completed the Instructional Leadership Programme to participate in an advanced programme on the *Peer Instructional Conferencing and Coaching Programme.*

The Peer Instructional Conferencing and Coaching Programme is designed to provide teachers with skills to develop positive coaching relationships with peers in order to help them make sustained change in their professional practice. It has been specifically developed for teachers who have successfully completed the IL Programme and wish to extend their professional skills and knowledge, and for schools that wish to support sustainable whole school instructional change initiatives.

The peer coaching model embodies three different coaching dialogues which can be used to help individuals forward plan, identify solutions to problems and reflect on situations, relationships, or issues. The peer instructional conferencing model, taken from Madeline Hunter's work on the clinical supervision of teaching, incorporates five different types of conferences designed to help teachers develop and refine their use of instructional practice and increase their professional expertise.

At the end of the programme participants will be able to:

- Understand the basic skills of peer coaching and the role of the coach.
- Apply a range of peer coaching and conferencing communication skills and apply them ethically and sensitively.
- Understand and lead peer coaching sessions for different purposes and reflect on the process.
- Identify the purpose and use of peer instructional conferencing.
- Apply peer instructional conferencing communication techniques in a positive and supportive manner.
- Lead and reflect upon the use of the following peer instructional conferencing models:
  o 1) Conference A – Non-Evaluative
  o 2) Conference B – Generating Options
  o 3) Conference C – Problem Solving
  o 4) Conference D – Evaluative
  o 5) Conference E – Professional Growth

Teacher Leadership Programme 2022/23

Project title: The mentorship movement: adopting and enhancing the CCC senior mentor program to promote the Junior Cycle wellbeing indicators among 1st year students.

Castleknock Community College accepted an additional 1st Year class group this year. In an effort to support our ever-expanding school the TLP team decided to focus on the mentor program that allows for select LC1 students to offer guidance and support to our new 1st Year students. Our aim was to enhance the effectiveness of the program to improve the social, educational, and psychological benefits for our 1st Year students. After consulting with Senior Management, Year Heads and LC1 mentors we determined to incorporate the six Junior Cycle wellbeing indicators into the mentor program. We utilised the wellbeing indicators to offer a more holistic support structure for our 1st Year students. The program enhanced student leadership roles in the school while also forming connections and positive rapport between the Junior Cycle and Senior Cycle pupils. The team presented our project in ETB Head Office on 11th May 2023.

List of completed actions:

- **Active:** A hike in Glendalough for all 1st year students and the LC1 mentors was organised.

- **Aware:** Created a badge for the LC1 mentors to improve their visibility on the corridors and add importance to their role. Mentors created 'Who am I?' profiles describing themselves. These posters are displayed outside the 1st year, Year Head's office.

- **Connected:** Ran a winter music initiative (February and March). Once a week the mentors brought sound equipment into the canteen at lunchtime. 1st years chose songs to play to boost their wellbeing. Mentors also visited tutorial once a week to talk to their base class. This action was named 'Tutorial Tuesday'.

- **Resilience:** Mentors created a 'Survival guide to First Year'. This checklist will be given to incoming 1st years, and it will offer them guidance on how to cope with the transition to secondary school. 1st years will stick this checklist onto their locker door.

- **Respect:** The Worry Box ('Drop a Worry, Take a Thought'). A box was left outside the Year Head's office. Students wrote their worries down on a slip of paper and dropped them in to the box. They then had the option to choose a positive affirmation from the box. These positive affirmations were created by the mentors. Every Friday the mentors visited assembly and gave advice to students on how to manage these worries.

- **Responsible:** 1st years, under the guidance of LC1 mentors, planted purple and yellow tulips in the school grounds. The yellow and purple represents the colours associated with the wellbeing indicators.

The Green Schools Committee

The Green Schools Committee was inaugurated this year and involved the convening a committee of teachers in order to promote sustainability underpinned by the Sustainable Development Goals. The committee liaised with wider staff and Junior Cycle students to design a sustainability awareness campaign to coincide with the May Day for Sustainability/ Take One Programme. In particular Junior Cycle CSPE teachers worked with their classes to promote this initiative.

The committee also established a new initiative entitled 'Energy Elves' which involved supporting Junior Cycle students to be actively energy aware. Students from First – Third Year volunteered to become 'Energy Elves'. Students were awarded badges to their respective assemblies to identify themselves to the wider school community. Their job was to promote energy awareness and conservation. A practical role they played in this initiative was to ensure the lights and date projectors were switched off at the end to the school day and that windows were closed.

The Green Schools Committee look forward to building on the work undertaken this year in their campaign to secure the Green Schools Green Flag.

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The Well-Read National Award

The Wellread National Award aims to promote the development of a reading culture in school communities because research has shown that this supports the personal and academic development of young people. The award requires the involvement of all stakeholders including students, teachers, parents, the board of management, and the wider community in reading and associated activities.

Over the last year the Library Committee was reestablished, and they promoted several creative initiatives:

- Community mini library on the grounds of the school
- Short stories shared with local coffee shop.
- World Book Day Events
- Blind date with a book available in the school library
- Six-word essay completion
- Banned books section in the library.

- Movie of the month in the library
- Parents Blogs on "What they are reading".
- Staff Book club & staff library.
- What are you reading displays during the community plant sale.

In June of this year the College was informed that it had been successful in becoming a "Wellread Readers for Life School". In its citation to the College the National Wellread Committee wrote:

"It was such an enjoyable experience for us to gain an insight into all the initiatives that you undertook as a whole school community to get everybody reading. The enthusiasm and creativity of all the partners involved were evident in your school's portfolio. We commend you for bring your school community together in such an enriching and worthwhile manner and maintaining this award over the years."

Mona Metcalfe Well Read National Award & PDST.

The Library Committee are committed to building on the success of this year's award and have already set a number of targets for the new academic year:

- Continue to restock Library with new publications.
- Aim to target senior students.
- Great commitment to making the library "The Centre of the School".

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Section 3 - Curriculum & Programme Review

Review of Curriculum 2022/23

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 2022-23

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 PE: Examination
- Leaving Certificate: PE Phase 2
- Leaving Certificate: Economics
- Senior Cycle: RSE
- Junior Cycle: SPHE
- Junior Cycle: Engineering
- Junior Cycle: Technical Graphics

Learning and Language Support Department

Introduction
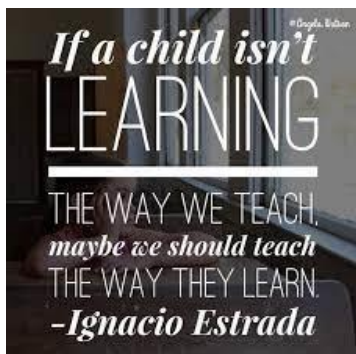
This report outlines the actions and progress of the Learning and Language Support Department this year and improvement plan for next year. It includes targets for the academic year 2023-2034 and the actions that will be taken to achieve these targets.

Department Organisation

This year, as a trial, the role of the Assistant Principal Learning Support Co-ordinator was redeployed to Learning Support Teachers who acted as Learning Support Links for each year group. Each Learning Support link was timetabled for administration and meeting time. Deputy Principal, Mairéad O'Halloran, had responsibility for the LS (Learning Support) timetable working closely with the link teacher from each year group in the allocation of LS hours.

Level Two Learning Programmes

Three students are currently accessing Junior Cycle at Level Two. The Junior Cycle Training Day on 30 September 2022 focused on the Level Two Learning Programme. The department facilitated a presentation to all staff on Level Two. Staff then meet in their subject departments to review the five Priority Learning Units and Learning Outcomes for Level Two. Each subject reviewed their schemes of work for Junior Cycle and mapped appropriate Elements of Learning from Priority Learning Units to the schemes. Mainstream teachers can now easily identify elements of learning that L2 students in their classes can achieve in their class and plan for those students accordingly. Elements of Learning for each student can now be recorded and shared on a SharePoint Document. The Department organised a meeting in May with mainstream teachers in May to collate which elements of learning had been achieved and identify which outcomes would need to be achieved next term.

Quality and Qualifications Ireland: QQI Level 3

Three students in 5th year are following a QQI Level 3 programme. The Department received support and training throughout the year in delivering the QQI Level 3 training from Frances Gibson and Marcella McDonagh from DDLETB. As part of preparation for the implementation of QQI the Department visited Fingal Community College to meet with teachers there who have been following QQI with their students.

Assessment

CAT 4: The online version was administered to all incoming First Year Students and Third Year Students. A second sitting for First Year Students 2022 who did not complete CAT 4 was facilitated early in September. A second sitting for First Year Students 2023 was held in May

The CAT4 Report for Parents and Students was posted to all who completed the Assessment. The Guidance Department facilitated uploading of the CAT4 Report for Teachers to the document

section on VS Ware for each student. The CAT4 Standardised Scores are uploaded to Athena Tracker.

Drumcondra Tests: All Second-Year students completed Drumcondra Online Tests (DOTS) in Reading and Mathematics at the end of May. Parents received a report on their child on each test. The department is working with Athena to devise a format to upload the standardised scores for each student for tracking purposes.

New Group Reading Tests: The NGRT was piloted with a selected number of students who access learning support in this year.

RACE and DARE: Assessment for RACE and DARE conducted throughout the year.

English for Speakers of Other Languages

Cambridge English Placement Test: The Learning Support Department invited Mary Kenny, ESOL Development Officer, at DDLETB to assess thirty-eight students using the Cambridge Placement Test. Fourteen of the students tested scored below B1. These students were prioritised for support. Students were given individual feedback on what to improve and individual reports were sent home to parents.

Cambridge Exams: Six students from Transition Year, LC1 & LC2 completed Cambridge Certificate Exams at levels A2, B2 and B1 at the end of May.

Transition to Secondary School

The Learning Support Link Teacher for First Year 2023 along with the Deputy Principal meet in person with the parents of twelve incoming First Year students with Additional Needs to plan for their transition to secondary school. The Learning Support Link teacher made transition phone calls to the parents of another eight students. Plans for the transition of students with additional needs were also made at meetings with class teachers and Learning Support Teachers at the local feeder primary schools, which were attended by both the Learning Support Link and the Year Head for First Year 2023.

Provision of Learning Support
During the Academic Year Support provision for Learning Support was made through:
- Small Group Support
- Small Group Support for ESOL students
- Co-operative Teaching
- Supporting Student Learning – Tracking Meetings with students

Planning Documents
Revised planning documents were for Learning Support Classes were developed at the start of the year. They were uploaded to SharePoint and piloted with First Year Classes as an alternative to Learning Support Folders. The department plan to revert to individual teacher folders for school year 2023-2024

Psychology of Learning
Two members of the Learning Support Team were given time to attend a Psychology of Learning: Supporting Diverse Learners, a CPD programme facilitated by DDLETB, Psychological Support

Service. The programme took place over six weeks and was made up of 2hr sessions which took place in both in-person and online.

Progress on Targets Set for 2022 -2023

For the Academic Year 2023 -2023 we planned a focus on the following targets:
- Formal Communication with parents
- Target Setting for Students
- Use of Athena Tracker for tracking student progress

Progress: The re-organisation of L2LP and introduction of QQI along with transition meetings for Incoming First Year students gave opportunities for meaningful collaboration with parents. Parents know who to contact regarding Learning Support for their child and time was given to LS Link teachers during House Exams for making end of year contact with parents where necessary.
There is scope for development for use of Athena to work with students, where appropriate with setting targets and goals.

Targets for 2023 -2024

In the School Year 2022 – 2023 we undertook an evaluation of policy and practice in the Learning Support Department through surveys and interviews with parents and students.

The parents survey and interviews of parents and students identified the following areas of very effective practice.

Effective Practice

- Parents know who to contact about learning support for their child
- Parents are well informed about RACE, DARE and CAO
- 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.

Planning for 2023 -2024
Evaluation of LS Provision
- Survey Parents of 1st -3rd year to get their feedback on provision of Learning Support on the College.
- Focus Group of Senior and Junior Students for feedback
- Identify one area for development and set a target for improvement based on this feedback. Review progress in May.

Autism Friendly Schools

The Autism Friendly Schools Project continued this year. All members of the committee attended CPD facilitated by ASIAM, and two members attended. Transition Year students worked on a project to enhance the experience of students who use the Sensory Room. An Autism Acceptance Week was organised by members of the Diversity Team who arranged a number of events designed to promote acceptance of neurodiversity.

The Transition Year Programme in Castleknock Community College

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

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

Transition Year Programme – Review of Academic Year 2022/23

- The number of places offered to students who wished to participate in the Transition Year Programme stood at 168. There were 6 tutor groups in total this year.
- Students who participated in TY 2022/2023 were encouraged to complete their Bronze Gaisce Award. A total of thirty-five students were presented with their medals and pins during the End of Year Ceremony at the end of May, with an additional number of students working towards completion of their Bronze Award over the summer.
- Students themselves secured work experience for the first week in November and the same for the two weeks 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 and other organisations that they accessed themselves. Information pertaining to online programmes was posted on the TY MS Teams page and many students registered for and participated in these programmes themselves from January to Easter. 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, as they could not be vetted until they turned 16.
- The Outdoor Education Programme was back on the TY timetable this year on Wednesdays on a rotational basis. Students went hillwalking and canoeing and they were rock climbing in Awesome Walls.

- Creative Arts, Classics, Philosophy, Film Production, Business and Creative Writing were timetabled as half-yearly modules once again this year. Students studied a total of two modules from the list.
- The Lifeskills Programme worked well this year. Students had one class of Lifeskills per week. The six modules which made up this programme this year were:

  - ✓ Health and Safety in the Workplace (2 separate modules)
  - ✓ Mindfulness
  - ✓ Peer Mediation
  - ✓ Resilience Education
  - ✓ Nutrition

- TY RSE was a standalone programme this year, having previously been part of the Lifeskills programme outlined above. The scheme of work was updated and students had their own workbooks and teachers had their own resource booklets. It was timetabled for one period per week for the full year. Each tutor group had one teacher who took them through the RSE programme for the year, with teachers commenting on very good levels of engagement among students in each tutor group.
- All TY 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 MakeCode 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, Development Education, and a new module entitled 'Revolution and Social Change' were half yearly modules. Students studied two of the four.
- The Development Education classes produced a monthly College newspaper.
- Chinese was included in the TY timetable again this year. Japanese and Chinese ran for the full academic year for TY students. Students studied one of the two.
- 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 reverted back to higher and ordinary level classes this year. The Maths programme in TY aims to help students to improve on the skills acquired in Junior Cycle. Along with the introduction of some new topics from the Leaving Certificate course, the intention is that TY students remain focused on developing and improving their mathematical ability for the duration of the year and also, that a new confidence in their mathematical ability is instilled in them in advance of their progression to the Leaving Certificate programme in LC1. TY students sat a stand-alone Maths exam at the start of May, 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 3rd level institutions, hospitals and other organisations. Many institutions continued to run their programmes online this year as a precaution.
- Achill Island was the new destination for the annual surf trip. Achill Surf and Achill Outdoor Education Centre were the new venues this year. Students engaged in land and water based activities such as kayaking, hiking, surfing and sea swimming.

There was a large uptake by TYs in the following courses:
  - St Patrick's Mental Health Services '*Walk in My Shoes*' programme
  - An Garda Síochána TY Programme
  - GAA Coaching
  - RCSI courses in Medicine (MiniMed), Midwifery, Physiotherapy and Pharmacy
  - The Concern Academy TY 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, PwC and DNG Estate Agents.
  - STEPS Ireland 'Engineering your Future' programme
  - Defence Forces TY Programme
  - The Peter McVerry Trust TY Programme

We were also successful in our application for a place on the *Houses of the Oireachtas* TY Programme and for one place on the '*Look into Law*' Programme, which is hosted by the Law Society.

Student Feedback from TY End of Year Portfolio Interviews:

This year, TY 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 TYP. 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 TY:

- Work Experience
- Trips to Carlingford and Achill
- Cinema trips for Gaeilge and MFL
- The #ThinkLanguages Day in November
- Outdoor Education
- Global Cookery
- Drama Workshops
- Graphics and Construction & other taster subjects

- Daffodil Day fundraising

Colleagues who interviewed the TYs commented that the students were incredibly positive about their experiences in TY. 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 TY 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 TYP in the College in recent years means that the programme is continually reviewed in conjunction with the SMT, with changes made going forward based on what has been working well or not so well in terms of meeting the demands of our students.
- Schemes of work for all core subjects, taster subjects and TY specific electives and modules will need to be reviewed and updated by members of the TY teaching team in September 2023. Some new modules will be introduced to the TY 2023/24 timetable.

Transition Year Planning and Recommendations for 2023/24

- 150 places will be offered for the 2023/24 programme. There will be five tutor groups.
- Carlingford and Achill have been booked.
- Judo team building workshops have been booked.
- Work experience and Community Outreach dates have been pinned on the calendar.
- Graphics and Construction will continue as a year-long programme in order to optimise/maximise the amount of time students spend in taster subjects in particular.
- I.T. will also continue to be included in the core subject cohort on the TY timetable. Aspects of this programme 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 by mid-September and uploaded to SharePoint.
- All schemes of work will have an emphasis on AfL, formative assessment, literacy and numeracy.
- Students will be encouraged to participate in the Gaisce Bronze Award Programme, in keeping with College tradition. Guidelines pertaining to the 2023/24 Awards Programme will be released over the coming months and the Gaisce PALS will inform the 2023/24 cohort of students about the programme during TY induction in September.

Leaving Certificate Applied Report

 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
- **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 (2022/2023)

Continued 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 4 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 did not go ahead as completion of training for the 3 new Module Descriptors was prioritised and staff were busy preparing students for the first ever State exam in these subjects in May and June 2023.
  Programme Review
- The Questionnaires for : Students, Parents and Staff have been developed. These need to be transferred into survey format for ease of rollout and analysis.
  The L.C.A. Programme continued to support the promotion of LCA students as ' Mentors' and their involvement in other school groups.
  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 and helped out the mentors to 1st years.
- **Continued with the provision of 'Professional Development' for 'new' members of staff to the programme.**

Professional Development of staff both new to the Programme and those 'established' members continues to be a priority. 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'**
This continues to be problematic for staff as the times dedicated to this process clashes with preparation for Traditional L.C. Mocks and orals

LCA Achievements for 2022/2023

The excellent L.C.A. results in August 2022 provided, once again, a very positive start to the programme. The National results showed 61% achieving the top grade of a Distinction. Here at C.C.C. 75 % achieved the top grade of a Distinction. All students are now attending their chosen courses in the P.L.C. Colleges.

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 6thyear.The competition to win 1st place was a great incentive to work successfully as a team.

The Academic Excellence Awards Ceremony took take place on the Thursday 19th January, the students who received the top grade of a 'Distinction' were recognised and celebrated. On Saturday 21st January we attended the Fergal Quinn Awards and were delighted when Shauna Kinsella was recognised for her excellent L.C.A. results, achieving first place in the Dublin city and County region.

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 'face to face' and the feedback from the examiners was both very positive and extremely complimentary of our students.

The year 1 students completed a group activity which saw them staging the 'L.C.A. Christmas concert" for their General Education Task in Session 1.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 the 2 Tasks that were required this academic year. Students were attended a variety of night classes to learn a new practical skill. Their ability to rise to the challenges posed by this Task is to be commended. They also successfully completed extensive research into a contemporary issue of their choice for the required Contemporary Issues Task.

The 'Work Experience' component of the Programme went smoothly with the students receiving very positive and affirming feedback from the employers.

It was a wonderful affirmation of how successful the L.C.A. Programme is run here in the college when we were approached by 2 other schools within the DDLETB, 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, Carmel O' Neill, The Co-ordinator, Cathy Bass, the Year Head, Anne Brooks, and an L.C.A. teacher, Pamela Dunne, this presentation was very well received and appreciated.

Recommendations 2023/2024

- Complete Programme Review to include survey of Staff, students, and parents.
- Arrange trip to include both year groups
- Active encouragement at the start of the academic year to get teachers to become 'Task and Oral' examiners.

Leaving Certificate Vocational Programme Report

Review of Recommendations 2021/2022

- The allocation of four periods in LC1 has proven invaluable in LC1
- LC1 Students have completed 70 % of their portfolio
- This year we decided to give LC1 a written exam in November as portfolios were ahead of schedule. This afforded students with more exam practice.

Programme achievements 2022/23

- Results achieved and their comparison to National Results continues to be very positive for the college. In 2022 50% of students achieved a distinction in CCC, compared to 36% nationally (Note; these may have been inflated due to grade inflation due to covid)
- 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. These ran very successfully this year, many thanks to Parents association for their assistance in this.
- The schedule/calendar pertaining to work required for the Portfolios and the deadlines associated with this element, delivered by the Co-ordinator ensures that deadlines are met, this keeps students aware of deadlines.
- Students gained new skills in the storing and sharing of work on office 365. All students now store and share through online portfolio (OneDrive).
- Numbers have increased from 18 to 30. Numbers for 2023/24 show another big increase to approx. 60 students.

- We met prospective students as a group to give another outline of the course and to answer questions. This was very well attended.
- LC2 students ran a very successful movie afternoon event for 1st years. This raised over €400 for Lauralynn Foundation
- LC1 LCVP students completed their work experience over the break in April. The reports back from employers were very positive. Some of these employers included.

Recommendations for 2023/24

- Work on Promoting the Programme within the school
- Survey current LCVP students to gain feedback on their experience of LCVP.
- Start the process of Programme review.
- Continue with allocation of 4 periods in 5th Year- to ensure completion of work required for Portfolios and exam preparation.
- Ensure continuity of staff (Business/ Maths teachers) to ensure success in results.
- Continue with In-service for staff 'new' to the programme.
- Promote LCVP through notice board and Twitter
- Forge new links with local businesses and voluntary bodies through class visits and speakers in to the college.

~ 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

Social, Personal & Health Education (SPHE)

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

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

Team Targets for 2022 – 2023:

- **Continue to update the Subject Units of Learning.**

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

- **To monitor the increase to four hundred hours of Wellbeing progressing into Second Year.**

  The four hundred hours has implemented very successfully with both staff and students reporting that it has been very beneficial with the settling in process and has assisted tutors with getting to know the students and establishing and maintaining good tutor – student relationships.

  Wellbeing Programme 2022 - 2023

  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 etc.

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

  Staff have engaged in PDST Training again this year, but it is challenging to get enough places on the Wellbeing SPHE courses to address the needs of a large College for 1,300 students approx. The senior Lifeskills staff engaged with Active Consent Training with NUI Galway during the academic year 2022 – 2023. Parents / Guardians were also offered the opportunity to attend online workshops on the topic Active Consent online.

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

  This initiative takes place in tandem with the Digital Media Literacy Programme. The first 8 weeks of term is devoted to Digital Media Literacy so that students can. Upskill in Microsoft / MS Teams etc.

  Following midterm, each class is divided into two groups of fifteen and for the next eight weeks, one group continue with Digital Media while the other group followed.

the programme "Wired for Wellbeing" with another teacher. Meeting together in smaller groups continue to be beneficial and provides students with a safe environment to get to know each other and are therefore more comfortable to discuss. issues. The smaller group was also very beneficial for the Digital Literacy classes too. The follow up "Wired for Wellbeing" programme for Second Year classes was well received and was a natural follow on from the First-Year experience.

Recommendations for 2023-2024

- Continue to update the Units of Learning.

- To encourage staff to undertake SPHE & RSE Training, including NUI Galway "Active Consent" training for staff and parents.

- To continue to embed Active Consent in senior RSE.

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

- To evaluate and review the Junior Cycle Wellbeing Programmes offered after the first full cycle of four hundred hours.

Student Leadership

Review of Academic Year 2022 – 2023

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 2022 - 2023

- 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 2023.

- 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.

- 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 2022 – 2023

- 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.

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Chaplaincy Report 2022-2023

The following list of activities were carried out by the Chaplaincy department:

- Lent Mass was celebrated weekly during lent, facilitated by Fr Dan Joe.
- The meditation room was made available for lunch time prayer during Ramadan.
- A number of religious festivals were marked throughout the year, through posters and broadcasts during the daily announcements to the school.

- The Chaplaincy team in collaboration with the drama group and the choir hosted a very special Christmas Carol service.
- The Chaplaincy team planned and implemented an intercultural week in March, during which there were activities for the whole school to get involved in. The highlight of which was 'The Great Irish Bake Off'.
- All first-year classes attended a half day workshop on friendship, facilitated by Anita Phelan.
- An interfaith celebration service for first years took place in October 2022. The focus of this service was on the intersecting aspects of the faiths represented in the student body. The theme for the service was respect. The Chaplain visited each class in first year to reflect on what respect meant to them and how it is practiced. The local Catholic priest and Protestant minister took part in the celebration.
- The Chaplain gave a blessing to all students and attending parents of the merit awards and graduation ceremonies.
- The Chaplain along with the LC2 students planned and facilitated a reflective, spiritual component for the LC2 graduation ceremony with the themes of friendship, diversity and maturity.
- The Chaplain arranged and supervised the transition year student's attendance at a spiritual retreat in the Dominican centre in Tallaght.
- The Chaplain led guided meditation to a number of LC1 classes.
- The Chaplain was a placement facilitator to a student undertaking a Diploma in Youth Ministry and Spirituality at Maynooth University. The student was on placement in Castleknock Community College two days per week from October until May.
- All students known to have experienced bereavement were met with by the Chaplain, for individual accompaniment.
- A remembrance service was held in late October for the students and staff who had been bereaved in the previous year. The families of students who had died while students at Castleknock Community College, Triona Priestly and Rebecca Kiely, also attended. The music department, the Chaplaincy team, Chaplain and Fr. Dan Joe lead a very meaningful service. The service was followed by refreshments in the meditation room.
- The Chaplain attended a number of funerals of staff members families who passed away this year.
- The Chaplain facilitated a weekly meeting of the Chaplaincy team. Meetings took place weekly in the meditation room at lunch time on Tuesday. On average there were 25 students in attendance each week. Each week the meeting had a theme that intersected all faiths, such as compassion, love and core values. The weekly theme was communicated through games, activities and discussion.
- The Chaplaincy team were an integral part of planning and implementing many of the Chaplaincy related activities such as the interfaith service, the remembrance service, the Christmas Carol service and the Graduation.
- The Chaplain attended a weekly care meeting with the Principal and the Guidance Department.
- The Chaplain attended the monthly care meetings for each year group.
- The Chaplain attended parent information evenings and informed parents of the role of the Chaplain and how the Chaplain can support their child while attending Castleknock Community College.
- The Chaplain provided one to one care, support and accompaniment to students facing a vast array of personal issues.
- The Chaplain provided a safe and welcoming space in the meditation room for students to take some time out.

- The Chaplain registered with Localise, the national youth and community organisation, which aims to promote volunteering activities to young people. In collaboration with another teacher a group of second year students completed this programme. Following this the group fundraised for The Kevin Bell Repatriation Trust and raised over €1,900. There were a number of other fundraising initiatives for staff, in total over €2,500 was raised for the Kevin Bell Repatriation Trust. The CEO of this charity was invited and attended the merit awards ceremony for the second years.

Plans for 2023-2024

- The activities listed above will be replicated, although the themes of the activities will be changed.
- The Chaplain will reach out to link in with ministers from all faiths, including a local Iman. The Chaplain will also strengthen the links that exist with local Protestant and Catholic ministers.
- The Chaplain will return to contributing weekly to the staff newsletter.
- Additional promotion of the Chaplaincy team will be carried out with the third-year group as they are under-represented.
- The Chaplain will endeavour to build more pastoral relationships with the staff.
- Review 'The Yellow Flag Programme' which is a practical programme to ensure the school is inclusive of all cultures and ethnicities, celebrate diversity and challenge discrimination.

Guidance & Counselling Department Report 2022-2023

- LC2 guidance appointments were scheduled throughout the first term.
- The Guidance Department were unavailable this year to students during lunchtime due to supervision constraints.
- A student Guidance Counsellor from Maynooth University assisted the department by taking one to one study skills referrals as well as career guidance classes.
- Referrals were received from management, year heads, tutors, teachers, parents as well as self-referrals.
- Guidance Counsellors attended college information/open days, networking days delivered by DDLETB Psychological Support Service and child protection & safeguarding training.
- Weekly care/guidance meetings were scheduled with the Principal & Chaplain.
- Counselling supervision sessions took place in our college throughout the year.

- The use of teams to communicate to individual students and whole year groups is an efficient use of time, enables the service to be more accessible to all. It serves as our noticeboard and all information can be disseminated clearly & promptly.
- The Wired for Wellbeing programme was delivered to 1st year classes on a rotation basis.
- Study skills class were delivered to all 1st & 2nd years. Students sought individual appointment where necessary.
- A Careers Portal careers interest test was undertaken by third years and CAT4 was administered. Parents received a hard copy of feedback and results were uploaded to VSware.
- CAT4 was administered online with incoming 1st years.
- "Rayse the Game" study skills and motivation workshop by Ray Langan was delivered to 6th years.
- The TY 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. Students requested individual appointments re LC1 subject choice.
- LC1s received an introduction to guidance and completed an in-class career investigation assignment, this was reviewed and feedback was given. Guidance Appointments were requested.
- College presentations for LC2s during Life Skills were organised as well as presentations to LC1s & TYs.
- LC2 2022 progression survey was carried out.
- LC2 students got the opportunity to attend Higher Options in the RDS.
- Subject options & CAO/DARE information evenings took place.

Recommendations

- The Guidance calendar will follow the same schedule as the outline attached.
- We will endeavour to resume availability during lunchtime Monday & Tuesday.
- A trainee Guidance Counsellor (DCU) will join the team in September 2023.

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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 for Parents & Guardians - Online Course - Term 2

The College community, in aiming for the One Good School Gold Award, spent this academic year implementing the Action Plan. The strengths of our approach are outlined below:

The Young People on our team were invaluable. They addressed the student body at assemblies as well as staff at Staff Meetings and they became synonymous with the initiative. They also supported staff to facilitate the student eLearning course at times when the technology proved challenging.

The formation of a secondary team of staff to support the core OGS team allowed tasks to be dispersed more widely and therefore helped to prevent OGS Team members being overtasked.

Undertaking the Self-Assessment at the beginning of the initiative highlighted the existing strengths that our school possesses in relation to mental health promotion. Sharing the Self-Assessment results with staff enabled the team to get buy in from the staff from the outset as they could see that the initiative would allow us to build on what we were already doing well.

We are delighted to announce that Castleknock Community College has been awarded the Jigsaw "One Good School" Gold Award. Congratulations and thank you to students, staff and parents/guardians and everyone whose efforts over the last two years has ensured the College's wonderful achievement.

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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 the academic year 2023/24

- 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.
- This year the College will join with *Belong To* in its efforts to secure the LGBTQ+ Quality Mark for schools. The accreditation endorses a school's real commitment to creating a safe and inclusive school.

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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.

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Section 5 - School Management 2022-23

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Board of Management Review of 2022-23

The Board of Management met on eleven occasions over the course of the academic year. There were seven scheduled meetings and four additional meetings as result of discipline matters and Appeals due to Admissions.

The new protocols relating appeals due to admissions saw the Board consider a total of eight BOM Reviews by parents who were unsuccessful in securing a place for their child at Castleknock Community College. The Board upheld the decision of the principal in all eight cases. Of those who lodged Reviews three sets of parents pursued a Section 29 Appeal with the Department of Education and the decision of the Board was upheld in all three cases.

The Board remains concerned at the lack of progress that has been made in relation to the provision of additional accommodation which is required since the College committed to increasing its first-year intake in 2021 from 210 to 240. A reciprocal commitment was made by the Department of Education to provide additional accommodation but to date no progress has been made. The Board has raised its concerns with the patron, DDL ETB and with the Department. If there is no progress made in advance of the publication of the Admissions Notice in September 2023 a decision will need to be made in relation to the number of students that can be enrolled into First Year 2024. Moreover, the delay in additional accommodation has also led to the delay in honouring the College's commitment to providing Special Classes to the school community.

The Board was provided with regular updates on the College's decision to introduce one-one devices for First Years in September 2023. Ms Mairead O'Halloran has led this initiative over the last two years and has worked closely with the Digital Team to ensure that all stakeholders were informed throughout the process. The final decision was to introduce a MS Teams Device (Lenovo) for all incoming First Year students in September 2023.

The Board acknowledged the services of the two teachers' nominees, Barbara Larkin & Mary McDermott as both are now required to step down from the Board after fulfilling their duties over the last four years. The Board also acknowledges the services of Ms Anne Marie Flynn (Parents Nominee) who will also be stepping down from the Board of Management. All three positions will be filled at the commencement of the new academic year.

The Board was also presented with the findings of the History Inspection that was conducted in the College in November 2022. The findings provide clear directions for all subject departments in their collaborative planning with particular emphasis on the new Junior Cycle.

In September 2022 the Board of Management acknowledged the successful completion of the Post of Responsibility Review. The next review is scheduled for May 2024.

The Board reviewed and updated the following Policies & Guidelines:

- Admissions Policy for First Years 2024 & The Policy for students transferring to Castleknock Community College in academic year 2024/25.
- The Annual Review of The Child Protection & Counter Bullying Policies was undertaken in February 2023.
- The College's Learning & Teaching Policy
- The College's Critical Incident Policy

Presentations were made to the Board by:
- Mr Liam O'Flanágain - Parents Association
- Ms Carmel O'Neill (Deputy Principal) - One Good School
- Connor Barry - Adult Education at Castleknock Community College
- Mr Richard Harper - The role of DMT at Castleknock Community College
- Ms Claire Sayers - The role of the Guidance Department at Castleknock Community College.
- Ms Mairead O'Halloran - Introducing One-to-One Devices for First Years at Castleknock Community College.

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 & Junior Cycle Results 2022)
- The Learning & Teaching Policy
- Autism Friendly School
- Health & Safety Matters
- Financial Reports & Accounts

Board of Management - Planning & Recommendations for 2023-24

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 2024).
- Learning & Teaching Policy - Next Steps
- Code of Behaviour & The Suspension & Exclusion Policy
- SPHE & RSE
- Learning & Language Support Policy
- Uniform Policy (New Tender Framework)

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
- LCVP Programme
- The English Department
- Home Economics Department
- The IT Department.

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.
- Belong2 LGBTQ Quality Mark for Schools
- Green School Initiatives

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Review of Leadership & Care Meetings 2022-23

Care Meetings 2022/23

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. 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:

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

Leadership Team Meetings 2022-2023

 The Leadership Team continued its commitment to the on-going review & enhancement of existing policies and practices as part of the School Self Evaluation Programme. Over the course of the last academic year the team reviewed and discussed the following areas:

- ✓ LAOS 2022 New Protocols & Implications
- ✓ Review of Posts of Responsibility AP1s & AP2s
- ✓ The College's Attendance & Punctuality Policy
- ✓ The correct protocols for the Child Protection Guidelines
- ✓ The completion of the Learning & Teaching Policy
- ✓ Guidelines for working with separated parents
- ✓ New Protocols for Irish Exemptions
- ✓ Feedback on History Inspection
- ✓ Review of Assessment modes at the College
- ✓ Data Retention Policy
- ✓ Lunchtime arrangements at the College

Leadership Team - Planning & Recommendations for 2023/24

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 (Ongoing)
- Strand 2 -2018-2022 Digital Strategy (Ongoing)
- Strand 3 - 2022 -2025 Inclusion & Diversity (Year 2)

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

- Annual review of the Child Protection Policy and Counter Bullying policy (January/February 2024).
- Learning & Teaching Policy - Next Steps
- Code of Behaviour
- SPHE & RSE
- Special Needs Policy

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Section 6 Parents Association 2022-23

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 Monday of each month. These meetings are generally have been very well attended with an average of 25 attendees online per meeting. They are a forum for discussion, of matters relevant to the advancement of the well-being of the students at 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 2022 – 2023

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.

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 First Year incoming students as part of the information evening and also presented to the Board of Management on an end of year report.

Review of College Policies

The PA receives a copy of all school policies that are under review. In February, the received a signed copy of the Child Safeguarding Statement & Counter Bullying Policy which was shared with the parents.

The PA 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 Critical Incident Policy was one of the important policies reviewed by this sub team.

Other PA Activities

Other areas where the PA was involved included:

- **August 2022** *Used uniform sale:* A huge thanks to Marie King and her team for organising the second hand uniform sale with all monies going to Pieta House. This year the team raised over €2,500,00 for this cause.

- *November 2022 The Mock Interview Programme* happened this year with the LCVP student year group with lots of learning and excellent feedback from the parents and students involved.

- *November 2022 Debs for Graduating Class of 2022.* The annual Debs was held 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 2023 Talk for Parents:* In conjunction with the school the PA organised a talk for Parents with the speaker Fiona Forman presenting a talk on "Raising Resilient Adolescents: Approaches from Positive Psychology'. This was a very informative and insightful parenting talk with over 80 parents attending on-line.

- *Annual Plant Sale* : The PA hosted the Annual Plant Sale again in May 2023. This is a major fundraiser for the school. A huge amount of planning went into the event with a new nursery supplier coming on board to support the plant sale. The event itself was held on Sat May 6th and Sun May 7th and was very successful with incredible community support. The Parents Association presented a cheque for €32,000 to assist with a number of identified projects including the redesign of court yard.

- *Governance Activities -* The Parents Association last year ensured that it is compliant with GDPR and took out public liability insurance to cover events such as the plant sale.

Parents' Association - Planning & Recommendations for 2023/24

The Parent's Association contributes to the success of the college and that is due to the years of work carried out by parents in building up the activities of the association. The plan is to further develop the mock interview process and to extend an invitation to all Leaving Certificate 2 Students. The Association is also committed to working with the College in its review of key policies.

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

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Adult Education Review of the Academic Year 2022/23

● Autumn 2022 had a record number of enrolments, with 1133 students in a night class or one day workshop. A total of 115 courses were offered.

● Spring 2023 - 18 new courses offered to students.

● A total of 233 courses were offered with 157 classes running.

● This represents a combined total of 2051 participants for the academic year 2022/23.

● A total of 12,841.5 enrolment hours were generated in the Autumn Term with 10,517 hours being generated in the Spring Term. This resulted in a total of 23,358.5 enrolment hours for the academic year 2022/23.

● The Department is pleased to report that the college's Night Class programme created employment for 78 tutors in the Autumn Term and 72 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 10,000 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 the 23,358.5 enrolment hours in 2022/23 moves it into category F from category C which will see the creation of an APII post and a reduction of 8 hours in the Directors teaching timetable.

Review of 2022-23 Recommendations
Maintain a Category E or higher status:

● The Department is keen to continue to promote and expand the range of courses on offer and maintain an APII position

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

● At the end of both terms, the Department surveyed the 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 of 236 respondents to the Spring Term Survey. When asked what evening they would prefer courses to run 130 chose Monday, 140 Tuesdays, 111 Wednesdays, 65 Thursdays & 61 Saturday mornings. When surveyed about the ideal time for their course to run where they could pick more than one start time, 24.2% chose 6.30pm, 20% 6.45pm, 64.7% 7pm, 24.2% 7:15pm, 27.4% chose 7:30pm, 8.8% 7:45pm, 17.2% 8pm, 5.6% 8:15pm, 4.2% 8:30pm & 2.8% 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 2023 term. When asked on their overall satisfaction, 183 – 5 rating, 34 – 4 rating, 9 – 3 rating, 5, 2 rating & one person had a 1 rating. Lighting in the car park area and no bicycle parking were mentioned as areas that could be improved.

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.

● To continue with 3 nights a week, Mondays, Tuesdays, and Wednesdays.

● Planning has taken place since January 2023 on the Autumn 2023 term & currently the Night classes courses on offer in Autumn 2023 will exceed 115 courses.

● Two Saturday One day 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.

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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 2022	September 2023 (Annual)
2	Counter-bullying	Policy		February 2020	February 2024 (Annual)
3	Attendance & Punctuality	Policy		January 2022	January 2025
4	Child Protection	Policy		February 2018	January 2024 (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	September 2023 (Annual)
8	Suspensions & Exclusions	Policy		March 2018	January 2024
9	Acceptable Usage Policy (AUP)	Policy	Yes	June 2017	October 2024
10	SPHE/Pastoral Care	Policy	Yes	November 2019	December 2023
11	Relationships & Sexuality (RSE) / SPHE	Policy	Yes	November 2019	December 2023
12	Religious Education	Policy	Yes		
13	Special Needs & Learning Support	Policy		April 2022	April 2024
14	Uniform	Policy	Yes	February 2017	October 2023
15	Critical Incident	Policy		October 2019	January 2026
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 2025
19	Data Protection	Policy	Yes	September 2020	March 2025

	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 2024 (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 2021-2022

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	9		
	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 notified the DLP	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
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	
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	8	
	Number of reviews dismissed	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 Section 29s forwarded to Department of Education	3		
	Number of appeals dismissed	3		
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 to appeals taken in accordance with Section 29 against the school during this school year		☒ 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
	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	