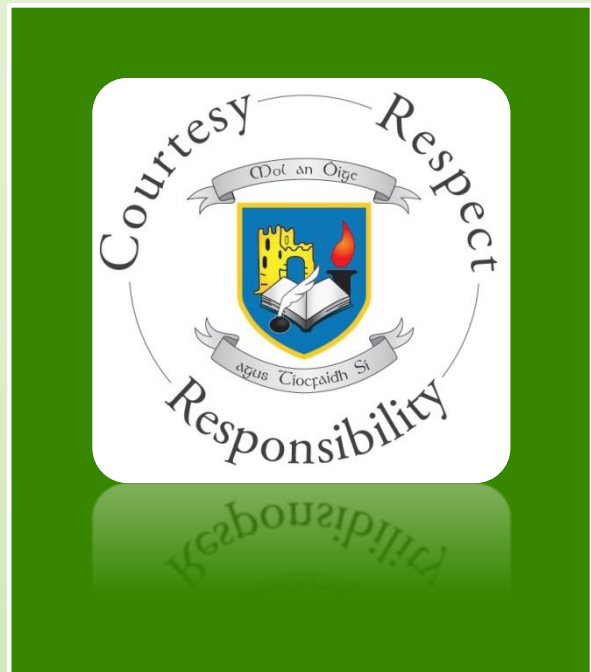


In serving the needs of our community we, the pupils, parents, and staff, in all our endeavours aspire towards excellence in a caring and supportive environment. By growing and developing through co-operation this will enable all to realise their full potential.



# School Report Castleknock Community College 2024-25

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# Principal's Foreword to the 18<sup>th</sup> Annual Report

August 2025

A Chara,

The 19<sup>th</sup> Annual Report reflects the College's enduring commitment to **Learning & Teaching**, as well as to the **Wellbeing of all members** of our school community. As we approach the 30<sup>th</sup> anniversary of the College's establishment in the heart of Dublin 15, it is timely and fitting to pause and reflect on our **Mission Statement** and **Educational Aims**. While these have served us well, 2025 offers an opportunity to evaluate their continued relevance and alignment with the evolving needs of our community.

## Enhancing Teaching and Learning

Over the last decade, the College has continued to invest in building a strong, professional learning community. Our partnership with Professor Barrie Bennett and the **Instructional Leadership Programme** has helped embed **Assessment for Learning (AfL)** strategies into classrooms across subject areas. The **Learning & Teaching Team**, supported by teacher-leaders trained through this programme, has played a central role in advancing the College's approach to pedagogy and formative assessment.

Building on feedback from a series of inspections — including the **Follow-Through Inspection (March 2017)** and subject inspections in **Spanish (2018)**, **Music (2019)**, **History (2022)**, and **French (2024)** — the team continues to promote best practice in **formative feedback** and **AfL methodology**.

A significant milestone this year was the **successful centralisation of Schemes of Work and Units of Learning** for all subject departments on Microsoft Teams. This step marks the development of a **digital curriculum hub** that supports collaborative planning and ensures alignment with NCCA specifications.

## Strategic Teaching and Learning Targets for 2025–2026:

- Expansion of the **MS Teams platform** to include shared cross-departmental resources.
- Promotion of **collaborative resource development** for consistency in curriculum delivery.
- Implementation of **extension and enrichment activities** in response to inspection recommendations.
- Support for **differentiation practices** to ensure challenge and engagement for all learners.

## Digital Strategy and Infrastructure

The College continues to make substantial investments in its **IT infrastructure**, with staff noting a marked improvement in teaching and learning quality. Over the past four years, the development of a robust **Learning Platform** has allowed subject departments to share resources efficiently.

As part of the National Digital Strategy, the College developed a comprehensive **Digital Plan**, leading to the rollout of **1:1 student devices for First Years** in September 2023 — a key milestone in our Digital Mission.

## Digital Development Targets for the Coming Year:

- Continued engagement with the **Oide Sustained Support Programme**.
- Expansion of staff professional development in digital teaching and learning.

## Guidance, Wellbeing and Inclusion

The **College Guidance Plan**, first developed in 2016 and revised in 2023, continues to reflect the College's holistic approach to student care. The updated plan integrates recent developments from the

**Wellbeing Team** and recognises the achievements of the SSE team, notably the attainment of the **Belong To LGBTQ+ Quality Mark** for Inclusion.

Prior focus areas included:

- Embedding the **Junior Cycle Wellbeing Programme**.
- Expanding use of **interest and aptitude testing** for TY students.
- Reviewing the **Senior Cycle RSE Programme**.

Looking ahead, the **AEN Department** will update **Strand 2** of the Guidance Plan (Learning Support) in accordance with **Circular 64/2024**, to ensure compliance and continued support for diverse learner needs.

### **Governance and Policy Review**

During 2024–2025, the **Board of Management** conducted its annual policy reviews, focusing on both statutory and strategic areas of school development. Particular emphasis was placed on the **Admissions Policy** to prepare for the introduction of a **Special Class in September 2025**.

Policies reviewed or updated included:

- **Attendance & Punctuality Policy**
- **Substance Abuse Policy**
- **Suspension & Exclusion Policy**
- **Child Protection Procedures**
- **Anti-Bullying Policy – Bí Cineálta**

The Board also welcomed presentations from the **Computer Science, Guidance, and AEN departments**, and has identified key policies for review in the coming year:

- **Learning & Teaching Policy** (*Next Steps*)
- **Critical Incident Policy** (review due January 2026)
- **CCTV & Data Protection Guidelines**

### **Partnership with Parents**

The College is immensely grateful for the ongoing support and engagement of our parent community. The **Parents' Association** plays a vital role in policy consultation, academic and pastoral support, and community engagement. Their initiatives include:

- Supporting **mock interviews** for senior cycle students.
- Organising **second-hand uniform sales**.
- Hosting **workshops and talks** for parents and students.
- The return of the **Annual Plant Sale**, which was warmly supported by the entire school community.

### **Adult Education and Lifelong Learning**

Section 7 of this report highlights the continued success of the **Adult Education Programme**. The Director of Adult Education has significantly expanded the **range and quality** of evening and community-based classes. Strong enrolment figures and diverse course offerings reflect the community's engagement and the College's commitment to **lifelong learning**.

### **Conclusion and Acknowledgements**

This report underscores the remarkable dedication of staff, students, parents, and the wider school community. The **Appendix** includes a summary of policy updates and a **Legislative & Regulatory Compliance Checklist**. I extend my sincere thanks to all who have contributed to the College's progress and success over the past year. As we prepare to celebrate three decades of service to our community, we remain focused on ensuring excellence, inclusion, and innovation for all.

John Cronin  
Principal

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## **~ Section I: Mission & Educational Aims ~**

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### **~ Mission Statement ~**

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

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### **~ Educational Aims ~**

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

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**The College is committed to reviewing its Mission Statement & Educational Aims in conjunction with the thirtieth anniversary of the College.**

## Section 2 - Leading Learning & Teaching

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### School Self Evaluation Report 2024-25

#### Inclusion Phase I: LGBTQ+ Quality Mark Accreditation

This year marked the conclusion of our Inclusion Phase I focus under the School Self-Evaluation (SSE) process. We are proud to announce that Castleknock Community College has been successfully accredited with the **Belong To LGBTQ+ Quality Mark**, a prestigious recognition of our commitment to promoting inclusion and wellbeing for LGBTQ+ students.

The LGBTQ+ Quality Mark provides a comprehensive framework to support LGBTQ+ inclusion in schools across Ireland. It focuses on four key pillars of wellbeing:

- **Creating an LGBTQ+ inclusive culture and environment**
- **Resourcing an LGBTQ+ inclusive curriculum**
- **Nurturing LGBTQ+ inclusive relationships and partnerships**
- **Supporting LGBTQ+ inclusive policies and planning**



Since 2023, the CCC school community has used this framework as a benchmark to examine and enhance our inclusive practices, particularly for LGBTQ+ students. At its core, this work aligns with our commitment to child protection and wellbeing.

This initiative builds on the groundwork laid by the **Diversity Team** between 2022 and 2024, including:

- The **Diversity Survey**, which captured the Student Voice and led to the development of the College's **draft Inclusion Policy**
- Establishment of a dedicated **Diversity Team**
- Engagement with **Belong To training** and **whole-staff CPD** facilitated by DCU Lecturer in Religious Education, Vivek Da Silva
- Stakeholder surveys and data analysis
- Introduction of **Annual Stand Up Week**, celebrating diversity through a range of activities
- Integration of diversity awareness into **curricular planning**
- Submission of our **application for accreditation**

- Completion of a **Belong To accreditation visit**

As part of the accreditation process, CCC demonstrated its commitment by:

- Equipping staff through online and in-person training to support LGBTQ+ students
- Promoting student voice and working collaboratively with learners to foster inclusion
- Engaging with parents, community organisations, and LGBTQ+ youth services

We are honoured to display the Belong To LGBTQ+ Quality Mark as a symbol of our continued dedication to inclusion.

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## **Inclusion Phase 2 (2024–2027): Universal Design for Learning & Supporting the Gifted Student**

With the successful conclusion of Phase 1, CCC has commenced a new three-year SSE focus: **Universal Design for Learning (UDL)** and **Supporting the Gifted Student**. This focus emerged from staff feedback collected in May 2024 and findings highlighted in recent Subject Inspection Reports.

Throughout this academic year, the **Teaching and Learning Team** carried out the following key actions:

- Attended the webinar: *Seeing the Gifted and Talented Learner: Towards Identification, Understanding & Support*, presented by Dr. Fidelma Healy Eames, PhD
- Participated in **Oide SSE workshops** to explore whole-school implementation strategies
- Discussed school-wide applications of **UDL principles**
- Reviewed the profile of **Exceptionally Able (EA) students** and explored identification methods
- Conducted surveys with both **5th Year students and staff**
- Participated in a full-day CPD session: *Introduction to Principles of UDL*, led by Dr. Margaret Flood
- Planned continued UDL-focused CPD, including an **introductory workshop for all staff** in the upcoming academic year
- Shared **Choice Boards** designed to challenge EA students with relevant subject departments

Analysis of survey results and staff input has guided the development of targeted strategies to both embed UDL in everyday teaching and provide differentiated supports for gifted learners.

We look forward to building on this foundation as we advance into Year 2 of Inclusion Phase 2, ensuring that all students experience meaningful access to learning and opportunities to thrive.



## 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 Teaching & Learning Team (formerly known as the Curriculum Development Team) continues to play a pivotal role in driving pedagogical innovation and curriculum enhancement within Castleknock Community College. ( See Page 13 for details in the Teaching & Learning Team)

Each year, the team undertakes a comprehensive review and update of the College's **Learning & Teaching Policy**. This policy serves as a **blueprint** for best practice, supporting all current and future approaches to **assessment for learning** and instructional improvement. It remains the **central driver for change and development** in teaching and learning across the school.

In recent years, the policy has facilitated the successful integration of a range of evidence-based learning strategies, including:

- **Sharing Learning Outcomes**
- **Establishing clear Success Criteria**
- **Implementing Concept Attainment**
- **Embedding Instructional Intelligence**
- **Utilising Graphic Organisers and Practical Applications** in classroom practice

During the 2023–2024 academic year, the team led a **whole-staff review** exploring the potential transition to **one-hour class periods**. This review involved extensive consultation and reflection on the impact of class structure on teaching methodologies, student engagement, and curriculum delivery.

In 2023, reflecting its evolving role and broader strategic focus, the **Curriculum Development Team** was officially renamed the **Teaching & Learning Team**. This change underscores the team's enhanced remit, not only in curriculum planning but also in fostering a culture of continuous improvement in pedagogy and professional learning.

Over the course of the 2024–2025 academic year, the Teaching & Learning Team initiated a focused exploration into how the principles of Universal Design for Learning (UDL) could be meaningfully integrated into teaching and learning practices across the College. This work represents a significant step in fostering inclusive education for all learners.

This developmental process is now formally aligned with the College's School Self-Evaluation (SSE) strategy for the 2025–2026 academic year, ensuring a strategic and coordinated approach to embedding UDL principles at a whole-school level.

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## French Inspection - April 2024

### Findings

- The quality of teaching and learning was very good in the majority of lessons observed.
- Very good practice was demonstrated by the teachers in their consistent use of French for instruction and communication purposes.
- Whole-school support and provision for French was very good. Students have the option to study two languages to Leaving Certificate and timetabling for French is in line with requirements.
- The overall quality of individual and collaborative planning and preparation was very good.
- The student focus group were very positive about their French learning trajectory. They commented on the supportive and encouraging attitude of their teachers.

### Recommendations

- There was scope to develop the stated learning intentions to also include differentiated success criteria in order to meet the diverse needs of the student cohort. Collectively, teachers should agree how best to incorporate success criteria into lessons to support students' learning.
- A greater balance between teachers' voice and student voice in the target language was required in a minority of lessons. Teachers should ensure that planned activities provide ample opportunities for students to communicate in French in all lessons.
- There was scope to develop a range of extension activities for students who are able for a higher level of challenge. Teachers should identify a range of supplementary activities, for students who would benefit from greater levels of challenge.

### College Response

The Board of Management welcomed the positive affirmation of the quality of teaching, learning and assessment along with the support environment that was observed in all lessons. The Board noted the very good practice demonstrated by the teachers in their consistent use of the Target Language in the classroom.

The Board further noted the exemplary classroom management and the rich linguistic environment that was observed. The Board acknowledged the positive affirmation of the quality of planning, preparation, and collaboration across the French Department. The Board welcomed the feedback that the student focus group were very positive about their learning of French. The Board of Management supports the French Department in addressing the recommendations made in this Inspection Report. School provision and support for French will continue to be of the highest standard as acknowledged in the Report.

The French Department plans to incorporate differentiated success criteria into their lesson plans and will work on this collectively. The Department plans to build on the good practice that was observed regarding differentiation, and to extend that to provide for students who would benefit from a greater level of challenge. Extension activities will be developed collaboratively by the Department in response to this recommendation. The Report's recommendations will inform teaching and learning and on-going planning in the Department.

## Teaching ADHD Children (TAC)



Last year, Castleknock Community College participated in a collaborative Erasmus+ project in partnership with Dublin City University (DCU). A team of teachers representing all subject departments engaged in a series of Continuing Professional Development (CPD) workshops as part of the initiative.

The primary objective of the project was to **design and promote a professional development programme** aimed at equipping teachers with the skills and strategies needed to effectively support students with ADHD in mainstream classrooms.

Engagement in the project was enthusiastic, and feedback from both participants and workshop facilitators was overwhelmingly positive. Teachers reported increased confidence and competence in recognising and responding to ADHD-like behaviours, and in implementing inclusive practices to support these learners in everyday classroom settings.

The work to embed these practices into everyday teaching strategies at the College will continue into the 2024–2025 academic year, as we build on the positive outcomes of this professional learning initiative.



In 2022, Castleknock Community College was invited to participate in the Programme for International Student Assessment (PISA)—an international study coordinated by the OECD that assesses the knowledge and skills of 15-year-old students in mathematics, reading literacy, and science. In Ireland, the study is managed by the Educational Research Centre (ERC) on behalf of the Department of Education.

The results of our school's participation were published in May 2024 and included detailed insights into students' performance in the core areas of **Mathematics, Reading Literacy, and Science**. In addition to academic outcomes, the 2022 cycle introduced two new dimensions to the research:

1. **Students' Motivation for Mathematics** – examining attitudes, effort, and confidence in relation to mathematical learning.
2. **Student Wellbeing** – evaluated through several key indicators: **Sense of Belonging, Life Satisfaction, Social Connection, and Feeling Safe**.

Castleknock Community College will now reflect on these findings and is committed to incorporating the wellbeing-related insights from the PISA survey into the **School Self-Evaluation (SSE) strand on Inclusion**. This ensures that international data meaningfully informs our ongoing efforts to support student wellbeing and inclusion at school level.

## PISA 2022 Results – Castleknock Community College

Castleknock Community College is proud to report the results of its participation in the Programme for International Student Assessment (PISA) 2022. The assessment, conducted by the OECD and managed in Ireland by the Educational Research Centre, provides an international benchmark of student achievement in Mathematics, Reading Literacy, and Science among 15-year-olds.

Below is a summary of the mean scores and standard deviations (SD) for CCC compared to both the national average (Ireland) and the OECD average:

Domain	Castleknock CC Mean (SD)	Ireland Mean (SD)	OECD Average Mean (SD)
Mathematics	520.7 (74.9)	491.6 (79.6)	472.4 (90.1)
Reading Literacy	552.6 (78.2)	516.0 (88.2)	475.6 (100.5)
Science	536.6 (79.0)	503.8 (91.3)	484.6 (97.5)

### Interpretation

Students from Castleknock Community College outperformed both the national and OECD averages across all three domains:

- In Mathematics, CCC students scored nearly 30 points above the Irish average and almost 50 points above the OECD average.
- In Reading Literacy, the school achieved a mean score over 35 points above the national average and more than 75 points above the OECD average.
- In Science, CCC students again performed significantly higher than both comparison groups, with a score 33 points above the Irish average.

These results are a testament to the College’s strong academic culture and effective teaching practices.

### Next Steps

In line with our commitment to continuous improvement, the Teaching & Learning Team and School Leadership will reflect on these findings. Of particular importance will be the integration of wellbeing insights from the PISA study—focusing on Sense of Belonging, Life Satisfaction, Social Connection, and Feeling Safe—into the Inclusion strand of our School Self-Evaluation (SSE) strategy.

### Mathematics Motivation:

Students responded to a statement around how motivated they felt to do well in mathematics (“I want to do well in my mathematics class”). This gives an indication of how likely students in your school were to respond that they feel motivated to do well in mathematics. On average 94.3% of students in Ireland who participated in PISA 2022 ‘strongly agreed’ or ‘agreed’ with this statement. At Castleknock CC, more than 95% of students agreed with this statement.

## Sense of Belonging

Sense of belonging is important particularly in the post-pandemic world, as it indicates how connected students feel to their school. The mean score for Ireland on this belonging index was -0.13 which is significantly lower than the OECD average of -0.02, indicating lower levels of sense of belonging in Ireland than on average across OECD countries. For Castleknock Community College, students reported a score of -0.11 on this index.

## Life Satisfaction

Students answered a question that featured a scale from one to ten (with 1 being the lowest score) "Overall, how satisfied are you with your life?" They were asked to indicate where on this scale they would place themselves in terms of overall life satisfaction. In Ireland, students on average rated their life satisfaction as 6.6 out of ten, lower than the OECD average score of 6.8. In Castleknock Community College, the average rating in response to this question was 6.1 on this scale.

## Social Connection

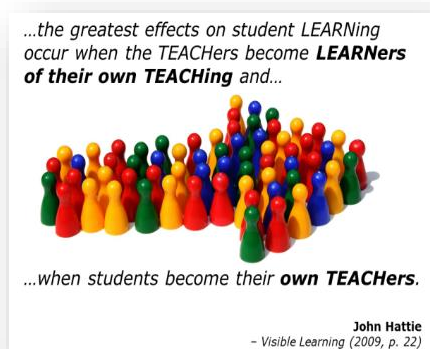
Students answered a number of questions about their well-being in an additional questionnaire. In particular, they responded to statements around social connection, and who they talk to about certain things. The mean score for Ireland on this sense of social connection index was 0.00 which is the same as the OECD average 0.00 (and not significantly different), indicating a similar sense of connection compared to the average for OECD countries. At Castleknock Community College, students reported a score of 0.06 on this index.

## Feeling Safe

Students answered a number of questions about how safe they feel at school. A composite index of feeling safe was created based on students' reports with a mean score of about 0.0 and a standard deviation of 1 across OECD countries. This gives an indication of how likely students in your school were to respond that they feel safe. The mean score for Ireland on this sense of safety index was 0.04 which is higher the OECD average 0.00, indicating a slightly higher level of feeling safe compared to the average for OECD countries. At Castleknock Community College, students reported a score of 0.14 on this index.

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## Teaching & Learning Team 2024 -2025



Central to the successful implementation of Castleknock Community College's Learning & Teaching Policy is the ongoing work of the Teaching & Learning Team. This team provides critical guidance and support to teaching staff and school management, championing effective methodologies that promote active learning, group work, critical thinking, collaboration, and overall instructional excellence across the College.

Grounded in both **professional expertise** and **evidence-based research**, the team has identified a core set of **principles for high-quality teaching and learning**, drawing from frameworks such as **Instructional Leadership**, **Bloom's Taxonomy**, **The Magenta Principles**, and **The Step-Up Programme**. These principles include:

- **Active Methodologies** informed by **Instructional Leadership** and the **Magenta Principles**
- **Effective Questioning** and the development of **Oracy**
- **Modelling and Scaffolding** to support learning
- **Success Criteria**, both **Formative and Summative Assessment**, and **Effective Feedback**

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## Review of School Timetable: Exploration of One-Hour Classes

During the 2023–2024 academic year, the Teaching & Learning Team conducted a comprehensive review of the school timetable to consider the potential introduction of **one-hour class periods**. This process included:

- Staff surveys to gather a broad range of opinions
- Visits to other second-level schools operating on a one-hour model & departmental consultations and discussions
- A whole-staff presentation in April, where each subject department nominated a representative to present the **opportunities and challenges** of the proposed model

Following this inclusive consultation, the **decision was made to retain the current forty-minute class structure**, while continuing to explore other innovative ways to enhance teaching and learning time.

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## Curriculum Planning and Resource Development

A key achievement this year was the successful **centralisation of Schemes of Work and Units of Learning** for each subject department. These are now available on the **Microsoft Teams platform**, marking an important first step in the development of a **centralised digital hub for curriculum planning** and resource sharing. This initiative also ensures that all planning aligns with the most recent **NCCA specifications**. Looking ahead, the **2025–2026 academic year** will see the Teaching & Learning Team:

- Further develop the MS Teams platform to **include shared resources** for all subject departments
  - Promote collaborative resource development and support cross-departmental consistency in curriculum delivery
-

## Responding to External Evaluation: Support for More Able Students

Another strategic target for the coming year stems from recommendations in the recent **French subject inspection**, which noted:

*“There was scope to develop a range of extension activities for students who are able for a higher level of challenge. Teachers should identify a range of supplementary activities for students who would benefit from greater levels of challenge.”*

In response, the Teaching & Learning Team will:

- Identify best practices in differentiation and enrichment
- Support departments in developing extension activities and supplementary resources
- Ensure that students who demonstrate advanced understanding are appropriately challenged and engaged across subject areas



## 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.



Castleknock Community College remains committed to advancing a digitally progressive and inclusive learning environment. Over the past academic year, the College has made significant strides across five key areas of its Digital Strategy:



## **IT Infrastructure & Device Management**

- The IT Office was redesigned to improve efficiency and accessibility.
- Devices were provided and configured for students entitled to assistive technology for state examinations.
- A centralised ticketing system was introduced to manage hardware and software issues efficiently and ensure timely resolutions.
- From the next academic year, all one-to-one student devices will have Senso software installed, allowing staff to monitor student activity and promote appropriate digital engagement aligned with learning objectives.
- A full migration to Windows 11 for all devices will be completed in the upcoming academic year.

## **Staff Support & Training**

- Regular whole-staff presentations and communications kept staff informed of digital initiatives.
- A series of IT workshops enhanced digital pedagogy across departments.
- Staff surveys helped shape targeted CPD by identifying specific training needs.
- A formative assessment tools showcase was followed by subject-specific workshops for classroom integration.
- Three external providers demonstrated digital platforms, with free trials secured for staff and students; feedback is scheduled for early next year.
- Training continues to evolve based on staff feedback.
- Collaborative time encouraged experimentation and peer learning with digital tools.

## **Leadership & Strategy**

- The Digital Leadership Team continued to guide and implement school-wide digital initiatives in alignment with strategic goals.
- Engagement with senior management, the head office IT department, and external partners (e.g., Wriggle) ensured coherence between the College's digital vision and operational capacity.

## Parent & Community Engagement

- The Digital Strategy and ongoing initiatives were presented at a Parent Information Evening, strengthening transparency and trust.
- A formal Board of Management presentation outlined the College's Digital Plan and year-on-year progress.

## Student Voice

- The Student Digital Leaders supported first-year students and acted as tech ambassadors throughout the year.
- Student feedback was regularly gathered on digital tools and platforms in use.
- During Open Day, students showcased digital tools and demonstrated their integration into everyday learning.
- Students were provided access to online learning platforms, promoting independent learning and digital confidence.

## Strategic Objectives

- **Enhance Teaching & Learning Through Technology**  
Support the meaningful integration of digital tools to improve instructional quality.
- **Build Staff Digital Competence**  
Deliver professional development to increase staff proficiency and confidence.
- **Ensure Equity of Access for Students**  
Oversee fair distribution and support for digital devices and assistive technologies.
- **Maintain Efficient IT Operations**  
Proactively manage all hardware, software, and user support systems.
- **Foster Digital Leadership**  
Empower students to lead and innovate within the school's digital landscape.

## Addressing Emerging Needs: Innovation & AI Integration

The Digital Team has adopted a strategic and forward-looking approach to meet the evolving needs of the College:

- Whole-staff training on AI supported its responsible integration into teaching and learning.
- The Student Digital Leadership Team visited Microsoft, gaining insights into digital careers and real-world environments.
- Ongoing collaboration with the head office IT team ensures alignment with national developments and access to shared resources.

- Engagement with the Teacher Leadership Programme (TLP) has facilitated discussion around AI's pedagogical implications.
- Continued exploration of emerging digital strategies, including learning analytics, is underway.

## Looking Ahead: 2024–2025 Priorities

The Digital Team will focus on:

- Continued investment in high-quality staff training
  - Strengthening cross-departmental collaboration on digital projects
  - Enhancing student leadership in digital initiatives
  - Building resilience and readiness for trends such as AI and learning analytics
- 

## Droichead



Castleknock Community College remains deeply committed to supporting teachers at every stage of their professional journey. Over the past academic year, the College continued its active engagement with the **Droichead process**, which plays a vital role in the induction of Newly Qualified Teachers (NQTs) into the teaching profession.

## A Collaborative and Supportive Framework

The **Droichead process** supports NQTs as they transition from Initial Teacher Education into their professional teaching careers. It includes a combination of **school-based mentoring** and additional professional learning, tailored to the developmental needs of early-career teachers.

At Castleknock Community College:

- A dedicated **Professional Support Team (PST)** of **three experienced staff members**, including one from the Senior Management Team, leads the Droichead process.
- In the **2024–2025 academic year**, **three teachers successfully completed the Droichead process**, with a focus on **English, Irish & Religion**.

- A series of **teaching observations** were conducted, followed by **professional conversations** to reflect on classroom practice and share constructive, personalised feedback.

## Professional Growth & Mutual Benefit

The Droichead experience was characterised by:

- **Positive and professional engagement** from all participants
- **Reflective dialogue** on pedagogy, planning, and classroom practice
- A strong emphasis on **student-centred learning** and teaching excellence
- Engagement in **additional professional learning activities** that enhanced their development

This professional journey has proven to be mutually enriching—for the NQTs as they refined their practice, and for the Professional Support Team as they reflected on and modelled high-quality mentoring and instructional leadership.

## Looking Ahead

Castleknock Community College looks forward to welcoming and supporting a new cohort of **Newly Qualified Teachers** in the 2025–2026 academic year. The school remains committed to:

- Cultivating a **nurturing and reflective professional learning culture**
- Maintaining high standards of **collaboration, observation, and feedback**
- Supporting NQTs as they develop into confident, capable, and reflective educators

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## Teacher Leadership Programme “*Smart Schools: Shaping the Future with AI*”

### Project Team:

Cara O’Doherty, Michael Friel, Katie Havel, Susan Kingston, Daire Murphy



### Project Overview:

This year, Castleknock Community College participated in the Dublin and Dun Laoghaire Education and Training Board’s (DDLETB) Teacher Leadership Program (TLP) with the project “Smart Schools: Shaping the Future with AI.” The Teacher Leadership Program is designed to foster leadership among teaching staff in a school. The program highlights how all staff members can drive initiatives and affect positive change within a school. The CCC 2024-2025 project aimed

to support both staff and students in using artificial intelligence (AI) effectively, responsibly, and ethically within the school context.

### Rationale:

Artificial Intelligence and, in particular, Generative Artificial Intelligence have made rapid advancements in recent years. The increasing digital literacy of secondary school students means that they readily adopt these tools and often apply them in learning environments. Furthermore, many teachers have also adopted these tools to support their pedagogical practices. Given the already widespread, yet rapidly growing, use of AI in school environments, the team felt it was imperative to educate students as to how to use AI appropriately. In addition to this, the team felt it would be beneficial to demonstrate to all teachers how AI could potentially support their practice and hence enhance student learning.

### Project Aims and Actions:

The two primary aims of this project were to 1) Educate students as to how to appropriately use AI in their learning and 2) Support the teaching staff in using AI effectively. At the outset of the project, the TLP team decided a number of actions that would be taken to achieve the primary aims. The actions taken to achieve these aims were:

For student use of AI:

- **Survey** students, parents, and staff on their behaviours and attitudes regarding AI in education
- Use the data gathered in the surveys, in conjunction with existing policies, to **formulate** a set of **student guidelines** for AI use
- Include the **AI guidelines in the school journal** for the year 2025-2026
- Have students engage with the guidelines, by creating **posters containing** the content of the **guidelines** to be hung around the school building

For staff use of AI:

- Facilitate a **training session** for staff on AI to **introduce staff to AI**, explain the pros and cons of its use, highlight appropriate/beneficial use cases and to demonstrate a number of tools that could potentially support their practice
- Facilitate a **second training** session to demonstrate how staff can **use AI to support assessment** by generating quizzes using CoPilot, exporting them to a word document, importing them to Microsoft Forms, then editing them
- Create a digital **hub containing AI resources** that could be accessed by staff at any point in time

The above actions were all achieved in the 2024-2025 academic year, with further work in the area of AI to be undertaken by the CCC digital team, with whom the TLP team collaborated throughout the project and of which many of the TLP team are members.

### Impact, Reflection, and Conclusion:

The project positively influenced staff confidence and competence with AI, spurred further AI adoption across departments, and laid the foundation for sustainable policy and practice. Student

awareness of appropriate AI use increased, and the school has taken a leading role in fostering responsible digital citizenship.

The magnitude of the impact described above was recognized at the TLP graduating ceremony, as the team were awarded “Project of the Year” out of the 22 participating DDLETB schools. The team are excited to continue exploring the area of AI in education moving forward and wish to thank staff, management, students, parents, and guardians for their support and involvement in this project.

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## Instructional Leadership



The Instructional Leadership Programme (ILP), coordinated by Education and Training Boards Ireland (ETBI), continues to be a cornerstone of professional learning at Castleknock Community College. Building on the College’s long-standing commitment to this initiative, 2024–2025 marked a year of renewed engagement and meaningful development.

### Key Highlights

Four staff members successfully completed the Instructional Leadership Programme, further enhancing the College’s instructional capacity.

Three ILP alumni advanced their professional development by participating in Peer Coaching and Conferencing training, facilitated by Dr. Rebecca Saunders, following the retirement of Professor Barrie Bennett.

These advanced sessions focused on building high-impact skills such as:

- Active Listening
- Reflective Questioning
- Peer Coaching Techniques

The skills acquired have not only refined participants’ own teaching practices but are also being used to support and mentor colleagues across departments, amplifying the programme’s impact school wide.

### Establishment of the Instructional Leadership Working Group

To sustain momentum and embed the principles of Instructional Leadership across the College, a dedicated Instructional Leadership Working Group has been established. This group represents a collaborative mix of experienced and emerging teacher leaders committed to continuous improvement in pedagogy and professional dialogue.

## Working Group Goals:

Build a strong professional learning community focused on collaboration and reflective practice

- Meet once per half term to:
- Share best practices
- Explore and trial new instructional strategies
- Reflect on student learning outcomes

Bloom's Taxonomy has been selected as the initial focus for the 2024–2025 academic year, promoting higher-order thinking and rigorous questioning strategies.

## Future Directions & Cross-Team Collaboration

Looking ahead, the Instructional Leadership Working Group plans to collaborate with the IT Team and the Teaching & Learning Team to align efforts in:

- Supporting digital integration into instructional strategies
- Enhancing consistency in teaching approaches
- Promoting a unified vision for high-quality, student-centred learning

## Commitment to Instructional Excellence

Castleknock Community College remains firmly committed to embedding evidence-based instructional practices that:

- Empower teachers as reflective practitioners and peer mentors
- Promote active, inclusive, and engaging learning environments
- Drive student achievement through consistent, research-informed teaching methodologies

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## The Green Schools Committee

This academic year marked Castleknock Community College's inaugural application for the Green Flag under the Litter and Waste theme. The Green School Committee, under the leadership of Mr. Richard Harper, has fostered a culture of environmental responsibility, working collaboratively with staff, students, and auxiliary personnel to embed sustainability into everyday school life.



### Committee Structure

The Green School Committee is a diverse and dedicated team formed through voluntary participation:

- Coordinator: Richard Harper (Teacher)
- Chair: Paul McCorry (Assistant Principal)

- Teachers: Susan Kingston, Jamie Lee Dunne, Eileen Kelly, Mary O'Donovan, Aisling Boyle, Emma Gredley, Kate McLarney, Hannah Cody, Kristian Dimitrov, Darran Breathnach
- Auxiliary Staff Representative: Irene McCleary
- Students: Energy Elves (2 per year group), and representatives from 1st to 3rd year.

The committee convenes monthly, with subgroups meeting more frequently to advance specific initiatives.

## Key Achievements

### Environmental Review Findings (Oct 2023):

- Waste segregation was limited to classrooms and staff rooms; general waste bins were used in corridors and outdoors.
- No recycling or composting systems were in place; all waste was directed to landfill.
- Monthly landfill waste totalled 2,112 kg, costing €422.50.

### Actions Implemented:

- Waste contract renegotiated to include green (recycling) and brown (compost) bin collections.
- Whole-school waste segregation systems established, including staff room composting.
- Custom signage and disposal maps designed by Richard Harper to support correct waste practices.
- Daily student-led recycling routines introduced, coordinated by the Energy Elves.
- Launched “Leave No Trace Thursday”, a weekly whole-school waste awareness campaign.
- A Green Schools noticeboard and regular intercom reminders implemented to maintain awareness.

## Measured Improvements

Waste Type	Oct 2023 (Baseline)	Oct 2024 (Latest)	% Change
General Waste	2,112 kg	1,272 kg	↓ 40%
Recycling	0 kg	700 kg	–
Composting	0 kg	6 kg	–

- Financial Savings: €166.50 reduction in landfill disposal costs per 28-day cycle.

## Educational Integration

- Sustainability education linked across Home Economics, Science, and SPHE.
- The 6 R's (Refuse, Reduce, Reuse, Recycle, Repair, Rethink) integrated into classroom discussions and projects.
- Students contributed to data collection, campaign design, and project management tasks.

## Challenges Faced

- Scheduling difficulties for meetings.
- Initial reluctance to adapt cleaning processes.
- Occasional contamination of recycling bins due to lack of awareness and miscommunication.

## Community Involvement

The school community was actively informed and engaged through:

- Assemblies and intercom updates
- PA announcements
- Newsletters to parents/guardians
- Strategic signage and visible student roles

**Note:** Building stronger links with the broader local community remains a target for the upcoming year.

## Green Code Implementation

A school-wide Green Code emphasizing Courtesy, Respect, and Responsibility was adopted, developed with student input and ratified by school leadership. The code promotes active cooperation between students, staff, and cleaning personnel in maintaining sustainable practices.

## Success

We are delighted to report that Castleknock Community College was awarded its first Green Flag in May 2025. To celebrate this achievement, Fingal County Council awarded the school €250, which will support future sustainability goals.

## Looking Ahead

Goals for the 2025/26 academic year include:

- Expanding composting initiatives to additional departments.
  - Establishing stronger partnerships with the local community.
  - Developing a reward system to promote and reinforce sustainable behaviors.
  - Continuing to reduce general waste output while improving recycling effectiveness.
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## Section 3 - Curriculum & Programme Review

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### Review of Curriculum 2024/25

Following a review of subject coordinators and their respective departments in May 2022 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 2024-25

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
  - Senior Cycle: RSE
  - Transition Year Planning
  - Junior Cycle: SPHE
  - Leaving Certificate Redevelopment
- 

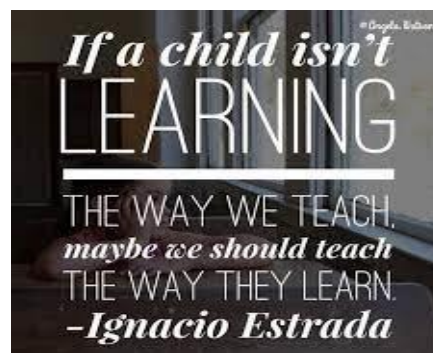
### Learning and Language Support Department

#### Department Organisation

A qualified Learning Support Teacher co-ordinates provision for students with AEN for each year group. This year Ms Jane Daly was appointed Learning Support Co-ordinator as a Special Duties Post.

## Level Two Learning Programmes

Four students completed their QQI Level Two Studies. These students successfully completed Short Courses in Computer Skills, Crafts, Food Choice & Health, Music, Quantity & Number, Reading & Writing. The External Authenticator (EA) awarded Castleknock Community College the highest possible rating, “Very Effective: The College is very effective at implementing the QA assessment process and procedures as required”. This is the highest level of recognition an EA can award for the administration of QQI in a school setting.



## Partnership with Avista

- Learning Support Link and SNAs collaborated with practitioners from Avista to develop strategies to assist students with complex needs with communication.

## Team Development

We were pleased to support Aisling Boyle and Fiona Delaney as they undertook a one-year Postgraduate Diploma in Inclusive and Special Education. Both have now joined the Learning Support Team.

## Special Class Provision

This year, we began the process of opening two special classes for students with autism. Renovation work is ongoing, and we look forward to welcoming our first group of students into a newly refurbished, purpose-designed space at the end of August 2025. This marks a significant step forward in our inclusive provision.

## Continuing Professional Development (CPD)

The Learning Support Team engaged in a wide range of CPD opportunities including:

- Literacy development strategies
- Supporting students with dyslexia
- Collaboration with DDLETB and NCSE on establishing a special class
- RELATE programme training
- Differentiation and co-teaching practices

In addition, the department coordinated CPD sessions for both the Learning Support and Digital Teams. We were delighted to welcome Deirdre Dunne, DDLETB Digital Lead, who provided valuable training on the use of digital supports for students with additional educational needs.

Next school year, we are excited to welcome Shaun Greville, who will speak to the whole staff on inclusion and supporting students with autism in mainstream classrooms.

## Assessment and Target Setting

Building on last year's pilot, the department rolled out literacy assessments for students at Stage 2 and 3 of the Continuum of Support, informing target setting for the year ahead. We also introduced a dyslexia screening assessment for learners and facilitated RACE and DARE testing throughout the year to ensure timely supports for eligible students.

In support of inclusive technology, we introduced speech-to-text software, offering students greater access to written tasks and promoting independence in their learning.

## QQI Programme Success

We are proud to report that an additional four students completed the QQI Level 2 this year. Following external review, our programme was awarded a "Very Effective" rating—the highest grade for the implementation of Quality Assurance processes and procedures in a school setting. This recognition underscores the team's commitment to providing structured, meaningful learning pathways for all students.

Looking forward, the school is currently in the second year of implementing the new Leaving Certificate Level 2 Programme (L2LP). The first cohort of students will graduate with the L2LP award at the end of the next academic year. The L2LP has now fully replaced the QQI Level 2 programme and aligns with national guidelines and Department of Education policy. Ongoing work continues in the areas of curriculum development to ensure the programme remains responsive to student needs.

## Policy Development and Planning

This year, we reviewed our Learning Support Policy in light of the Department of Education's new guidelines for post-primary schools on supporting students with special educational needs. These updates were formally presented to the Board of Management in March 2025. In line with the guidelines, we have created a School Provision Plan, documenting how the school supports students across the Continuum of Support and we've reviewed our Learning Support policy. A revised policy, aligning with these guidelines, will be presented to the Board of Management in the new school year.

## Targets 2025-2026

- Opening of our two special classes.
  - Ratification of Learning Support Policy.
  - Complete the development of the Leaving Certificate Level 2 (L2LP) curriculum.
-

## The Transition Year Programme in Castleknock Community College



### 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

### Transition Year Programme – Review of Academic Year 2024/25

This academic year, a total of **174 students** were offered places in the Transition Year (TY) Programme, across **six tutor groups**.

#### Awards and Achievements

- Students were actively encouraged to complete their **Bronze Gaisce Award**, with **47 students** receiving medals and pins during the **End of Year Ceremony in May**.

#### Work Experience

- Students secured their own work placements for:
  - One week in **November**, and
  - Two weeks in **February**.
- Placements were a mix of **on-site and online** experiences.
- Many students also participated in **online programmes** run by universities and other organisations, accessed via the **TY Microsoft Teams page**.
- Some students completed additional work experience or **Community Outreach Week** later in the year, following **Garda vetting** upon turning 16.

#### Outdoor and Practical Programmes

- The **Outdoor Education Programme** ran weekly on a rotational basis, with each group taking part in four activities: **hillwalking, canoeing, rock climbing** at **Awesome Walls**, and **zip lining** at **Zip It**.
- A small cohort of students collaborated with peers from **St. Vincent's School, Navan Road**, in a practical elective.

#### Core and Modular Subjects

All TY students studied the following core subjects:

- **Irish, English, Maths, Modern Foreign Languages (MFL), Physical Education, Religion, RSE, First Aid, and Work Application and Research Skills.**

IT was timetabled weekly in a double period, with students covering modules such as:

- **Block Coding**
- **Microsoft MakeCode Arcade**
- **Web Design**
- **Microbit**
- **Computational Thinking**

- **Canva Design**

RSE was delivered as a **standalone weekly programme**, using dedicated workbooks and teacher resources. Each tutor group was assigned one teacher, and engagement was reported as very positive.

**Half-Yearly Modules**

Students engaged in a variety of half-yearly modules throughout the year:

- **Creative Arts, Classics, TY DIY, Film Production, Business, Creative Writing** – students studied two.
- **Global Cookery, Public Speaking, Music, Science** – all students studied each module.
- **History, Geography, Development Education, Revolution and Social Change** – students studied two.

**Language Options**

- **Chinese** was included again this year.
- Students studied one of the following full-year language options: **Japanese, Chinese, or Polish.**

**Electives**

Students selected one elective to study for the full year from:

- **Exploring Art**
- **Young Social Innovators (YSI)**
- **Mini Company**
- **Film Studies**
- **Engineering Technology with Robotics**
- **Architectural Design and Energy Efficiency Systems**

**Mathematics**

- **Mixed-ability groupings** were used.
- The TY Maths programme aimed to reinforce Junior Cycle skills while introducing new Leaving Certificate topics.
- A **standalone Maths exam** in May provided data to inform level placement (Higher/Ordinary) in LCL.

**Enrichment Opportunities**

Students were continually encouraged to engage in external opportunities including:

- Courses offered by **third-level institutions, hospitals, and organisations.**

**TY Surf Trip**

- **150 students** participated in the annual surf trip to **Achill Island** in April.
- Activities included **surfing, kayaking, sea swimming, hiking, archery, and orienteering**, based at **Achill Surf** and the **Achill Outdoor Education Centre**.

**Transition Year students** took part in the following courses:

- An Garda Síochána TY Programme
- GAA Coaching
- RCSI courses in Medicine (MiniMed), Midwifery, Physiotherapy and Pharmacy
- The Concern Academy TY Programme
- Hospital TY programmes in Tallaght, the Mater, the Rotunda and Holles St

- The UNICEF Activism Programme
- Society of Actuaries programme
- Various Science/STEM courses in TCD/UCD/DCU
- Various CTYI (EUE) Programmes in DCU
- Many students also accessed work experience placements with Deloitte, Dell, PwC and DNG Estate Agents.
- STEPS Ireland 'Engineering your Future' programme
- Defence Forces TY Programme
- DSPCA
- IFI TY programme
- National Museum of Ireland
- Microsoft Dreamspace
- Barista Courses
- Design Your Future City
- Hugh Lane Gallery
- Rowing Ireland
- Lifeguard qualifications
- St Patricks Hospital *Walk in My Shoes* programme
- Students participated in an Olympic Handball and Self Defence in PE classes.
- A group of TYs went on a cultural trip to Spain in February.
- Bodhran Buzz workshop took place in March during Seachtain na Gaeilge.
- TYs attended the Worldskills Ireland event in the RDS in September.

We were successful in our application for a place on the *Houses of the Oireachtas* TY Programme. We also had one place each on the *Look into Law* and *Solicitors of the Future* programmes, which are hosted by the Law Society.

Students were also involved in school events and activities and fundraising events

- The Giving Tree in Blanchardstown Shopping centre
- Make A Wish fundraising day
- Bernard Casey drama workshops
- Judo workshops
- Wellbeing Retreat days
- History trips to Croke park
- Think Languages TY
- DDLETB festival of music
- Berlin school visit
- Radio interview about the Giving Tree
- Guest speakers- AIB Fraud talk, Wellbeing and Health Talk and Conor Mc Carthy *Power of One* Atlantic rowing challenge
- Japanese quiz and trip
- TY presentation to 6<sup>th</sup> class students in St Patricks NS in May.
- *Sister Act Junior* – the first musical ever in Castleknock Community College.
- TY play *From Tower Hill to Tooting Broadway* by Mr Mc Colgan.

## Student Feedback from TY End of Year Portfolio Interviews:

### Portfolio Interviews and TY Reflections

In mid-May, all Transition Year students took part in **Portfolio Interviews**, which formed a key part of their end-of-year assessment. These interviews were facilitated by members of the **TY Team** along with an additional teacher.

This year, the interviews were conducted in **groups of four**, offering students a collaborative and reflective space to share and discuss their experiences. Each student was invited to reflect on various aspects of their TY journey, including:

- **Personal highlights** from the year
- How they **upheld the TY core values**
- **Skills developed or improved** throughout the year
- **Opportunities they might revisit** if given the chance
- **Work experience** (online or in-person)
- Their **portfolios**, along with any **mementoes, artefacts, or meaningful memories** from the year

Student performance in the portfolio interviews, combined with **tutor scores**, determined their Transition Year certificate award, under the categories of:

- **Pass**
- **Merit**
- **Distinction**

### Reported Highlights of the TY Year

Students consistently cited the following as standout experiences:

- **Work Experience**
- **Trips to Carlingford and Achill**
- **#ThinkLanguages Week** held in December
- **Outdoor Education Programme**
- **Global Cookery Module**
- **Bernard Casey Drama Workshops**
- **Varied modules and taster subjects** throughout the year

## Reflections and Impact

Teachers conducting the interviews reported overwhelmingly positive feedback from students. Many felt they had:

- Gained a stronger sense of self-confidence
- Made more informed decisions about subjects and career paths
- Matured personally, becoming more resilient and reflective
- Learned to manage their time more effectively
- Benefited from the academic and personal space the TY Programme provided to explore their strengths and address their weaknesses

The Portfolio Interview process not only served as an assessment tool but also as a valuable moment of closure and personal insight for students as they prepared to transition into the next phase of their education.

## Curriculum Review

The continued growth in student numbers enrolling in the Transition Year Programme (TYP) at the College has necessitated ongoing evaluation and development of the programme. In collaboration with the Senior Management Team (SMT), the TY programme is regularly reviewed to ensure it remains responsive to the needs, interests, and ambitions of our students.

As part of this reflective process:

- Schemes of work for all core subjects, taster modules, and TY-specific electives will undergo review and updating by the TY teaching team in September 2025.
- The 2025/2026 TY timetable will include the introduction of new modules, developed in response to student needs and staff feedback.

To further inform programme development, TY students were invited to complete a Feedback Survey in May, shared via Microsoft Teams and completed through Microsoft Forms. A total of 110 students responded.

Survey results indicated:

- Strong overall satisfaction with the TY experience
- Particularly positive feedback on:
  - Trips and activities
  - The range and quality of half-yearly modules
  - The Outdoor Education programme

This feedback will directly inform planning for the upcoming academic year, ensuring that the programme continues to evolve while maintaining its core aims: to support student development, foster independent learning, and provide meaningful opportunities for personal and academic growth.

## Transition Year Planning and Recommendations for 2025/26

Planning is well underway for the upcoming 2025/2026 Transition Year Programme, with several key developments already confirmed.

### Programme Structure and Capacity

- A total of 192 places will be offered across eight tutor groups, with 24 students per group, reflecting sustained interest in the programme.

### Trips and Key Activities

- The popular Carlingford and Achill trips have been booked and will remain central highlights of the year.
- Outdoor Education will continue, with a new rotation system where two tutor groups will participate in activities together each Wednesday.
- Additional workshops and retreats have been confirmed, including:
  - Judo team-building workshops
  - Drama workshops
  - Wellbeing retreats
- Key dates for Work Experience and Community Outreach have already been pinned on the calendar.
- A number of TY students will also take part in the school musical, *Grease*, scheduled for October.

### Curriculum Enhancements

A revised Transition Year Programme Statement will guide the curriculum for 2025/26, placing greater emphasis on both student development and learning outcomes across four newly articulated Student Dimensions:

1. Personal Growth
2. Being a Learner
3. Civic and Community Engagement
4. Career Exploration

### Key curriculum updates include:

- A new half-yearly module in Education for Sustainable Development for all students.
- A dedicated weekly class for Portfolio & SPHE added to the timetable.
- I.T. will continue as a core subject, offering valuable exposure to areas such as Coding, Web Design, and Computational Thinking—particularly beneficial for students considering Leaving Certificate Computer Science.

### Teaching and Planning

- All updated schemes of work are to be submitted by mid-September to the TY Programme Co-ordinator.
- Existing schemes will be migrated from SharePoint to Microsoft Teams to streamline access and collaboration.
- Revised schemes will emphasize:
  - Assessment for Learning (AfL)
  - Formative assessment
  - Literacy and numeracy integration
  - Differentiation to support all ability levels

### Student Development and Awards

- In line with College tradition, students will be encouraged to participate in the Gaisce Bronze Award Programme.
  - Updated guidelines for the 2025/26 Awards Programme will be circulated in the coming months.
  - The Gaisce PALS team will introduce the programme to students during TY induction in September.
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## Leaving Certificate Applied Report



The leaving Certificate Applied programme had another busy and productive year. The demand for 2025/26 remains strong. The excellent L.C.A. results in August 2024 provided a very positive start to the year. The National results showed 51% achieving the top grade of a Distinction. Here at C.C.C. for the first time 100 % achieved the top grade of a Distinction. All students are now attending their chosen courses in the P.L.C. Colleges.

Once again, the year got off to a positive trip to Airtastic facilitated 'team building' and was enjoyed by the students in both 5<sup>th</sup> and 6<sup>th</sup> year. The competition to win 1<sup>st</sup> place was a great incentive to work successfully as a team! The LC1 group has thirteen students.



Our LC1 students were furnished with one-to-one devices. This has proven to be highly successful. Students now move around the college. Our LCA students IT skills have improved since the introduction of one-to-one devices.

The Annual Academic Excellence Awards Ceremony was a wonderful opportunity to celebrate ten students who achieved a Distinction in their Leaving Certificate.

We were honoured to be invited to the National Fergal Quinn awards in Athlone. Where four of our students were recognised for exceptional results in their Leaving Certificate.



The completion of the Task Booklets went very well for both the Year 1 and Year 2 students this year. The feedback from the examiners was both very positive and complimentary, and amazing session results showed the high standards achieved.

Rang Naoise students completed a group activity which saw them staging the 'LCA 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. The event ran smoothly and was enjoyed by all.



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 night classes to learn a new practical skill. Their ability to rise to the challenges posed by this Task is to be commended.

The 'Work Experience' component of the Programme was again very successful, with students receiving very positive and affirming feedback from the employers. Students are encouraged to find their own work experience.

In addition, to their core subjects, students took part in many other events. Most notably a trip to careers expo and drumming workshop.



## Teacher CPD

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 for senior cycle SPHE was facilitated. New staff members were facilitated to attend Oide training days.

## Apprenticeships Guest speaker-

One of our past pupils from the Leaving Certificate Applied course, Adam Kinsella, came to the college to talk to our LCA and LCVP students about his pathway from LCA to the world of work. He gave a great insight into how LCA prepared him for his apprenticeship. This is something we would like to continue in 2025/26



## Drama Workshop

On Tuesday 17<sup>th</sup> December both classes will take part in a Workshops on "Careers in the TV & Film industry in Ireland. This one-day workshop is designed to give students an introduction to the career opportunities in the TV, Film and Theatre industries in Ireland. It will cover the essential roles and career opportunities from Producer/Director/Writer/Actor through the various departments such as production, Design, Costume, Make Up, Editing and CG

## Programme Evaluation

In May 2025, a programme evaluation began. This involved surveying students, parents and teachers about their experience and thoughts on LCA. The feedback will help us plan for the coming years.

## New Child and community care elective

This year saw the introduction of an elective on Child and community care. This elective has been very well received by students. They have gained valuable skills and understanding around the care of babies and young children



## Our Day Out

To celebrate the amazing work this year both LCA classes visiting Dublin Zoo. Rang Bradley took part in a hike in Howth to mark their last day in CCC.



## New Leaving Certificate Applied Graduation Award

This year sees the introduction of a new award at the LC2 graduation. The “Mo Cosan” award will go to a student who has carved their own unique journey through LCA with purpose and pride.



## Leaving Certificate Vocational Programme Report



### Numbers taking LCVP

We continued to promote LCVP in the college community through noticeboard, Twitter, and movie afternoon, parent and student information talks. We met all prospective LCVP students in May 2025 to give further information on the programme. The number of students taking LCVP remains strong, with three full classes in LC1 and three classes in LC2

### Results

Results achieved and their comparison to National Results continues to be very positive for the college. In 2024 50% of students achieved a distinction in CCC, compared to 36% nationally

Due to increased numbers two new staff members have joined the team. This brings our teaching team to five teachers.

### Mock Interviews



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. All LCVP student took part in Mock Interview organised by Parents association. The mock interviews provide students with an invaluable opportunity to prepare for interviews for third level or world of work.

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.

### Online Portfolio

Students gained new skills in the storing and sharing of work on Microsoft Office 365. All students now store and share through an online portfolio (OneDrive). Teachers can then provide formative feedback.

### Movie afternoon

LC2 students ran a very successful movie afternoon event for all 1<sup>st</sup> years. Students were responsible for all aspects of this event from contacting the charity to designing marketing posters. This event raised almost €1000 for Irish Cancer Society.



## Work Experience

LC1 LCVP students completed their work experience over the break in April. The reports back from employers were very positive.



## - Section 4 - Care & Management of Students

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### Guidance Plan

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

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

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



The Department was managed by a steering committee made up of Deputy Principal (Acting Co-ordinator) and a core team of SPHE & Lifeskills teachers. The appointment of a staff member to the Assistant Principal position of Wellbeing Co-ordinator saw a full review of SPHE at Junior and Senior Cycle and as a result, new Units of Learning

have been developed for this academic year. Staff will continue to be 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 2024 - 2025:**

- Monitor and evaluate newly developed Units of Learning which reflect new SPHE specifications for Junior Cycle (2023 Specification) and Senior Cycle (Draft Specification 2024).
- Continue to monitor and evaluate the provision of the four hundred hours of Wellbeing at Junior Cycle.

**Wellbeing Programme 2025 - 2026**

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

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

Technology Skills/ Digital Media Literacy / *Smart Moves* Transition Programme/ *The Respect Effect* Programme / Guidance Related Learning

- **Continue to develop the confidence, skills and pedagogy of the SPHE teaching team through in-service training and sharing of best practice.**

SPHE teachers engaged in Oide Training again this year, but it is challenging to get enough places on the SPHE courses to address the needs of a large College of 1,300 students approx. The Wellbeing Coordinator is liaising with the DDLETB SPHE Co-ordinator to create a bespoke CPD event for all SPHE Teachers. Parents / Guardians were also offered the opportunity to attend online workshops on the topic *Active Consent* online as well as Digital Wellbeing seminars.

- To monitor and evaluate the new structure for First and Second Year Wellbeing classes.

New Units of Learning have been developed for First and Second Year Wellbeing classes.

First Year Wellbeing Modules	Second Year Wellbeing Modules
Unit 1: Introduction to Technology	Unit 1: Technology for Second Year
Unit 2: <i>Smart Moves</i>	Unit 2: <i>The Respect Effect</i>
Unit 3: Digital Media Literacy	Unit 3: Digital Media Literacy
Unit 4: Guidance Related Learning (delivered by Guidance Counsellor)	Unit 4: Guidance Related Learning (delivered by Guidance Counsellor)

### Recommendations for 2025-2026

- To assess and review new Units of Learning for Junior and Senior Cycle SPHE.
- To encourage staff to undertake SPHE & RSE training in light of new SPHE specifications.
- To continue to prioritise the delivery of the RSE curriculum at Junior and Senior Cycle.
- To continue to develop collaboration between the SPHE, Wellbeing and Guidance Teams.
- To foster stronger links with the DDLETB SPHE Co-ordinator in supporting the SPHE Teaching Team.
- To further develop opportunities to capture student voice with regards to the Learning and Teaching of SPHE and RSE.
- 

### Student Leadership 2024-25



The year began with a Prefect Leadership Workshop, followed by team-building workshops for the wider Student Council team. Both sessions, facilitated by Examcraft, provided a strong foundation for the Council's work throughout the year, focusing on the development of leadership attributes, communication, planning skills, confidence, and teamwork.

Throughout the year, the Student Council worked closely with the Senior Leadership Team, offering student perspectives during the review of several key school policies, including:

- The Child Safeguarding Statement and Child Protection Policy
- The Attendance Policy
- The Substance Abuse Policy

The Council also played a pivotal role in supporting student wellbeing. As part of Wellfest Week, and in collaboration with the Wellbeing Team, they coordinated a highly successful Appreciation Day. This initiative encouraged gratitude, positive connections, and student voice throughout the College.



A particular highlight of the year was the organisation of the school's first-ever Multicultural Day. Spearheaded by the Student Council, the event celebrated the rich diversity within our school community. Students and staff were invited to explore interactive stalls showcasing countries from around the world — featuring traditional foods, languages, music, clothing, and cultural displays. The day

fostered curiosity, respect, and inclusivity, and was widely praised for its vibrancy and impact.

Beyond the school grounds, Council members represented Castleknock Community College at the annual Fingal Comhairle na nÓg, where they engaged in regional discussions on youth issues and collaborated with student leaders from across the area. We extend our sincere thanks to all members of the Student Council for their dedication, leadership, and meaningful contributions to school life this year. Thanks also to the many students, families, and staff who generously supported their initiatives.



## Chaplaincy Report 2024-2025

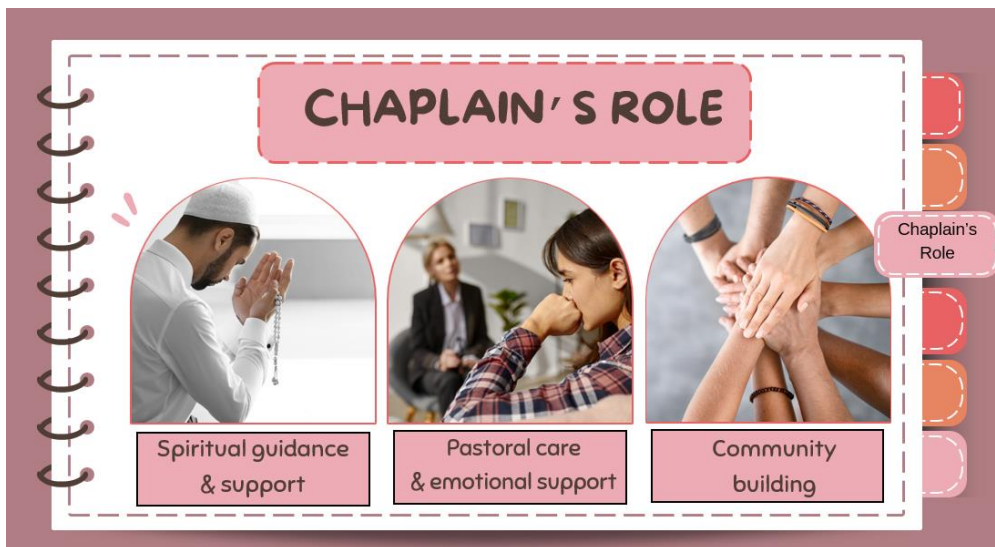


The following list of activities carried out by the Chaplaincy Department were carried out with the aim of ensuring that students of Castleknock Community College are:

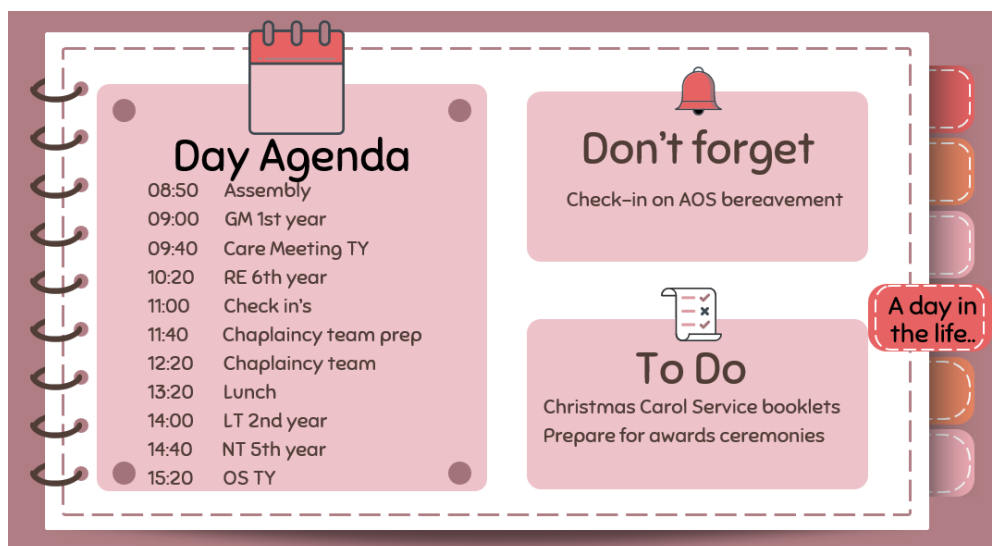
“Recognised as young men and women who possess a strong moral purpose and hold the courage of their convictions. Also, that students are equipped with the life skills to understand their own well-being so that they can manage their emotional, mental, spiritual and physical needs.”<sup>1</sup>

The Chaplain specifically focused on the spiritual welfare of the students in line with the 6 Chaplaincy aims of the Guidance Plan and Process 2022-2023 document.

This year in November the Chaplain had the opportunity to present to the college’s Board of Management about the role of the Chaplain. The Chaplain told them about the origins of Chaplaincy; the college wide activities they are involved in and gave them an example of a typical day in the life of a Chaplain.



<sup>1</sup> Castleknock Community College, Guidance Plan and Process 2022-2023.



### **Aim 1 : To provide for the diversity of worship needs among the students.**

A number of religious festivals were marked throughout the year, through posters and broadcasts during the daily announcements to the school. These included Christmas, Eid and Holi. The notice boards were decorated by the chaplaincy team and some first-year classes.

The Chaplain along with the Chaplaincy team in collaboration with the drama group and the choir hosted a very special Christmas Carol service, 'A Peaceful Christmas'. This year saw a group of Irish dancers from across all year groups dancing in our service. The service was very well attended, and refreshments were served at the end.



The meditation room was made available to our Muslim students for lunch time prayer during Ramadan. This year the Chaplain supported a group of students who wished to establish a Christian Students Group. The group met every Thursday at lunch time in the Meditation room, for a chat and to pray together.

The Muslim Students Association continued to meet as a group Fridays in the Meditation room, to socialise and pray together. The Chaplain supervised this group during lunch time on Fridays.

### **Aim 2: To further develop the faith life of students.**

All first-year classes attended a half day workshop on friendship, facilitated by Anita Phelan, from *I am Retreats*.

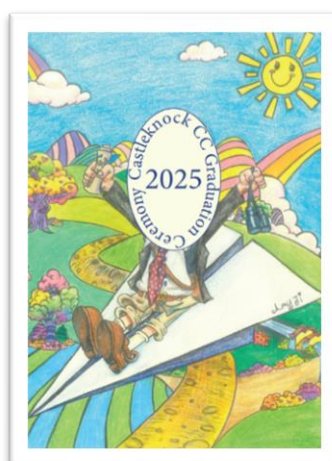
The Interfaith Celebration Service has been renamed to the 1<sup>st</sup> Years Welcome Service. This service took place in October 2024. The focus of this service was on the intersecting aspects of the faiths represented in the student body. The theme for the service was *Respect*, treating people how you and they would like to be treated. The Chaplain visited each class in first year to reflect on what respect meant to them and how it is practiced. There was an art competition to design the cover for the service booklet. The choir sang at the service and a number of students did readings from sacred texts while others read a poem.



The Chaplain shared a blessing with all students and attending parents of the merit awards Christmas on the theme of kindness. I also shared a blessing at the end of the year awards on the theme of sowing good seeds and having the patience to see them come to fruition.

The Chaplain along with the students on the graduation committee planned and facilitated a reflective spiritual component for the 6<sup>th</sup> year graduation ceremony. The theme was chosen in collaboration with the graduation committee was exploration. The ceremony consisted of interdenominational prayers, readings, music and poetry. A student from the art department designed the cover for the graduation booklet.

The Chaplain also led guided meditation to a number of LC1 classes.



### **Aim 3: To acknowledge the spiritual needs of students in time of bereavement.**

All students known to have experienced bereavement were met with by me, for individual accompaniment. For some students they only wanted to talk once for others The Chaplain met with them regularly throughout the year.

The Chaplain attended a number of funerals of staff members and student's families who passed away this year. On the 25<sup>th</sup> of September 2024, a student from second year, Emiliia Hensitska died. Following the Critical Incident Plan, as Chaplain here is how I delivered the spiritual care to students during the time of this bereavement:

- The Chaplain visited Emiliia and her mum while Emiliia was in hospital in the ICU department and following Emiliia's death, they visited her mum at home with Mr Cronin.
- Along with Mr Cronin we addressed the staff followed by all the year groups to inform them of the tragic news.
- The Meditation room was set up to allow our college community to take a quiet moment of reflection and prayer and to sign the book of condolences on Sunday 29<sup>th</sup> September. The Chaplain along with the critical incident team was present to support our community.
- Along with the critical incident team and the year head for 2<sup>nd</sup> years we planned and performed a guard of honour at Emiliia's funeral.
- To make the passing of Emiliia and to show reverence during her funeral, at 11.00 on Monday a video was to be shown by each teacher one for senior cycle students and one for junior cycle students to help the students understand and have the language around grief. All year groups were assigned a colour and asked to colour little discs in those colours which were later used to create the mural below by the Chaplaincy Team.
- A remembrance service was held for Rang Quinn, Emiliia's tutor group, as they could not all attend or did not want to attend the funeral. This gave them students the space to talk about Emiliia and death or to take a quiet moment of reflection.
- The critical incident team debriefed following the events surrounding Emiliia's death. The Chaplain also reflected on the events in a feedback session with the college's leadership team.





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, Rebecca Kiely and Emiliia Henstiska, also attended. The music department, the Chaplaincy team, Chaplain and Fr. Dan Joe lead a very meaningful service.

Each attendee received a small pot half filled with water and a floating ball attached to an anchor. The Chaplain shared an encouraging message that grief comes in waves sometimes fast and frequent, and sadness can overcome you. As time passes the waves may be less frequent or strong or you may be able to thread water better. Each of us has an anchor that offers hope even in the hardest times. I encouraged everyone to identify their anchor of hope. The service was followed by refreshments in the meditation room.



#### **Aim 4: Further develop the Chaplaincy team.**

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.

Some of the fun meetings of the Chaplaincy team this year were: our karaoke day, ice-cream sundae making and Turkey Tuesday. Writing notes of gratitude to all the female teachers for International Women's Day and to the male teachers for International Men's Day. Through events like these we created a wonderful community.



### Aim 5: Collaborate in the provision of pastoral care for students.

I participated in a weekly care meeting with the Principal and the Guidance Department.

I participated in the monthly care meetings for each year group.

I 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.

In September I presented a talk on 'Responding to Self-Harm in Schools' at a staff meeting. As we are a large school community and at times students will reach out to their teachers before they seek my help. It is important that staff are equipped with the skills to deal with this issue. Through this talk I aimed to build awareness and understanding of self-harm and to increase teachers' confidence and skills to support students.

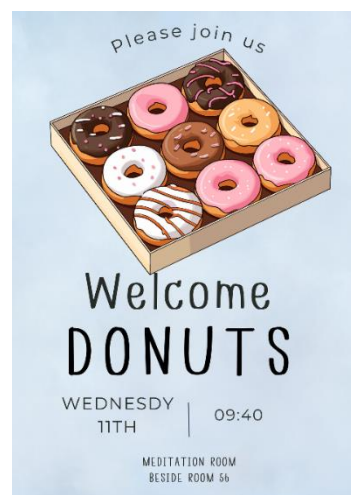
This year I worked with Ms Sayers the guidance counsellor and we hosted an event to welcome the students joining the college into 2<sup>nd</sup> to 6<sup>th</sup> year. We provided donuts and hot chocolate. This was an opportunity to welcome and establish a connection with the new students and to give them to opportunity to ask any questions they had about the college.



The Chaplain attended the welcome evening for incoming first year students in May.

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.



## 6: Social justice and community outreach

The Chaplain welcomed the staff back after the summer break and gave blessings at Christmas and at the end of the year to staff to encourage them.

The Chaplain helped to plan and implement the colleges well-being week 'Wellfest' along with a number of teachers.

The Chaplain attended and facilitated Chaplaincy cluster meetings for Chaplains working in the DDLETB. These meetings allowed for the sharing of ideas and practices in different schools to inspire and encourage those present.

The Chaplaincy team along with the Ethos Committee organised through [www.carepacks.ie](http://www.carepacks.ie) to send 74 Care Packs residents in 3 different nursing homes. They were filled with cards, sweet treats, toiletries, socks, games, books and puzzles. It was a great success.



## Plans for 2025-2026

### 1. Activity Replication with Thematic Renewal

All previously successful activities will continue, with updates to their themes to keep them fresh, relevant, and engaging for students. This ensures continuity while introducing new perspectives.

## 2. Monthly Prayer Space

A **monthly Prayer Space** will be established for both students and staff. This space will be:

- Open and unstructured, allowing individuals to come and go freely.
- A quiet place for reflection, prayer, or stillness.
- Equipped with both faith-based and secular reflection materials.

### Aims:

- Support student and staff wellbeing and emotional regulation.
- Enhance interfaith awareness and mutual respect.
- Deepen a culture of empathy, care, and inner development across the school.
- Raise the visibility of the Chaplaincy as a supportive and welcoming presence.

## 3. Fundraising for Meditation Room Enhancement

The Chaplaincy team will lead fundraising efforts to **refurnish and redecorate the Meditation Room**, with the goal of making it a more peaceful and inviting environment for reflection and mental wellness.

## 4. Student Diversity Team

A new **Student Diversity Team** will be launched, supported by the Chaplain and school staff. The team will work to foster a school culture of inclusion and respect for all identities.

### Aims:

- Celebrate the rich diversity within the student body.
- Promote respectful dialogue and learning across differences.
- Address inequality, exclusion, and unconscious bias.
- Strengthen student voice in matters of identity, culture, and belonging.
- Encourage student leadership and collaboration in shaping an inclusive school environment.

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## Guidance & Counselling Department Report 2024-2025



The **Guidance & Counselling Department** at Castleknock Community College remains committed to supporting students in making informed personal, educational, and career decisions. The department provides a comprehensive and accessible service, helping students to set realistic goals, develop the skills required to achieve them, and navigate personal and academic challenges.

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### Key Activities and Developments

- Student Access and Referrals

- Students from all year groups accessed personal, educational, and career guidance.
- Referrals came through school management, Year Heads, Learning Support, tutors, teachers, parents, and student self-referrals.
- Appointment request cards were available outside the Guidance offices and in student journals; communication was also frequent via MS Teams and email.
- **Wellbeing & Support**
  - The **Meditation Room** and other designated quiet spaces were available for students in need of time out.
  - Guidance Counsellors were available to students during **lunchtimes** and participated in **weekly care meetings** with the Principal and Chaplain.
  - Monthly care team meetings for each year group and regular Leadership Team meetings were attended by the Guidance team.
- **Incoming First Years**
  - A Guidance Counsellor attended the **First Year Induction Evening**, introducing the service to students and parents.
  - Liaison with parents around subject options was offered where needed.
  - **CAT4 testing** was administered to all incoming students; feedback was shared with students and parents and uploaded to VSware.
- **Guidance Related Learning & Study Skills**
  - Guidance-related classes were delivered in collaboration with the **Wellbeing Team** for 1st and 2nd Years.
  - **Study skills workshops** were provided to all 1st and 2nd Year students, with additional one-on-one support near exam time.
  - A **student Guidance Counsellor from DCU** assisted with one-to-one counselling and study skills referrals and delivered classroom support.
- **Senior Cycle & TY Support**
  - **Career Investigation Projects** and **CV preparation** were delivered to TY students as part of the Work Application module.
  - TY students attended **World Skills Ireland** in the RDS and engaged in a **Careers Module** supported by the Guidance team.
  - **Presentations to parents and students** on subject choices for First Year and LCI were delivered by Guidance staff.
  - Each LCI class received **CAO/college information** presentations, followed by individual appointments and feedback on career assignments.
  - LCI students were divided between two Guidance Counsellors for ongoing support into LC2.

- **LC2 Guidance & College Access**
  - Throughout Term 1, LC2 students had scheduled guidance appointments to support:
    - CAO, PLC, UCAS applications
    - DARE, SUSI, scholarships, and apprenticeships
    - EUNICAS (European university) exploration
  - Students attended **Higher Options, World Skills Day, and the School Summit** (for LCA students).
  - Presentations from **Dunboyne College** and other institutions were hosted, and a **CAO/DARE/3rd Level Information Night** was organised for LC2 parents.
  - **Inspire Education** delivered study skills seminars to LC2 students.
- **Use of Microsoft Teams**
  - Teams continued to be a vital communication tool, serving as a **virtual noticeboard** and central hub for guidance-related announcements and shared resources.
- **Staff Support & CPD**
  - Guidance Counsellors attended a variety of events and training days, including:
    - CAO and career fairs
    - DDLETB Psychological Support Service days
    - NEPS in-service on responding to self-harm (with follow-up staff presentation)
    - Irish Hospice Foundation session on **bereavement and loss**
  - The College hosted five **counselling supervision sessions** in collaboration with the **Institute of Guidance Counsellors**, attended by local professionals.

### Recommendations for 2025/2026

- Continue the current service model to ensure **consistency, accessibility, and high-quality support** across the school & Maintain **lunchtime availability** for student access.
- Deliver **Guidance Related Learning** to 1st and 2nd Year students through their Wellbeing/Digital Literacy classes.
- Build further links with **local businesses** to support TY, LCVP, and apprenticeship placements.
- The **Guidance Plan** will be reviewed in **September 2025** & **Schemes of Work** for guidance modules will be **updated** accordingly.

The Guidance Department extends sincere thanks to students, staff, and parents for their continued support, and looks forward to another impactful year in 2025/2026.

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## Extracurricular Programme 2024-25

### GAA

Our Senior Ladies Football team enjoyed an impressive debut season competing in the Leinster B Championship. Although they narrowly missed out on advancing beyond the group stage due to goal difference, their performance was a significant achievement—particularly given the step up in competition and the youth of the squad. With nearly all players eligible to return next season, the future looks bright. Throughout the campaign, the team displayed excellent determination, teamwork, and skill, proving they are well able for this higher level. We look forward to what next year holds for them.

In April, our Transition Year and 5th Year students participated in the DCU 7-a-side Ladies Gaelic Football Competition—a highly competitive event featuring schools from across Ireland. Competing in the B division, our students progressed through the group stages and went on to win the Shield Final. A fantastic day of sport and teamwork, and a major confidence boost for the girls ahead of next year's Senior campaign.

Our 2nd Year Boys GAA teams also had a phenomenal year—winning Dublin titles in both Gaelic Football and Hurling. They defeated Coláiste Éanna in football back in November and overcame Portmarnock in hurling in May. A remarkable achievement for this talented group of players.

### Basketball

On Wednesday, 9th May 2025, the 2nd Year Boys Basketball Team claimed the Dublin Plate Final with a 42–30 victory over Marian College. A superb first quarter saw standout shooting from Nathan Peter and Jack Weldon, helping the team build an early 12-point lead—an advantage they maintained until the final whistle. Both teams were evenly matched for the remainder of the game, but our boys showed resilience and composure to secure the win.

### Olympic Handball

An incredible achievement this year as our Senior Boys team were crowned All-Ireland Olympic Handball Champions 2025. The team will now go on to represent Ireland at the prestigious Partille Cup in Gothenburg, Sweden this summer.

Best of luck to the team and to their coach, Mr. Gerve. We are extremely proud of your success!

### Athletics: All-Ireland Championships 2025

The All-Ireland Championships held in Mullingar in May saw our athletes shine on the national stage:

- Luis Blinco was crowned All-Ireland Champion in the 400m Intermediate Boys, with a sensational personal best time of 49.76s.

- The Senior Girls 4 x 300m Relay Team of Leia Ryan, Leah O'Dwyer, Saoirse Dolan, and Mia Brett secured a Silver medal with a PB of 2:52.47.
- Cara Mohan placed 4th in the 3000m Senior Girls event with a strong time of 10:33.91.
- Aoife Marron finished 5th in the Intermediate Girls Pole Vault, clearing 2.35m.
- Zoe Malquari claimed 5th in the Junior Girls Pole Vault with a PB of 2.35m.

A massive congratulations to all our athletes who trained and competed so hard throughout the year. Your achievements are a credit to the school.

### Staff vs Students Basketball

The much-anticipated Staff vs Students Basketball Match returned—and what a match it was! The staff team secured back-to-back victories, winning 38–29 in front of a packed crowd. With fierce competition, quick turnovers, and dramatic shots, the game had everything.

A brilliant end to the sporting year—and who knows, maybe ticket sales are on the cards for next year's match!

Sport at Castleknock Community College continues to thrive across all disciplines. A huge thank you to all our players, coaches, organisers, and supporters for another outstanding year of sporting success.

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## Section 5 - School Management 2023-24

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### Board of Management – Review of the 2024–25 Academic Year

The Board of Management met eleven times during the academic year, comprising seven scheduled meetings and four additional meetings convened to consider Appeals relating to Admissions.

#### Admissions Appeals

The introduction of new protocols for Admission Appeals led to the Board reviewing ten BOM Reviews submitted by parents whose children were not offered a place at Castleknock Community College.

- In all cases, the Board upheld the decision of the Principal.
- Two families pursued Section 29 Appeals with the Department of Education; the Board's decisions were upheld in all three cases.

### School Self-Evaluation (SSE) Updates

The Board was updated on a wide range of SSE initiatives, including:

- The College's Digital Strategy Plan
- Implementation of AEN Strategies aligned with Circular 0064/2024
- Introduction and rollout of the new Anti-Bullying Policy – *Bí Cineálta*

### Admissions Policy Review

The Board reviewed and updated the Admissions Policy for the 2026–27 Academic Year, devoting significant time to discussions on the introduction of Special Classes at the College and how this would be incorporated into the revised policy.

### Accommodation and Infrastructure

While the Board welcomed the installation of a new Modular Building in May 2025—providing four general-purpose classrooms and two science laboratories—it remains concerned about the ongoing lack of permanent accommodation, especially since the College increased its first-year intake from 210 to 240 in 2021.

### Policy Reviews and Updates

The following policies and plans were reviewed and/or updated by the Board:

- Admissions Policy (First Years 2026 & Transfer Students 2026–27)
- Child Protection Policy (Annual Review – November 2024)
- Anti-Bullying Policy – *Bí Cineálta*
- Guidance Plan 2024–25
- Substance Abuse Policy
- Suspension & Exclusion Policy
- Attendance & Punctuality Policy

## Presentations to the Board

Throughout the year, the Board received presentations from various staff and stakeholders, including:

Presenter	Topic
John Goodwin	Parents' Association Overview
Grace Mullins	Role of the College Chaplain
Claire Sayers	Guidance Plan Focus – Wellbeing, SPHE & RSE
John Cronin	SSE – <i>Looking at Our Schools</i>
Michael Friel	Teaching Computer Science
Darran Breathnach	Digital Strategy Plan
Jane Daly	Role of the AEN Department
Karen Conlon	Establishing a Special Class
Claire Sayers	Launching the <i>Bí Cineálta</i> Policy
Christina Clarke	Provision Mapping (DDLETB)

## Reports & Updates Received

Board members received updates and reports on:

- School Improvement Plan (Inclusion & Diversity)
- State Examination Results (Leaving Certificate & Junior Cycle 2024)
- Learning & Teaching Policy
- Opening of Two Special Classes
- Health & Safety
- Financial Reports & Accounts

## Board of Management – Planning & Priorities for 2025–26

Board of Management Self-Evaluation Summary (2024–25) See Appendix B

The Board of Management undertook a self-evaluation process in May 2025 to reflect on its effectiveness, engagement, and familiarity with key areas of school governance. The survey was divided into three core sections: Meeting Participation, Effectiveness & Roles, Social Engagement, Awareness & Governance & Engagement with School Community, Governance & Compliance & Familiarity with Statutory Policies. The findings of the survey reflected very positively on the work of the Board:

## Key Findings & Observations

- **Strong engagement** from Board members was evident across all dimensions of governance.
- **88.9%** of members confirmed understanding and engagement with the **School Self-Evaluation (SSE)** process, with **11.1%** identifying it as an area for further development.
- Board members demonstrate a **high level of familiarity with statutory policies** and relevant school governance documentation.
- Positive feedback was received regarding the **effectiveness of roles** (Chairperson, Secretary, Nominees), and the overall collaborative nature of Board discussions.
- The Board remains committed to continuous training and engaging meaningfully with all school stakeholders.

### Policy Reviews Planned

The Board has identified the following policies and areas for review in the coming academic year:

- Annual Review of:
  - Child Protection Policy
  - Anti-Bullying Policy – *Bí Cineálta* (November 2025)
- AEN Policy (Compliance with Circular 0064/2024)
- Admissions Policy & Procedures (2027–28)
- Learning & Teaching Policy (Next Steps)
- Critical Incident Policy (Review – January 2026)
- CCTV & Data Protection Guidelines
- SPHE & RSE Policy

### Stakeholder Engagement & Presentations Planned

The Board will invite presentations from the following stakeholders and subject teams:

- Students' Council
- Parents' Association
- College Chaplain
- Science and Business Departments (as part of Leaving Certificate redevelopment)
- School Self-Evaluation (SSE) Team

### Ongoing Strategic Updates

The Board will continue to receive updates on key College initiatives, including:

- School Improvement Plan
  - Digital Strategy Plan
  - Learning & Teaching Developments
  - Autism-Friendly School Initiative
  - Belong To – LGBTQ+ Quality Mark
  - Green Schools Programme
-

## Review of Leadership & Care Meetings 2024-25

### Care Meetings 2024/25

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 and Strategic Planning 2024–2025

The Leadership Team maintained its strong commitment to continuous school improvement through its participation in the School Self Evaluation (SSE) Programme. Throughout the 2024–2025 academic year, the team engaged in a series of focused discussions and policy reviews designed to ensure that school practices remain both compliant and progressive.

Areas Reviewed and Discussed:

- Review of Posts of Responsibility (API & AP2)
- Attendance & Punctuality Policy
- Suspension & Exclusion Policy
- Protocols relating to Child Protection Guidelines
- Interim review of the College's Code of Behaviour
- Implementation of HSE Guidelines on Self-Harm
- Review of the Anti-Bullying Policy – *Bí Cineálta*
- Framework for Tracking Student Progress and Target Setting
- Substance Abuse Policy
- Exploration of Senior Cycle Redevelopment

These reviews were part of the Leadership Team's proactive approach to strengthening student welfare, teaching practices, and whole-school systems.

### Planning and Policy Development for 2025–2026

Looking ahead to the next academic year, the Leadership Team will continue its work under the School Self Evaluation Programme, focusing on the following three policy strands:

- Strand 1: *Digital Strategy 2018–2022* (ongoing integration and impact)
- Strand 2: *Inclusion & Diversity 2022–2025* (entering Year 3 of implementation)
- Strand 3: *Inclusion in Teaching & Learning* (planning phase)

Policy Reviews Scheduled for 2025–2026:

- Annual Reviews:
  - Child Protection Policy
  - Anti-Bullying Policy – Bí Cineálta (November 2025)
- Additional Reviews and Compliance:
  - AEN Policy (aligned with Circular 0064/2024)
  - Admissions Policy & Procedures (preparing for 2027–28 intake)
  - Learning & Teaching Policy (next-phase implementation)
  - Critical Incident Policy (scheduled for review in January 2026)
  - CCTV & Data Protection Guidelines
  - SPHE & RSE Policy

## Ongoing Strategic Updates

The Leadership Team will continue to receive updates and provide oversight on key whole-school initiatives, including:

- School Improvement Plan (SIP)
- Digital Strategy Plan
- Learning & Teaching Developments
- Autism-Friendly School Initiative
- Belong To – LGBTQ+ Quality Mark Programme
- Green Schools Programme

These initiatives reflect the College’s commitment to fostering an inclusive, future-focused, and supportive learning environment for all students and staff.

## Section 6 - Parents Association 2024-25

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Throughout the school year monthly meetings are held, usually on the first Monday of each month. These meetings are generally have been well attended with circa 25 attendees per meeting and sometimes more. In January 2024 we made the decision to have the meetings both in person and by video conferencing simultaneously following a survey of the parents in December 2024 to boost numbers and participation and this seems to have worked. 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 2024-2025.

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### 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 continue to update our PA database and use Gmail – google groups by year. This enables more effective communications to specific years groups and to be compliant with GDPR. We now have almost 750 parents on the database, and we are constantly looking as to how we can compliantly grow this number as the more members we have the more inclusive and effective the PA will be. However, this number has dropped on the prior year and the most recent two years of first years (2023 & 2024) have significantly lower numbers in their year groups, which requires reviewing as if this was to continue within a few years the numbers in the database could be 30%-40% of what they are today.

Notice of monthly meeting, details of other PA events and requests for assistance with college activities are all sent via email and / or by SMS and SMS remains a very important communication tool as response rates are far better e.g. Plant Sale Raffle participation. The PA also operates a X account, formally Twitter (@cccpa2) with 747 followers and an Instagram account (ccc\_parents\_association) with 187 followers up 38 on prior year where we post items and notices of general educational interest for the parents, PA activities and reinforces communications from the school. The PA also use the local Castleknock Community Facebook page to post re the Plant sale and that group has a membership of 13.6k.

The PA was invited by college management to deliver a presentation in September 2024 to the Board of Management on an end of year report.

This year the Chairperson presented to parents of prospective 1st year students the first time in several years which was a great opportunity to showcase the important contribution the PA makes to the College and ask parents to sign up for PA communications. Additionally, a coffee morning was held in October for 1st year parents to introduce them to other 1st year parents. In addition to highlight the contribution and purpose of the PA and get parents to sign up for communications.

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## Review of College Policies

The PA set up a sub team of parent volunteers in partnership with the school to give parental input on policies.

The PA receives a copy of all school policies that are under review. During the academic year the following policies were reviewed

- Suspension & Exclusion Policy
  - Child Protection Policy
  - Counter Bullying Policy
  - New Procedures for managing Bullying in schools 2025-26 Bí Cineálta – Procedures to Prevent & Address Bullying Behaviour for Post Primary Schools
  - Substance & Abuse Policy
  - Risk Management Review
- 

## Other PA Activities

Other areas where the PA was involved included:

- **Uniform Sale June 2025:** Sonya MacGillivray and Tina Gao along with a team of 9 parents organised the second-hand uniform sale and raised €3,762 in aid of local charities and a smaller sale is planned for late August / early September. The support of Sonya, Tina and their team is greatly appreciated.
- **October 2024 1<sup>st</sup> Year Parents Coffee Morning:** took place for the first time and circa 25 parents attended. There was good engagement and small numbers assisted this. We communicated the role of the PA and activities and there were update from Assistant Principals and Chaplain. We recruited new members and also an opportunity for parents getting to know other new parents to the College. Thanks to Denise Doyle for organising this event.
- **October 2024 School Musical:** took place for the 1<sup>st</sup> time from Tuesday 22<sup>nd</sup> – Thursday 24<sup>th</sup> October in the College. Annual PA donation to the College supported this but largely self-funding. Thank you to the 27 parents that helped out over the 3 nights doing: raffle ticket sales,

ticket verification for admittance, ushers, tuck shop supervision and car park attendants. It was a fantastic event and great that the PA could support it.

- **November 2024 The Mock Interview Programme:** had 63 students participate an increase of 24 on the previous year. There was lots of learning and excellent feedback from the parents and students involved and thanks to Lorraine Hagerty and the 20 volunteers for great work on this. We would love if more students participated especially those doing the traditional Leaving Cert course.
- **October 2024 Debs for Graduating Class of 2024:** The annual Debs was held in Tierney Castle Ardee and an enjoyable night had by all. The PA acts as a point of contact between Debs Ireland, the Hotel and 6<sup>th</sup> year organising committee. Thanks to Grainne Kehoe for her support with this.
- Parents continue to support the **Learning Support Department** by providing circa 20 readers / scribes for house exams throughout the year. This is a fantastic facility within the College and it really helps the students and thank you to Sinead Morrissey Fallon for leading this.
- **January 2025 Parental Talk:** with Michelle Stowe on “Conflict as an Opportunity for Connection”. Circa 45 parents attended, which was less than other talks. Michelle really got the audience engaged. Some great tips were given, and the best PA talk I have been at with very positive feedback from the attendees. We will definitely get Michelle back for another talk.
- **March 2025 Donation of Proceeds from Uniform Sale:** The proceeds (€4,000) from the 2024 uniform sales including a top up from the PA were donated equally to two local charities following a discussion and vote by the PA members. It was felt that the impact of donating to a small local charity would be more significant and appreciated. The two chosen charities following due diligence reviews and vote by the PA were Dublin 15 Chapter of Cystic Fibrosis and Mountview Family Resource Centre in Dublin 15. Both charities have ties with the College.
- **Annual Plant Sale:** The PA hosted the Annual Plant Sale and Raffle on the 10<sup>th</sup> and 11<sup>th</sup> of May 2025. This is a major fundraiser for the school but also a great community event. As usual significant planning went into the event with an increased focus this year on the raffle which we moved online in 2024 in addition to having physical sales at the Plant Sale.

A decision was made to keep the number of plants for sale in line with the previous year as we had some returns in the prior year and volumes had increased significantly YOY in 2023 and 2024.

This year our new additions were the Get Fresh stall, music and face painting provided by the College students, information groups representing local bio diversity groups along with the sale of trees.

We also increased our drive for support / sponsorship from school suppliers and local businesses. The event was highly successful with incredible community support.

The total income for the event and raffle was €82k with a growth in profit of 11.4% (€4.9k) to €47.8k.

The Parents Association presented a cheque to the college for €45,000 to assist with a number of identified projects including The Sensory Hub, upgrade of the meditation room and refurbishment of Computer Room 17.

A community event of this size would not be possible without the support of the college, parents (past & present), grandparents, friends with 122 people helping and circa 33 pupils. In addition the great support of local businesses, and school suppliers but we have to call out **Kenna's Centra** and **Get Fresh** both located in Laurel Lodge.

- **College Extension:** The PA have been actively monitoring and communicating with the College Management and our PA representatives in relation to our concerns about the new extension and resources that were promised in September 2021. This is resulting in a shortage of classrooms and resources for the existing pupils and led to a reduction in pupil intake for a number of academic years, but are glad that this has now been reversed with completion of the modular build earlier this year
- The PA is delighted that the repurposed rooms are being created over the summer break to be ready for the new academic year to meet our requirements under the Education for Persons with Special Educational Needs Act 2004.

We are also pleased with the progress on the permanent build even if it is slower that we would have thought, but we are getting there.

As part of the Plant Sale the Chairperson of the PA had discussions with local TD's, Senators, and Councillors on the building concerns that the parents have but are pleased with the progress to date and would appreciate their support where required.

The Chairperson also mentioned that he would like their support when a submission will be made for the special sports grant to facilitate 100% of the cost of the building of an astro pitch within the College grounds. He stressed that a community college of this size not having such a facility isn't right. As the College is a real community facility with circa 1,400 days pupils and a similar number of night pupils and other classes and sports clubs using the College facilities. Colm O Grady a parent is in the process of getting quotes from a number of suppliers for the submission. Colm has experience of being involved with similar developments locally with MSB and also with Castleknock GAA club.

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## PA Committee Officers.

The PA re-elected John Goodwin as Chairperson.

The number of officers on the PA was reduced during the year with Cathriona Brennan (Asst Secretary) stepping away due to personal reasons and Tina Gao (Asst Treasurer) due to her daughter leaving the College. With Denise Doyle (Secretary) & Natalia Andreeva (Treasurer)

both completing 2 terms, they are also standing down this year, so there are 4 officer positions to be filled this coming year.

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## Gratitude

The PA would finally like to say thank you Mr Cronin and his team for the support throughout the year.

The Chair would also like to thank the Officers of the Parents Association who devote their time, have done a fantastic job throughout the year and have been of great support to the Chair.

In addition, the PA would like to thank all of the parents and friends (circa 160) that supported the various activities throughout the year and a thank you night that was held in June in the College was well attended and a great evening was had by all.

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## Parents' Association - Planning Challenges & Recommendations for 2025/26

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.

- **Successions:**
  - We need to work with Lorraine Hagerty who organises the mock interviews to get her successor in place as this academic year is Lorraine's last year.
  - Backfill the 4 open Officer positions
  - Identify and onboard The Chairpersons successor
  
- The Association is also committed to working with the College in its review of key policies.
  
- Monitoring the school extension progress and supporting the college in whatever way to ensure its completion in a timely manner.
  
- Grow the PA membership database for communications as it has been falling significantly with the last 2 intakes of 1<sup>st</sup> years 2023 and 2024. We will need to do a communication in the new academic year via the College (due to GDPR) to get their contact details.
  
- The PA is going to apply for the special sports grant and be successful so that we can fund the building of an astro pitch / basketball courts on the College grounds.

- Continue to grow the Plant Sale in particular the raffle as opportunity still exists and get more community groups involved.
- More active social media strategy
- Ensure 2 parental talks in the academic year
- As a Parents Association we want to acknowledge the fantastic work done by the school, staff, and students during the past year.
- The Parents Association meet on the first Monday of each month and extend an invitation to all parents to join them for their first meeting on Monday 8th September at 7.30pm in the Boardroom and Via Zoom.



## Section 7 - Adult Education 2024-25

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### Review of the Academic Year 2024/25

The 2024/25 academic year marked a period of significant growth and achievement for the Adult Education Department:

- Autumn 2024 saw an enrolment of 1,340 students, a notable increase from 1,094 in Autumn 2023. A total of 179 courses were offered, representing an increase of 16 courses on the previous year.
- Spring 2025 enrolment increased to 1,408 students, up from 883 in Spring 2024, with 170 courses on offer.
- The combined total enrolment for 2024/25 was 2,748 students across both terms.
- Total enrolment hours reached 29,667.5, with 15,013 hours in the Autumn and 14,654.5 hours in the Spring term.

This significant increase has resulted in the Department moving to Category G for the first time in the College's history. This milestone will see the appointment of an API Assistant Director, contributing to an overall reduction of 12 hours in the Department (8 hours from Director and 4 hours from Assistant Director allocations).

### Staffing & Operations

- The Night Class Programme provided employment to 86 tutors in the Autumn and 78 in the Spring.
- Two detailed brochures (Autumn & Spring) were produced, printed, and distributed to 10,000 homes in the local area per term. These brochures were also available for download from the College's website.
- The Department successfully hosted two Enrolment Evenings per term, provided postal enrolment options, and handled a high volume of queries via phone and email.
- A computerised enrolment system was utilised for efficient communication with participants via web text and email.
- The Director oversaw the contract setup and payroll monitoring for tutors each term.

### Self-Evaluation & Student Feedback

The Department remains committed to ongoing improvement and service excellence through continuous engagement with service users:

- Microsoft Forms surveys were distributed at the start and end of each term to gain insights from participants and the local community.
- The Spring 2025 survey received 208 responses, reflecting a high level of satisfaction with course content, class duration, and tutor quality.
- Participants were invited to suggest new course ideas, with a growing interest expressed in the possibility of a third term in April/May or a short Summer offering.

### **Strategic Planning for 2025/26**

- The current Director is serving as Acting Deputy Principal; interviews for an Acting Director and for the new API Assistant Director post are planned for 2025/26. Clarification has been sought from DDLETB regarding the latter.
- The Department is exploring the appointment of a part-time secretary to assist with the increased administrative workload, particularly during peak enrolment periods in September and January.
- Efforts will continue to expand and diversify the range of courses available, with a focus on community needs.
- Booking for Autumn 2025 opened on May 12th, with planning having commenced in January 2025.
- An additional Saturday One-Day Workshop will bring the total to four in Autumn 2025, offering flexible, lower-cost learning opportunities.
- A new 67-page digital brochure has been produced to enhance course visibility and ease of access, and is available online and by email.
- The Department will maintain its self-evaluation processes through electronic surveys and continue growing its social media presence, which has been a key driver of community engagement.

### **Key Goals for 2025/26**

- Sustain Category F or higher status to retain the API position and ensure continued programme growth.
- Continue developing new course offerings aligned with community needs and interests.
- Improve administrative capacity to better manage enrolments and communication.
- Strengthen the Department's digital outreach and promotional strategy.
- Enhance community engagement and responsiveness through regular feedback and ongoing evaluation.

This year’s accomplishments highlight the Adult Education Department's pivotal role in lifelong learning within the community. The continued growth in enrolment, programme diversity, and stakeholder satisfaction is a testament to the hard work and dedication of all involved.

**Notes:**



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## Overview of Policy Development

	<b>Policy Development Checklist</b>	Policy	Working Document in Place	Ratified by BOM	Review Date
1	Admissions & Participation Policy	Policy		September 2022	September 2025 (Annual)
2	Counter-bullying	Policy		February 2020	February 2026 (Annual)
3	Attendance & Punctuality	Policy		January 2022	January 2028
4	Child Protection	Policy		February 2018	November 2025 (Annual)
5	Dignity in the Workplace	Policy	Yes (ETBI)		
6	Code of Behaviour & Code of Discipline	Policy		October 2018	February 2027
7	Guidance Plan	Policy	Yes	May 2018	September 2025 (Annual)
8	Suspensions & Exclusions	Policy		March 2018	November 2028
9	Acceptable Usage Policy (AUP)	Policy	Yes	June 2017	November 2025
10	SPHE/Pastoral Care	Policy	Yes	November 2019	December 2025
11	Relationships & Sexuality (RSE) / SPHE	Policy	Yes	November 2019	December 2025
12	Religious Education	Policy	Yes		
13	Special Needs & Learning Support	Policy		April 2022	October 2025
14	Uniform	Policy	Yes	February 2017	October 2029
15	Critical Incident	Policy		October 2019	January 2026
16	Substance Use Policy	Policy		February 2022	January 2028
17	Learning & Teaching Policy (Includes Homework & Assessment Guidelines)	Policy		May 2016	On-going Reviews
18	CCTV	Policy	Yes	September 2020	March 2026
19	Data Protection	Policy	Yes	September 2020	March 2026

	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 2026 (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 2023-2024

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

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Development of school plan	Section 21 Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Engagement with school self-evaluation process	Circular 0040/2016	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Whole-school guidance plan	Section 21 Education Act 1998, Circular 12/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Guidance provision in post-primary schools	Section 9(c), Education Act 1998, Circular PPT12/05, Circular 12/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from the study of Irish	Circular 0053/2019	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national literacy and numeracy strategy	Circular 25/2012, Circular 42/2015, Interim Review and New Targets (2017, DES)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19	Circular 0015/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
In-school management structures	Part V Education Act 1998, 0003/2018	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed	
Approved allocation of teaching posts for 2024/25	Circular 0007/2021	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Leadership and management posts	Circular 0003/2018	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Parents as partners in education	Circular M27/91	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Digital Strategy and Grant Scheme for ICT Infrastructure	Circular 0011/2018  Digital Learning Plan  Use of the Digital Learning Framework	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Implementation of Child Protection Procedures 2017.	Circular 0081/2017  Please record the following information in relation to child protection as reported to the board	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	Child Protection Oversight Report presented at each board meeting			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Number of reports submitted by the DLP to Tusla and reported to the Board			7
	Number of cases where the DLP sought advice from Tusla and as a result of this advice, no report was made.			Nil

Relevant area	Relevant legislation, rule or circular		Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed						
	Number of cases where a mandated person other than the DLP made a report to Tusla and notified the DLP	Nil								
Implementation of vetting requirements	National Vetting Bureau (Children and Vulnerable Persons) Act 2012  Circular 0026/2015  Circular 0016/2017: Statutory Requirements for Retrospective Vetting  Child Protection Procedures 2017		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No							
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998  Please record the following information in relation to complaints made by parents during this school year  <table border="1" data-bbox="451 1317 935 1668"> <tr> <td data-bbox="451 1317 863 1422">Number of formal parental complaints received</td> <td data-bbox="863 1317 935 1422">Nil</td> </tr> <tr> <td data-bbox="451 1422 863 1527">Number of formal complaints processed</td> <td data-bbox="863 1422 935 1527">Nil</td> </tr> <tr> <td data-bbox="451 1527 863 1668">Number of formal complaints not fully processed by the end of this school year</td> <td data-bbox="863 1527 935 1668">Nil</td> </tr> </table>		Number of formal parental complaints received	Nil	Number of formal complaints processed	Nil	Number of formal complaints not fully processed by the end of this school year	Nil	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Number of formal parental complaints received	Nil									
Number of formal complaints processed	Nil									
Number of formal complaints not fully processed by the end of this school year	Nil									
Refusal to enrol	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		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No							

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed	
	Number of cases processed at BOMRI Stage	10		
	Number of reviews dismissed	10		
	Number of Section 29s forwarded to Department of Education	2		
	Number of appeals dismissed	2		
Suspension of students	<p>Section 29 Education Act 1998</p> <p>Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	Number of section 29 cases taken against the school			Nil
	Number of cases processed at informal stage			Nil
	Number of cases heard			Nil
	Number of appeals upheld			Nil
	Number of appeals dismissed			Nil
Expulsion of students	Section 29 Education Act 1998			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year		
	Number of section 29 cases taken against the school	Nil	
	Number of cases processed at informal stage	Nil	
	Number of cases heard	Nil	
	Number of appeals upheld	Nil	
	Number of appeals dismissed	Nil	



## Appendix A - Staff Survey Report – SSE April 2025

### Key Findings and Insights

#### 1. Continuum of Support Framework

- **Familiarity and Use:** A majority of staff are familiar with the Continuum of Support model and contribute to Student Support Plans (SSPs).
- **Application in Practice:** SSPs are used to inform planning, though some responses suggest this is not consistent across all departments.

**Insight:** There is a foundational understanding of support frameworks, but more structured implementation and consistency may be needed.

#### 2. Learning and Teaching Environment

- **Differentiation and Accessibility:** Teachers report adapting their teaching to accommodate diverse learning needs, including classroom layout and task design.
- **Challenge for Able Students:** There is a conscious effort to include challenging tasks for high-achieving students.

**Insight:** Inclusive teaching practices are evident, but further support may be needed to ensure all students are consistently challenged.

#### 3. Additional Supports and Initiatives

- **Clubs and Mentoring:** A wide range of initiatives are in place, such as debating clubs, art clubs, and informal mentoring.
- **Voluntary Participation:** Many supports rely on voluntary staff involvement, which may affect sustainability.

**Insight:** While initiatives are diverse and valued, formalizing and resourcing them could enhance their impact.

#### 4. Inclusive Ethos

- **Positive Culture:** Staff agree that the school fosters respect, inclusion, and high expectations.
- **Professional Development:** Opportunities for CPD are available, though not always department-specific.

**Insight:** The inclusive ethos is strong, but targeted CPD could further empower staff to meet diverse needs.

#### 5. Accessibility and Sensory Environment

- **Visual and Auditory Environment:** Some areas are working well (e.g., classroom lighting), but noise management and sensory accommodations need improvement.
- **Sensory Supports:** There is a need for more quiet spaces and better management of sensory triggers (e.g., smells, uniforms).

**Insight:** Sensory accessibility is a priority area for development, particularly in corridors and shared spaces.

## 6. Communication and SEN/AEN Team

- **Communication Systems:** Most staff agree that communication systems are in place for tracking student progress.
- **SEN/AEN Team:** The presence of a core support team is acknowledged, though nearly half of respondents indicated it is not yet fully developed.

**Insight:** Strengthening the SEN/AEN team and communication pathways could improve support for both staff and students.

## Areas Requiring Further Insight or Development

1. **Consistency in Use of Student Support Plans**
  - How can departments ensure uniform application of SSPs?
2. **Sustainability of Voluntary Initiatives**
  - What structures can be introduced to support and sustain extracurricular and mentoring programs?
3. **Professional Learning Needs**
  - What specific CPD topics are most needed at the departmental level?
4. **Sensory Environment Improvements**
  - What practical steps can be taken to improve sensory accommodations (e.g., quiet rooms, uniform flexibility)?
5. **Support for Exceptionally Able Students**
  - How can the school better identify and support gifted learners?

## Conclusion

The survey reflects a strong commitment to inclusive education and a positive school culture. However, targeted improvements in sensory accessibility, professional development, and structured support systems will further enhance the learning environment for all students.

Based on the open-ended feedback from the SSE Survey, the **top three concerns** expressed by respondents are:

1. **Identifying and Supporting Individual Needs**

Many respondents emphasized the importance of recognizing students' individual learning needs and adapting strategies accordingly.

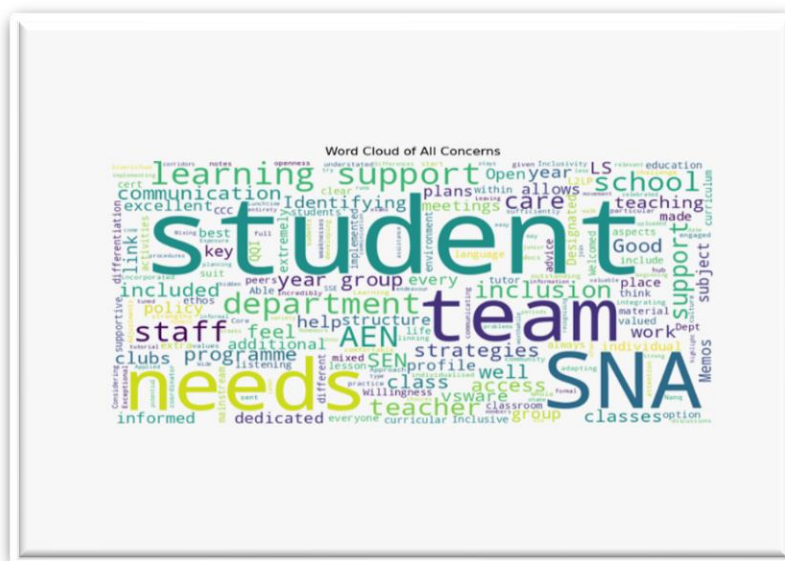
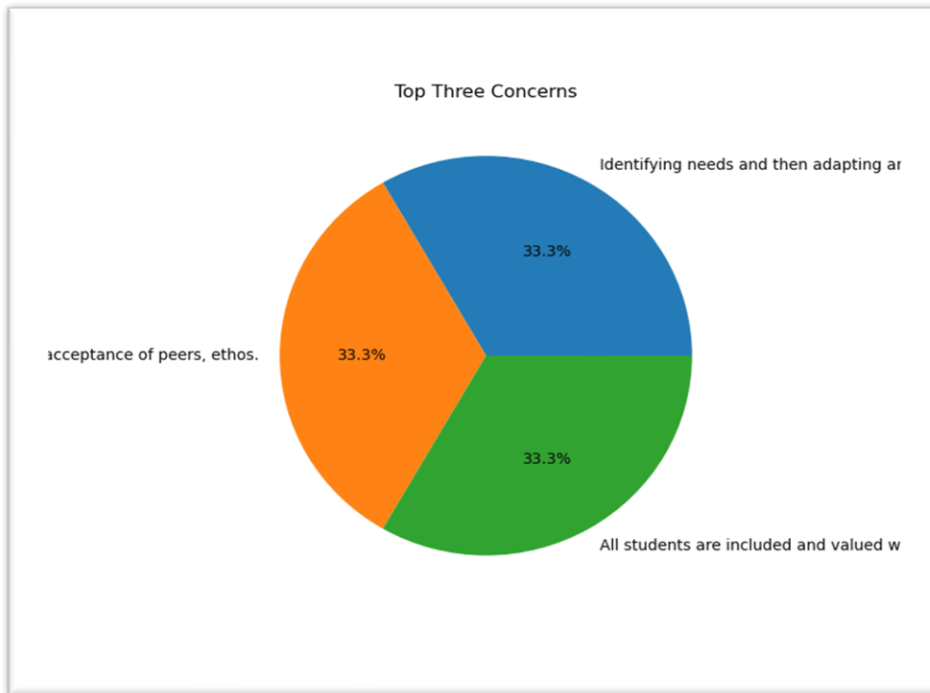
2. **Communication and Collaboration**

Teachers highlighted the value of strong communication between departments, SNAs, and leadership teams to support students effectively.

3. **Provision for Exceptionally Able Students**

Several responses pointed out the need for more structured opportunities and resources to challenge and support exceptionally able students.

Chart 1 – Top Three Concerns Expressed by Staff.



## Appendix B Board of Management Self-Evaluation Summary (2024–25)

The Board of Management undertook a self-evaluation process to reflect on its effectiveness, engagement, and familiarity with key areas of school governance. The survey was divided into three core sections:

### 1. Meeting Participation, Effectiveness & Roles

Statement	Agree	Disagree	Area for Improvement
I attend the majority of meetings.	<input checked="" type="checkbox"/>		
I always read Minutes and all relevant documents before each meeting.	<input checked="" type="checkbox"/>		
Meetings start on time and follow a set agenda.	<input checked="" type="checkbox"/>		
I contribute meaningfully to each meeting.	<input checked="" type="checkbox"/>		
We work effectively as a Board.	<input checked="" type="checkbox"/>		
I am clear on my role as a Board member.	<input checked="" type="checkbox"/>		
The Secretary carries out their duties effectively.	<input checked="" type="checkbox"/>		
The Chairperson carries out their duties effectively.	<input checked="" type="checkbox"/>		
Each nominee fulfils their role through effective engagement.	<input checked="" type="checkbox"/>		

### 2. Social Engagement, Awareness & Governance

Statement	Agree	Disagree	Area for Improvement
I understand and have engaged in the School's Self-Evaluation process.	88.9%		11.1%
I am aware of and understand the College's Mission Statement.	<input checked="" type="checkbox"/>		
The Board is informed of the short- and long-term plans for the school.	<input checked="" type="checkbox"/>		
I have availed of Board of Management training.	<input checked="" type="checkbox"/>		

Statement	Agree	Disagree	Area for Improvement
I have attended Child Protection Training for Board Members.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
I have read the "Brief Guide" for ETB Board Members.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The Board reviews the annual state exam results.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Open discussion is encouraged at meetings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
I actively contribute to discussions and decision-making.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

### 3. Engagement with School Community, Governance & Compliance

Statement	Agree	Disagree	Area for Improvement
I am aware of the School Plan and its objectives & targets.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The Board has met with the Student Council.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The Board has met with the staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The Board has met with the Parents' Association.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The needs of the students are regularly reviewed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Members receive an Agreed Report after each Board Meeting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
I stay updated on education legislation & DoE Circulars.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
I am familiar with the College's Guidance Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

#### 4. Familiarity with Statutory Policies

Board members reflected on their familiarity with key statutory policies required in schools.

Policy	Very Familiar	Familiar	Not Familiar
Admissions Policy & Procedures	✓		
Anti-Bullying (Counter Bullying) Policy	✓		
Attendance & Punctuality Policy	✓		
Code of Behaviour	✓		
Suspension & Exclusion Policy	✓		
Child Protection Policy	✓		
Substance Abuse Policy	✓		

#### Key Findings & Observations

- Strong engagement from Board members was evident across all dimensions of governance.
- 88.9% of members confirmed understanding and engagement with the School Self-Evaluation (SSE) process, with 11.1% identifying it as an area for further development.
- Board members demonstrate a **high level of familiarity with statutory policies** and relevant school governance documentation.
- Positive feedback was received regarding the **effectiveness of roles** (Chairperson, Secretary, Nominees), and the overall collaborative nature of Board discussions.
- The Board remains committed to continuous training and engaging meaningfully with all school stakeholders.