



~ Castleknock Community College ~ Annual Report 2013/14 ~

College 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.

Foreword to Annual Report by Principal

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Principal's Foreword to the 8th Annual Report

July 2014

A Chara,

In October 2014 the College received a *Whole School Evaluation (MLL)* and the feedback from the inspectorate affirmed the work that the College is committed to and the vision that is held by the management team. This year's annual report once again reflects on the many changes that are taking place at a national level in education and how these changes impact on the life of the College. It also acknowledges the recommendations made by the inspectorate with regard to future planning.

Over the last number of years the College has shaped its direction in terms of the five drivers of change that currently exist in education: *The Literacy & Numeracy Strategy, Assessment for Learning, The development of IT structures, The New Junior Cycle Programme and School Self Evaluation*. The Management of the College has kept these five themes at the heart of its planning and these initiatives were acknowledged in terms of best practice throughout the Whole School Evaluation (MLL).

In honouring its commitment to the *National Literacy & Numeracy Strategy* the College has now established two teams that have designed strategies to enhance the standards of literacy and numeracy. Both teams have included the staff in their planning and the clear expectation is that the agreed strategies will be included in all subject planning. Much of this work also complements the values at the heart of the *New Junior Cycle Programme* in terms of key skills and statements of learning. A significant amount of time has been invested in in-service training for staff in relation to the New Junior Cycle Programme.

The College remains committed to its Learning & Teaching Policy and in particular to further developing best practice in *Assessment for Learning*. The Inspectorate's made two recommendations in its Whole School Evaluation report:

- 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.

Senior management is committed to completing its Learning & Teaching Policy in response to the inspectorate's recommendation and since the WSE report has continued to embed its AfL strategies.

The College has invested significantly in its *IT infrastructure* and feedback from staff indicates that developments over the last number of years have enhanced the quality of teaching and learning. The section on IT clearly shows the commitment to an IT vision. The rollout of IT classes for all First Year students serves to highlight this further.

The College continues to embrace the concept of *self-evaluation* and much of the content of this report reflects on the work achieved over the last year and what is planned for the next academic year. The Appendix at the end of this report provides an update on the review work carried out on school policies. Through the many networks that exist in the College we annually seek feedback from our stakeholders: The students, parents, staff and management team. This feedback constantly informs our planning going forward.

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

~ Section 1: Mission & Educational Aims ~

~ Mission Statement ~

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



~ Educational Aims ~

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

~ Section 2: Context Factors: Internal & External ~

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

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

Key Findings

- The Board of Management discharges its responsibilities in a highly efficient and effective manner.
- In-school management structures are exemplary and the day-to-day management of the school is exemplary.
- The school provides a broad and balanced curriculum which meets the needs of all its students.
- The quality of support and care for students is excellent.
- The leadership of staff is highly effective.
- The teaching staff has demonstrated willingness to embrace new initiatives to improve the breadth and quality of educational provision.
- The quality of teaching and learning was good or very good in most of the lessons observed, and in some cases it was excellent.
- There was scope for developments in the implementation of assessment for learning (AfL) across the curriculum.

Recommendations for Further Development

- 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.

The College continues to work on its Learning & Teaching Policy and future staff meeting will continue to focus on this policy. A staff workshop on Instructional Leadership was conducted in April 2014 and future workshops have been scheduled.

Instructional Leadership

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

The team addressed the staff in the spring term and outlined some of the following strategies:

- ***Think-Pair-Share***

This strategy promotes thinking, decision making, working with others and prompts pupils to reflect on an issue or challenge and then share that thinking with others. Pupils are encouraged to justify their idea or stance using clear examples and clarity of thought and expression.

- ***Framing Questions***

“Take 15 seconds to think about Be prepared to share your answer with the class. No hands please. I’ll pick several of you to answer...”

The example above shows that carefully framed questions involves all students in the lesson, increases the accountability of all students in the class, and maximises the learning that takes place in the classroom.

- ***Wait Time***

“*Wait Time*” increases the chances that the quality and length of a student’s response will improve and enables the fostering of a safe learning environment. Research also suggests that when students have time to think and share with a partner before sharing publically, they are more likely to feel secure and experience success.

- ***Placemat***

This cooperative learning strategy allows students to think about, record and share their ideas in groups. Each group member writes ideas in a space around the centre of a large piece of paper. Afterwards, the group compares what each member has written and common items are compiled in the centre of the page.

The benefits of using Placemat are:

1. When students have appropriate “think time”, the quality of their responses improves.
2. Students are actively engaged in the thinking and this independent thinking is encouraged.
3. More critical thinking is retained from a lesson in which students have had an opportunity to discuss and reflect on a topic.
4. Many students find it safer or easier to enter into a discussion with a smaller group.
5. It is important for students to learn how to build on the ideas of others, combine common thoughts and write them down as a group.

- ***Fish Bone Diagram***

The Fish Bone Diagram is a type of graphic organiser. It is used to explore many aspects or effects of a complex topic. It helps the student to organise their thoughts in a simple, visual way. By using Fish Bone, students can actively participate, collaborate and enjoy coming up with and sharing ideas. The head or backbone of the fish provides the issue or the idea that acts as the focus for thinking. Students not only brainstorm the ideas, but they also organise them according to some kind of classification of the main ideas and the sub-ideas.

Literacy & Numeracy

The roll out of the National Literacy & Numeracy Strategy (*For Learning & Life*) has been supported by two core teams which were established in Autumn 2012 (Literacy) and Autumn 2013 (Numeracy).

- The College continues to develop base line data for incoming first years. Through our tracking programme the College has created a profile on each student through the *Transfer of Learning Initiative*. Moreover, the data gathered is now captured on the E-Portal System.
- Throughout the academic year a number of presentations were made to staff and parents in relation to the Literacy & Numeracy initiatives. Rosemarie McGill (DDL ETB) made a presentation to parents on the theme of parents creating an environment that enables literacy & numeracy to develop. Bridget Bennett (Literacy Co-ordinator) made a presentation to the parents association in May 2014 on the work of the literacy and numeracy teams at the College.

Literacy Strategy 2014/15 (Appendix 1)

The Literacy team progressed with its work over the last academic year and has achieved many of its objectives to date:

- To promote awareness of the written and oral language
- To create a print-rich environment throughout the whole school
- To ensure that all students are supported in improving their literacy skills
- To develop keyword vocabulary associated with all subjects area
- To ensure the teaching staff are informed of the literacy skills and attitudes of their students
- To address the standardized testing methods
- To foster an enjoyment of reading among our students
- To improve the quality of our students oral competency
- To devote time to staff in-service training in the area of literac
- To set targets and monitor progress

Numeracy Strategy 2014/15 (Appendix 2)

The Numeracy Team was established in September 2013 to create a numeracy strategy. The key points are outlined below and are further developed in the Numeracy Strategy. Following a consultation process by the team a presentation to staff was made to inform them of the agreed strategies for Numeracy.

- To display any maths symbols relating to a topic on the board/wall.
- To get the students to convert their mark in a class test to a percentage and round it up.
- To get the students to estimate the size, length, breadth, area, volume, and weight of an object.
- To get students to understand units and their conversion to a more useful format.
- To promote awareness of numeracy as a life skill on a whole school level.
- To create a numeracy - rich environment in the school.
- To insure the teaching staff are aware of the numeracy skills of the pupils.

- To introduce a standardized test at Junior and senior level.
- To improve our students numerical competency.
- To devote time to staff in – service training in the area of numeracy.
- To set targets and monitor progress.

Literacy & Numeracy Planning for 2014/15

- The strategy teams will continue to meet and review their respective plans.
- Both teams recognise the importance of implementing standardised tests to ensure that students are appropriately monitored.
- Further strategies and best practice will be developed and identified in the coming academic year by the team to enhance the Literacy & Numeracy Plans

Numeracy

- Analysis of first year testing (May 2014) to be reviewed in Autumn 2014
- There is a commitment to introduce Maths competency testing for Leaving Certificate 1 students.
- Common methods for converting marks to a percentage to be decided by the Maths Department and adopted by the whole school.
- A Numeracy Board is to be established alongside the Literacy Noticeboard.
- A Maths Week is planned for the Autumn term

Literacy

- The team will continue to promote a number of initiatives: Drop everything and read, and the reading wall.
- Further planning of oral literacy to be developed in the coming academic year.
- The team will continue to track and review information generated from the Transfer of Learning Initiative and link data to standardised testing.

PDST English

The College continued to participate in a PDST initiative to promote literacy in the College. Through our participation in this initiative a member of the English Department has worked on designing new class materials which were introduced over the new last year. The project aims to further develop the standards of literacy through a theme based approach.

The New Junior Cycle Programme (Progress Report)

Review of the academic year 2013/14

This year the College continued its roll out of the New Junior Cycle Programme. However due to union directives work on the roll out was suspended in March 2014. To date the College has completed the schemes of work for the New Junior Cycle English Programme. Regular meetings were conducted to ensure that this work was completed on time. Work also commenced on a new computer course that will be delivered to all first years in 2014/15. This work is part of the College's strategy on IT Development. The new course will also

retain a number of the CSPE components and CSPE projects and research work will be carried out by students through the use of IT. *The Transfer of Learning* programme also invited incoming first year students to respond to a series of questions on the theme of science. These questions were set in conjunction with the Science Department to develop a profile of incoming students' attitude and exposure to science in primary schools.

New Junior Cycle Programme Planning for 2014/15

- Subject to the Union directives the College will continue to roll out the new Junior Cycle Programme and will focus on the next two subjects that are due for review: Science and Business.
 - The College is also committed to developing its Learning & Teaching policy in relation to its AFL strategies which support the key skills and statements of learning which are key components of the New Junior Cycle Programme.
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I.T. Developments at the College

Review of the academic year 2013/14

- The IT team carried out further research in to the introduction of Tablets for students. The LCA1 students were invited to trial the use of Tablets in the College and the feedback from this initiative informed the IT team. It is planned to rollout Tablets for the LCA1 students in 2014/15 and thereafter make plans to introduce electronic devices into first year 2015/16.
- The roll out of the new software (Impero) was completed in the autumn term ensuring a greater efficiency of the IT infrastructure in the College.
- The IT Team completed the roll out of the new online booking system for parent teacher meetings for all year groups.
- The school WiFi was extended to enable student access at certain times.
- The IT Team made further development in the use of Office 365 and will conclude the process in the forthcoming academic year.
- The IT Team is committed to further staff training in relation to the integration of Google Apps into teaching and learning.

IT Planning for 2014/15

- The IT team will continue to provide opportunities to develop the roll out of Tablets for to all LCA students for the academic year 2014/15. The team will also continue to plan for the introduction of Tablets for incoming first years 2015/16.
 - The IT Team is committed to completing the roll out of the new online booking system for parent teacher meetings for all year groups.
 - The school WiFi is to be extended to enable students access at certain times.
 - The IT Team will complete the rollout of Windows 365 and its features and benefits.
 - The IT Team is committed to further staff training in relation to the integration of Google Apps into teaching and learning.
 - A module in IT for first years has been developed and will be delivered from September 2014 to all first year students.
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~ Section 3 Curriculum Provision ~

Review of Curriculum 2013/14

A review was taken with the subject coordinators of their respective departments in May 2014. Coordinators were invited to review their role in terms of the challenges they face and the areas where they achieved most satisfaction.

Areas for further development

- Concern expressed at the increase in administration duties in relation to form filling for the State Examinations Commission
- There is a need for more planning time at subject meetings and more time to review examination results
- The increase in class sizes at senior cycle level is becoming a greater challenge in delivering a quality programme of education.
- Student commitments to other school events in particular in Transition Year creates additional challenges for subject teachers.
- Lack of clarity in relation to the roll-out of the New Junior Cycle Programme has created more challenges for advanced planning.
- Practical teachers would welcome a return to Junior Cycle subjects being timetabled for two double periods as opposed to one double and two singles.
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Satisfaction

- Coordinators felt supported by Senior Management in relation to subject planning and review meetings.
- The restructuring of the Oral Examinations at Junior and Senior Cycle level was welcomed by the modern language and Irish teachers.
- The on-going improvements in the schemes of work has led to greater collegiality.
- The introduction of the rotation of senior cycle religion was received well by students.

Priority

- Developing peer teaching and AfL strategies.
 - Ensuring that all subject departments are familiar with the new key skills and statements of learning relating to the New Junior Cycle Programme.
 - That the culture of common assessment continues to be developed.
 - To re-evaluate the completion process for tasks, journals and projects required for the state examinations. A summary document needs to be drafted that ensures that there is clarity for all in relation to the process.
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In-service Provision at the College 2013-14

The College continued to provide opportunities for staff to engage in further professional development. In considering the release of staff, the Senior Management Team gave careful consideration to both the needs of the school and the relevance of the training to the present & possibly future role of staff members as well as their specific interests.

Staff continued to attend DES In-Service in Project Maths, SPHE & New Junior Cycle English. Management also facilitated attendance at in-service and training in the following areas during the course of this academic year-

Literacy & Numeracy
New Junior Cycle
Leaving Certificate Applied
SEN & Asdan
Gaeilge
P-Pod

IT & E-Portfolio
Timetable
Guidance
School Self-Evaluation
AFL
Methodology

Three staff members including the Deputy Principal also commenced an Instructional Leadership Programme of four residential workshops over a period of two years. Opportunities were provided for staff to offer feedback to their colleagues in the limited time available at both Subject Department Meetings & Staff Meetings while informal feedback also occurred on a regular basis which promoted the sharing of good practice and the evaluation of classroom teaching and learning.

Transition Year Report 2013/14

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

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

Transition Year Department Planning for 2013/14

Transition Year 2013-2014 saw the following enhancements, identified during 2013-2014, to the programme:

- Courses organised by Gael Linn were offered to students.
- Schemes of Work were reviewed with an emphasis on the inclusion of literacy and numeracy in classwork.
- Legal Studies was included as a module.
- All students were offered Home Economics as a module.
- A second Art Elective was made available to students.
- Japanese and Science were offered as two half-yearly modular-rotations.

- Students were encouraged to continue the tradition of the College of participation in the in the Gaisce Awards Programme, and this year saw the highest number of completions the College has ever had.

The Transition Year Coordinator attended several in-services in order to ensure that the programme is incorporating current and planned changes to the curriculum.

Transition Year Programme - Planning for 2014/15

- Courses organised by Gael Linn to be offered to students.
 - Schemes of Work to be reviewed with an emphasis on the inclusion of literacy and numeracy in classwork.
 - Legal Studies to become an embedded module in the timetable.
 - All students to be offered Home Economics as a module.
 - A second Art Elective will be made available to students.
 - Japanese and Science will be offered as two half-yearly modular-rotations.
 - PE and Networking to be offered as two half-yearly modular-rotations.
 - Fund-raising events to be reviewed, with no event occurring in the final block of modules.
 - Students will be encouraged to continue the tradition of the College of participation in the in the Gaisce Awards Programme.
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Leaving Certificate Applied Report

LCA Objectives 2013/2014

Monitor the standard of Key Assignments

This was discussed during our meeting in August when staff were supplied with their L.C.A Folders. The information regarding ‘ Key Assignments’ was looked at in detail and the decision reached was, that the work produced by the student was to be returned if it did not reflect his / her ability.

Marking Criteria for Task Booklets

A meeting was held in October with all teachers involved in the 7 Tasks. Our results were discussed at length and it was noted that by using the marking criteria as a ‘template’ it allowed teachers to be reassured that the standard of the Task booklets produced by them would be of a good standard. Noted was the fact that Harry Freeman referred to C.C.C. as a centre of ‘best practice’ for the L.C.A Programme.

Staff applying to be Task Examiners

This was discussed informally among the staff during the year and hopefully 1 member of staff will apply for this during 2014/2015 as it will be very beneficial in terms of monitoring the standard of the Task Booklets being produced in other schools.

Integrating the L.C.A. group within the cohort.

The process of having L.C.A students as both Mentors and Prefects worked really well at achieving this integration and it is something that should happen again in 2014 /2105 if successful integration is to continue.

Showcasing the Programme as the positive, viable alternative that it is.

This was achieved in a variety of ways during this academic year. The Annual Awards Ceremony held in December recognised the excellent results achieved by the class of 2013. The presence of Harry Freeman from the PDST who addressed the parents at the Senior Cycle Information evening in January helped to raise the profile of this programme. The showcasing of our Task Booklets at the LCA Display of Work in Tallaght in March was beneficial to both the students and the college. The positive and enthusiastic feedback we got from the employers in our community following the students' Work placements along with their willingness to continue to accept the calibre of students we send to them augurs well for the future of the programme.

Review of the academic year 2013/14

Session Results

Once again the students' achievements at the end of each Session was highly commendable. Targets were achieved and more often surpassed. Task Booklets were of a high standard and Interviews were very successful. All of these achievements allow the students to go forward towards the State exams in a very positive frame of mind, which makes realising potential achievable.

Supportive

The commitment from the staff involved is constant thus allowing the students to achieve their set targets. Parental support is always evident especially when they are invited in for the Session results with their sons / daughters and their support is always appreciated and valued. The support offered by the Learning Support Department allows goals to be realised. The constant support given by Senior Management is immeasurable, the purchase of the I- Pads for the Year 1 group has brought the programme forward in terms of technology and it will allow standards to progress even further.

Students

Once again the students in both Year 1 and Year 2 achieved their set targets in the Session results and completed the variety of interviews successfully. Their performance in the State practical exam and orals was exemplary and a reflection of their commitment to fulfilling their target grades. The showcasing of the Rang Derg Task Booklets in Tallaght was a wonderful experience for them. The students also got the opportunity to enjoy numerous trips out which they thoroughly enjoyed (Horse riding, Chocolate Factory, Recording Studio, Ploughing Championships, Baltinglass Outdoor Activity Centre) Having L.C.A. students as

Mentors helped to raise the profile of the programme but the greatest achievement this year was having an L.C.A. student named as the 2014 'student of the year', well done Frankie Farrell

Leaving Certificate Applied - Planning for 2014/15

- Support the 'whole school strategy towards Literacy' by ensuring that:
 - subject 'word banks' are displayed in base rooms
 - Use variety of methods in all subject areas, e.g. 'think. Pair, Share' and Place Mats
- Review of Department Folder
- Student Destination Survey
- Increase the rotation of staff involved in L.C.A.

Leaving Certificate Vocational Programme Report

LCVP Objectives 2013/2014

- To develop the link between the L.C.V.P programme and Manpower Inc. by inviting their representatives to speak to L.C.V.P. L.C. 2 students about curriculum vitae preparation, interview skills and relevant qualifications/skills for careers at the end of September. **This was achieved.**
- To organise a workshop for both Third Year and Transition Year students where representatives from Manpower Inc. will speak to them. This will be organised prior to the process whereby they choose their subjects for the Leaving Certificate cycle. **At the time, the focus was on C.V. preparation for LC 1 as requested by teachers.**
- As in 2012/2013, a workshop will be facilitated that will focus upon providing our L.C.V.P. students with the skills required for their Recorded Interview. **This was achieved.**
- Last year, our L.C.V.P. L.C. 2 students successfully took part in Mock Interviews organised by the Parents Association. This is being organised again for October 2013. **This was achieved.**
- Use the new L.C.V.P. notice board in the Computer Room to develop students' competence in relation to essential literacy and numeracy skills. **Process was started but more material will be added.**
- In order to further develop a culture of self-evaluation, the LC1 L.C.V.P. students shall evaluate their LC1 experiences at the end of the year. **The focus was on the feedback from LC 2 students.**

Review of the academic year 2013/14

The primary goal of the L.C.V.P. is to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment

of rapid change. The Link Modules encourage our students to apply the knowledge and skills they have acquired through their Vocational Subjects and in other areas of their Leaving Certificate. Vocational relevance is enhanced by putting in place opportunities for student to plan, organise and engage in active learning experiences inside and outside the classroom. Consequently, within our College's Leaving Certificate Vocational programme, participants are encouraged to develop skills and competencies fundamental to both academic and vocational success. As part of our College's continual school development planning process, for the 2012/2013 academic year, we identified six key aims and associated objective for our College's Leaving Certificate Vocational Programme.

Leaving Certificate Vocational Programme ~ Planning for 2014/15

- In order to provide feedback, the LC2 L.C.V.P. students shall be invited evaluate their overall experience at the end of the year.
 - Mock Interviews will be organised with the support of the Parent's Association on October 22nd, 2014 for all LC 2 LCVP students.
 - A workshop for LC 2 LCVP will be organised prior to these Mock Interviews where IBM/Manpower will be invited to speak on suitable interview skills
 - A workshop for LC 1 LCVP will be organised where IBM/Manpower will be invited to speak on the characteristics of an effective curriculum vitae.
 - To use suitable means throughout the year to raise awareness among both 3rd and Transition students as regards **eligible** option subject choice for LCVP.
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~ Section 4 Care & Management of Students ~

Social, Personal & Health Education (SPHE)

Review of the academic year 2013/14

The SPHE core team this year was made up of a Deputy Principal (Acting Coordinator) and an anchor person teaching SPHE and/or Lifeskills in each year group. It was agreed that each person on the team would act as link and communication person to the year group team. This facilitated the two-way flow of information between the core team and the teaching team and proved an effective method of communication. This assists with the dissemination of information, sharing of resources and in-service needs of teachers.

The *Junior Certificate Schemes* were completed as agreed and the *SPHE & RSE Policies* were ratified by the Board of Management.

This year staff continued to engage with opportunities to attend in-service training offered by the SPHE Support Service and other agencies. In general, staff report that the in-service provided is very worthwhile, resources very useful and provides teachers with a structure that supports schools and teachers in their endeavours. At this point, we have a large number of staff who has completed the two-day “Introduction to SPHE” and “Relationships & Sexuality” at junior and senior levels. The number of male teachers attending training and teaching the subject is increasing. Staff continues to engage with training in other modules such as Mental Health, Substance Misuse, Counter-bullying including Cyber-bullying etc.

The College engaged this year with outside agencies at appropriate stages during the delivery of the curriculum. Agencies such as *Aware*, *Moodwatchers* and *Sticks & Stones* returned to the College to work with students and facilitate workshops.

The agreed priority areas for 2013/2014 were:

- ✓ To re-address the *Assessment of Student Learning in SPHE – Portfolio Assessment*

During this school year, a team of SPHE teachers came together to explore the new proposed programme around SPHE and short courses in this area for the new Junior Cycle Programme. The main piece of work that this group took on was planning a framework for assessment. The team planned the task, devised a process and a marking scheme/rubric. It was piloted with a first year class. The team came together to moderate the assessment scores. After review, it was agreed that this model will go forward to be incorporated into the first year programme in 2014/2015.

- ✓ To develop the new modules on the topic of *Resilience & RSE* (to incorporate elements of “It Takes All Kinds”) *for the Transition Year Programme*

This programme began last September with each class taking a ten week module entitled “Resilience & RSE”. Two teachers were assigned so students had the benefit of working in a group of fifteen. This programme addressed topic such as team work, roles in a team

situation, communication, listening, building capacity and resourcefulness and RSE. This module was reviewed after each module and the scheme amended as appropriate. This programme was well received and regarded by the students in Transition Year. This module will now be embedded in to the Transition Year Programme and will be an essential module going forward in to the coming year.

- ✓ To develop *LGBT Guidelines*

The LGBT flag was displayed in thirty classrooms in the College following on from the work completed by the Student Council in 2012/2013. The commitment to complete this project as agreed this summer will be honoured. A document of LGBT Guidelines has been drafted during this academic year and will be reviewed in 2014/2015 by staff, students, parents and the Board of Management.

- ✓ To establish links with an outside organisation to assist with the delivery of *Study Skills* in a new, creative and innovative way. This will be piloted with Leaving Certificate 2 classes during the new academic year.

We invited a group called Super Generation to the College to deliver workshops to our Leaving Certificate 2 students at the beginning of the new school year. The presentation was very engaging and students were very active for the duration of the workshop. Students' reactions were very enthusiastic and for many students the techniques they learned were incorporated by many students into their study and revision plans. The team also made a presentation to the parents of Leaving Certificate 2 and was very well received.

SPHE Planning for 2014/15

- To finalise the *LGBT Guidelines*
 - To provide staff with an opportunity for *CPD/In-service* to support LGBT students –whole school is key.
 - As the team intend to change the SPHE workbook next year, staff will pilot other *materials* on various topics across first, second and third year and feedback will be sought.
 - To roll out *Assessment of Student Learning in SPHE – Portfolio Assessment*
 - To source up-to-date resources on the topic of *Bulling and Cyber-bullying* for SPHE lessons. It is hoped to involve senior students in the presentation.
 - To develop the *Study Skills Model* further to incorporate appropriate elements of Instructional Leadership for students.
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Student Leadership

Review of the academic year 2013/14

In Castleknock Community College, the student body are very involved in the day to day life of the school. One way that this is realised in the College is the promotion of student leadership. The College undertakes to provide many opportunities for students to discover and develop their own leadership styles as class captains and vice-captains, mentors, prefects, sports prefects etc. Practical student participation, therefore, is at the core of our Student Leadership Programmes. Currently, there are a number of opportunities for senior students to develop and refine their leadership potential as follows:

- ✓ *Class Representatives* – Class Captains & Vice-captains
- ✓ *Student Council*
- ✓ *Mentor Programme*
- ✓ *Prefect Programme*

The agreed priority areas for 2013/2014 were:

- **Briefing Session from last year's student representatives to the Council.**

This session took place in September 2013 when two senior students from the Student Council 2012/2013 addressed the new council as a group. These students prepared a presentation that summarised the work of the council during the previous year. This is important so that there is a context, continuity and projects continue to develop.

- **Student Leadership Training Day.**

This training day took place in late August 2013 and was presented by Mr Ray Langan of Super Generation. The prefect and mentor training workshops focused on team building, communication, listening and group facilitation skills. The feedback from the students and the presenter was very positive. Students engaged and participated very well. They had opportunities to explore the skills they would need to carry out their duties in the variety of different roles they would assume.

- **Student Council Seminar Day.**

The annual Student Council Seminar Day took place this year on 7th April and the group travelled to Westmanstown Conference Centre. The senior students assisted the staff with the organisation of the event. The students, in year groups, considered the following topics during the course of the day:

1. What does my school mean to me?
2. What do we do well in CCC?
3. What can be improved on in CCC?
4. Review of the Student Council Constitution & Logo
5. Review of Counter-bullying Policy

Students made a number of suggestions that are being considered ahead of the new term. It is planned to brief the new council in September on the work of the outgoing council and this will be facilitated by senior students.

- **Energy Awareness for the College Community.**

The students considered the findings of the Energy Audit and are committed to working with staff to reduce the carbon footprint. It was recognised that aspects of energy conservation that referred to the Annex should not be pursued as this will be replaced in 2015. The other consideration noted by the students was that the measures that are recommended would need a considerable monetary investment. A number of measures were prioritised that could be introduced on a phased in basis. It was suggested that sensor lighting should be prioritised.

- **LGBT Awareness.**

The first phase of display of the LGBT flag in 30 classrooms was overseen by the student council last autumn. As agreed, the flag will be displayed in the remainder of the classrooms this autumn. An audit was conducted of general information displayed. This includes contact details of helplines, websites etc. Information was updated and replaced where necessary.

Student Leadership Planning for 2014/15

- **Election of Class Representatives**

The election of class representatives on the Student Council will be more formal this coming year and will afford students other than Captains and Vice-captains the opportunity to go forward. Class groups will vote on an agreed date.

- **The Profile of the Student Council**

During the recent MLL, the Student Council were congratulated on their work on behalf of the student body. It was recommended that the profile of the Council and the work it undertakes should be advertised more widely. This will be addressed by the new Council in the autumn.

- **Student Council Constitution & Logo**

This review work will continue with the new council and the re-draft will be presented to the Board of Management during the next academic year.

- **Cyber-bullying Presentations**

The Council will continue to promote awareness among the student body and parents about safety while using social media etc. It is planned this year to extend the mentor programme into second year as well as first year. It is hoped this year to train the mentor group to co-present materials around this topic with SPHE teachers. This will be piloted with the first and second year groups.

Chaplaincy Report

Review of the academic year 2013/14

Goals for 2013 - 2014 were to

- Consolidate the work of the past year
- Further develop the scope of the Student Chaplaincy Team
- Expand liturgical opportunities for students

Key elements of the work of Chaplaincy which were consolidated this year were the T.Y. project with the students from St. Vincent's, Navan Road, the Interfaith Celebration with a contribution from our LC2 student guest speaker which gave testament to a life of faith, and our Christmas Carol Service. The retreats organised for T.Y., LC1 and LC2 students again sought to respond to the particular needs of the faith development of students as they move through the senior cycle in the College. The public moments of prayer and reflection, for example the LC2 Graduation and the Remembrance Prayer at the Rainbow Garden, continue to involve and engage students in dynamic and creative ways.

A large part of the work of the Chaplaincy is the care provided to individual students in time of need or crisis. This provision was tested in April with the sad loss of a Transition Year student. As part of the College Crisis Management Team, the Chaplain was active in the provision of care to the large group of friends of the deceased student along with leading the College in prayer and remembrance. At the request of the family the College also had full responsibility for the funeral liturgy.

The high standard of work undertaken by the various Care Teams in the College was attested to by the MML in October. Again, the Chaplain is an integral part of these teams.

The Student Chaplaincy Team was involved in delivering input for 1st Years in celebrating the Feast of St. Francis, creating a podcast for Advent and Lent along with a solid input in the Christmas Carol Service. The service also provided a platform for a larger group of students to participate in drama and liturgy. An LC1 student, for the first time, took on the role of Master of Ceremonies and was exceedingly dignified and accomplished in how she led us in prayer and reflection.

The work with Transition Year and Second Year students in relation to leading prayer and reflection during assembly took a step forward this year. Again this initiative was supported by the expanding Student Chaplaincy Team. Focused reflection themes were chosen and delivered in a creative fashion.

A goal this year was that the Student Chaplaincy Team would take on the 'Thought for the Week' and make it more student-friendly and contemporary. This was not achieved and will be a goal for the coming year.

There was an increase this year in the time allocation for prayer, reflection and meditation for class groups. First Year, Second Year, Third Year and Transition Year students benefitted from this development. We are very fortunate to have the Meditation Room and, weather permitting, the Rainbow Garden as resource for prayer. This year we prayed the Stations of the Cross out of doors with groups of Transition Year. Carrying a cross and marking out individual Stations with bamboo poles as we prayed proved to be a reflective and innovative approach to a challenging prayer for young people.

Our outreach for the 'Rainbows' programme this year is a cause of concern for us. We again used a 'Rainbows Awareness' week but there was no opt in by students. A factor in the lack of response may have been that our Awareness Week coincided with the imminent arrival of the Inspectors for the MML. Rainbows in the coming year will be significant support for students as they continue to grieve for our Transition Year student. In addition, our current 3rd Year students will need support in this area during the coming year as some students have experienced the death of a close friend.

A new, and worthwhile, initiative this year was a weekly meeting between the Guidance Department, Learning Support Department and the Chaplain. The purpose of the meeting was an update on names of students receiving support from the various departments.

Again this year a questionnaire was distributed by email to a small sample group of staff, students and parents to assess the effectiveness and quality of presence of the Chaplaincy in the College. The staff (90% responses) grouping was random, while the students (83% responses) were drawn from First Years and LC2. Parents (90% responses) were drawn from those whose contact with the Chaplain ranged from camogie to liturgical ceremonies.

Comments from parents ranged as follows:

- *I feel the Chaplaincy provides a valuable link between students and the opportunity to explore and express their faith regardless of denomination.*
- *I found the Chaplain to be very comforting at the time of an incident and she always has words of encouragement*
- *The Chaplain played a hugely important and successful role in the life of the students during this past academic year, which was an exceptionally difficult one for everyone in the College and Community.*

All respondents found the Chaplaincy a welcoming service and resource and experienced the Chaplain as helpful. They were also in agreement that the Chaplaincy encouraged parental and community involvement in the College.

Comments from staff ranged as follows:

- *Her calm serenity is a stabilising influence in times of crisis and she's to be commended for the manner in which she supported our students this year*
- *As a teacher I really appreciate all she does.*

All respondents agreed that the Chaplain was effective in promoting the human and spiritual development of students along with providing opportunities for prayer and retreats. 89% of respondents agreed that the Chaplain provided support for the vulnerable members of the College community and was active in promoting parental and community participation in College activities.

Students did not provide any additional comments. 80% of students found the Chaplaincy to be a welcoming space while the other 20% did not know. 90% of students agreed that opportunities for prayer and retreat were provided by the Chaplaincy. 100% agreed they would be willing to ask the Chaplain for help. 50% of respondents would like further opportunities to use the Meditation Room for meditation while 40% disagree yet 80% of students enjoyed their experience of Meditation. 30% of students would like to be more involved in the prayer life of the College with 30% don't know and 40% disagreeing.

Chaplaincy Planning for 2014/15

- Solidify the work of the Student Chaplaincy Team and expand numbers involved in activities
- Continue to provide a range of liturgical experiences for students
- Highlight liturgical festivals of all Faith groups in the College

Guidance & Counselling Department Report

Review of the academic year 2013/14

The Guidance & Counselling Department while working to the schools mission statement, has a remit "to help students make informed personal and career decisions, set realistic personal and career goals and develop the skills necessary to accomplish these goals. The service also offers students support in coping with personal problems or academic concerns".

The Guidance & Counselling Service core activities are Personal Counselling and Development, Educational Guidance and Vocational Guidance. In evaluating our service we must reflect if we carried out these activities effectively in the time frame given.

- Three guidance counsellors who provide guidance and counselling to all students to assist them in making career, educational and personal decisions.
- The department has a fully resourced careers and information library with Internet access.
- Referrals made to outside agencies decreased since last year. Referrals were made to Pieta House, the HSE and Jigsaw.
- Self-referral is encouraged. The appointment card system is promoted and students are encouraged to freely use it.
- The Appointment card system proves very successful in that students can request an appointment and indicate on the card if it is a personal /academic/careers issue.

- Last year's high level of self-referrals was sustained this year through students requesting appointments using the cards.
- Counselling supervision for guidance counsellors took place in the school regularly in order to discuss any counselling cases that may challenge the team and reaffirm the work undertaken. A counselling supervisor facilitated the group; Guidance Counsellors in the Dublin 15 area also attend.
- Encouragement to use the guidance & counselling service throughout all year groups.
- Referrals are encouraged from management, year heads, parents and teachers
- The careers library, with six Internet accessible computers, was open every Monday at lunchtime should students need to avail of it.
- A consistent LCA guidance programme was delivered. The Guidance Counsellor brought the LCA2 class to the Colaiste Ide Open day.
- One of the Guidance Counsellors attended Care meetings that were held throughout the year for all year groups.
- The Guidance Department met on a weekly basis with the Chaplain and Learning Support representative to share information.
- The Guidance and Counselling team attended some relevant college information days in an effort to further develop the service offered to students. These information days provide valuable information for Guidance Counsellors and keep them abreast of changes and updates to course. It is envisaged that next year the Guidance Counsellors will be able to attend more of these days.
- Close links with third level institutions such as NUI Maynooth, DIT, DCU, and IT Blanchardstown were maintained. Inviting college speakers in helps foster links between colleges and the school. It also keeps students abreast of changes and developments in courses. Students also took part in ITB information days and workshop days in the following areas: Horticulture, Engineering (for girls) and Sports Management and Coaching.
- The department conducted a survey with LC2 students to establish the effectiveness of the service provision to LC2 students during the school year 2013 / 2014. This was in line with practice previously carried out by the department. This survey contributed to the evaluation of the service. It also provides support for the on-going development of the whole school guidance plan. Overall the Leaving Certs were happy with the level of guidance they received during the year. They were familiar with Qualifax and independently researched their courses prior to their individual meetings.
- A structured scheme of work was devised for LC2 career classes and adhered to by the guidance team. The content of the scheme will be updated and improved for next year's LC2 career classes.
- LC1 class groups all received a talk on how to research courses, how to calculate points and understanding NFQ levels.
- Weekly meetings were scheduled for the Guidance Department.

Guidance & Counselling Department Planning for 2014/15

- Proceed with development of Whole School Guidance Plan in co-operation with other stakeholders.
- Progress with integration of guidance services and people involved in guidance i.e. Tutors, Year Heads, and management. Continue the close links with Learning Support and students applying for DARE.
- Continue to promote the appointment card system and the guidance service to all year groups.
- Continue to invite speakers in from a greater range of colleges and give students the option to attend college talks that are applicable to them (supervision permitting).
- The Careers Library needs to be promoted to all year groups. It is planned to hold workshops during lunch time to specific year groups. This would utilise this facility more effectively.
- The destination survey wasn't carried out this year. It will need to be completed next year.
- Visit referral agencies such as Jigsaw, Aistear Beo, Teen Counselling, Pieta House to get more information on the services they provide.
- Update and improve presentations for LC2 Career classes.

Learning Support & ESL Department Report

Review of the academic year 2013/14

- The department serves the whole school, with communication and collaboration occurring between teachers, tutors, year heads, SNAs, guidance, chaplaincy, outside support agencies, parents and senior management.
- There are close links with the Psychological Support Service, Daughters of Charity, private psychologists, visiting teacher for the deaf service, CAMHS (child and adult mental health service) and the HSE.
- Teachers, students and parents can contact the department at any time. A huge effort is made to maintain positive links with parents and guardians.
- On-going reviewing, evaluation and new innovations occur throughout the year.
- The four teachers who run the department have LS qualifications. Three of the department teachers have EAL training. Duties within the LS department are allocated each year. There is continuity of link LS teachers to year groups.
- **Time tabling** of LS classes maximises resources. Reduced time tables are in place for some students who also access special programmes which are planned by the department. Teaching time with students is in one of the following formats depending on the student's needs and resources available: one-to-one tuition, small groups, in-class support.

- Teachers with LS classes fill out '**work records**' for their classes which are filed at the end of each term.
- The college invested in the digital version of the '**Access Reading Test**'. 1st years were tested in April. Result generated are very comprehensive.
- The college invested in the **CAT 4** with Irish norms for testing in-coming 1st years. A spacial awareness test has been added to the battery of tests. This new test, along with the 'problem' solving test, give a good indication of ability for EAL and SLD students who may not perform to their ability in the verbal and numeric tests. Results also have a mean score which is useful in ensuring 1st year tutor groups are mixed ability.
- Two teachers and one SNA attended **ASDAN training** this year.
- The practice of **testing EAL** 1st and 2nd years was re-established in October. Recommendations for each student were added to 'student events' on eportal. An email to all teachers informed them of this practice. These students sat a Cambridge pre-test in April. Results were emailed to all students' homes along with recommendations for summer reading.
- Two 3rd year students sat the **Live PET** exam in head Office in May.
- The **SNA Log** and weekly records were updated.
- **Care Plans** were developed for each student with SNA access.
- Following the **Primary School visits LS**, Guidance, Chaplaincy and the 2014 Year Head team met on a number of occasions to share information.
- LC and JC **RACE** testing, applications etc. took up significant time again this year.
- The chess club continued this year.

Learning Support & ESL Department Planning for 2014/15

- Facility and timetable package to be set up in LS office.
- The LS core team will block administration time on their timetables for time management and work load purposes.
- LS wants to roll out assessment of Maths using the Access Maths Test as students' progress through the college.
- More training in ASDAN will be provided next year for teachers and SNAs.
- SNA shared access will continue with the priority for access being assessed on the basis of subject by subject and student needs analysis.
- Senior students with SNA access will be encouraged to work independently of the SNA where appropriate.
- Targets for students with SNA access will be set by LS and SNAs and integrated into classes by LS and main stream teachers each term.
- LS will continue to educate and inform staff on the benefits of differentiation for all students in their care.
- LS wants to promote a holistic and collaborative approach to EAL and literacy within all classes.
- Co-time tabling of Irish in 2nd year may enable LS to access EAL students for language support.

- It is planned to set a programme of graded readers and grammar exercises for EAL students which will be monitored bi-weekly.
- EAL students in TY will have an opportunity, through Head Office, to sit Cambridge 1st Cert-a standard of English language considered necessary to access the senior cycle curriculum.
- A new more user friendly ‘tick-box’ student form from teachers will be developed.
- We intend developing a questionnaire to facilitate student, teacher, SNA and parent feedback.
- Primary school visits may take place when LCA and TY are on work experience.
- It is hoped that we will re-establish the ‘International’ foods day possibly on a Wednesday for junior cycle students based on the French breakfast model.

Extracurricular Report 2013- 2014

With its extensive extracurricular programme the College remains committed to its aims:

- ✓ Promote the physical, emotional & psychological well-being of students
- ✓ Nurture and encourage the talents and abilities of all students
- ✓ Foster an interest in and love of pursuits beyond the academic
- ✓ Encourage the development of life-skills
- ✓ Enhance the positive relationships between staff and students & parents
- ✓ Promote Courtesy, Respect & Responsibility
- ✓ Provide opportunities for the affirmation of students
- ✓ Emphasise the importance of participation & involvement

A full time-table of the College’s comprehensive extracurricular programme was issued to students, parents/guardians in September 2013. Staff members as well as senior students & Parents/Guardians continued to give very generously of their time and talents throughout the year to ensure the success of the programme. Many senior students were involved again this year in coaching/mentoring younger pupils in a variety of activities. In sport, the on-going success of so many College teams such as the Girls Senior Basketball team who captured the U-19 National Cup this year is remarkable given the limited sporting facilities on site to date. In this context it is particularly gratifying to see the College’s long awaited new build begin to take shape. On completion in September 2015, the new sports hall will greatly enhance the sporting life of all at CCC.

Sporting Moments in the Life of the College 2013-2014

September

- ✓ In Mid- September the weekly after school “Sports Hour” for all First Year students commences for a period of six weeks.
- ✓ Success for both Senior Hurling & Junior Camogie teams in their opening games against Confrey College & St. Colmcille’s respectively.

- ✓ Past-Pupil Paddy Andrews enjoys victory with his Dublin team mates as they lift the Sam Maguire in Croke Park as Football Champions 2013.

October

- ✓ Junior Rugby team defeats Tallaght Community School in opening game of Junior Development Cup while Girls Senior Basketball team come out on top against Loreto Stephen's Green as they commence their campaign.

November

- ✓ Girls Senior Basketball team defeat Scoil Choilmcille, Ballyshannon in opening round of National Cup while the Cadette team also enjoy success against Portmarnock CS. A further victory for Senior Girls against Newbridge College gives them a total of seven consecutive wins so far this year! The team finishes top of league & qualifies for the Dublin Play-Offs.
- ✓ Second Year student Jack Rudden qualifies to represent Ireland in the International Schools Athletics Combined Event against England, Scotland & Wales in Glasgow on 14th December

December

- ✓ Senior Girls Basketball team defeat St. Joseph's of Cluny in Dublin Semi-Final & thus qualify for Dublin Championship.
- ✓ Success for Junior Camogie team against Maryfield College in Dublin Semi-Final.

January

- ✓ Senior Girls Basketball team continues its run of success with a victory over Ursuline College Sligo in the National Cup Semi-Final. The team is subsequently crowned U-19 National Cup Champions with an impressive victory over Cross & Passion Kilcullen in the National Final.
- ✓ Over eighty students across all Year Groups compete in Leinster Cross-Country & Athletic Championships.

February

- ✓ Senior Girls Basketball team competes in the All-Ireland Schools League Cup Quarter-Final in Kilkenny and secure an impressive three victories against Loreto Kilkenny, Scoil Mhuire Longford & Ursuline Thurles. The team now advances to the League Cup Semi-Finals.
- ✓ Junior Girls & Boys Basketball teams qualify for Dublin Semi-Finals

March

- ✓ Senior Girls Basketball Team defeats Loreto Kilkenny in the National League Semi-Final while First Year Girls & Second Year Boys qualify for Dublin Finals with both teams eventually going on to be crowned Dublin Champions.

- ✓ College athletes compete in All-Ireland Cross Country in Cork with team being placed 6th overall.
- ✓ Success for Minor Hockey team in their opening game while Second Year team qualifies for League Final with victory over King's Hospital. Minor team goes on to defeat St. Joseph's Lucan in the North Dublin League Final.
- ✓ U-14 Hurlers qualify for Dublin Quarter-Final.
- ✓ U-14 Girls Football team concludes its league campaign with a victory over Maynooth Post-Primary.

April

- ✓ CCC students compete in All Ireland Orienteering Championships in Co. Laois. First Year student Molly Brown is crowned National Irish Schools Orienteering Champion when in an impressive time of twenty two minutes she came out on top of forty six competitors from all over Ireland .
- ✓ Second Year Boys Basketball team defeat teams from Clonmel & Knockbeg in All-Ireland Play-offs and thus qualify for National Semi-Final in Limerick on May 9th while both First Year Girls & First Year Boys also compete in National Play-offs in Longford and Dublin respectively.

May

- ✓ Second Year Boys Basketball team competes in National Semi-Finals in Limerick.
- ✓ Senior Cricket Team has a convincing win against High School Rathgar in first round of Leinster Cup. Another victory against King's Hospital ensures team a place in Quarter-Final against reigning champions St. Mary's Rathmines.
- ✓ CCC Athletes are amongst the two thousand six hundred competitors in the West Leinster Track & Field Competition where thirty are placed in top three of their events & over fifty placed in top six.

Key Moments in the Life of the College 2013-2014

September 2013

- The Junior Cert class of 2013 receive their results on Wednesday 11th September.
- Days of Reflection/Induction for LCA1 & LCA2 classes while LCA2 students are presented with their Session 2 results in the presence of their parents/guardians.
- Parents' Association AGM with Guest Speaker Rosemary Gill.
- Information Evenings for parents/guardians of Third Year & LCA2/ LC2 students.
- First Year students involved in annual hikes to Glendalough & also a series of Friendship Days while TY students spend time at Carlingford Adventure Centre.
- **Second Year Art trip** to "Sculptures in Context " Exhibition in the Botanic Gardens.
- LCA2 & Senior Agricultural Science students attend National Ploughing Championships.

October 2013

- College is subject of MLL Whole School Inspection from DES Inspectorate
- Rainbow Awareness Week
- **TY Art trip** to "Sculptures in Context " Exhibition in the Botanic Gardens.
- Day of Reflection for TY students and Information Evening for their parents/guardians
- Past-Pupils Association host their second annual social evening at the Castleknock Hotel.
- Senior Student Christopher McMahon is presented with Leargas Language Learner of the Year Award 2013(one of only five national recipients) at the Marino Institute of Education.
- College students compete in National Math/Science Olympiad following their high achievement at Junior Cert 2013.
- Success for CCC speakers at Belvedere & St. Gerard's Mace Debating Competitions includes reaching Grand Final & taking 3rd Place on tab. Senior students take top prize in Trinity Senior Mace.
- The French Department hosts its annual Petit Déjeuner Français in conjunction with "Cheerios Breakfast Together Week" in aid of Childline.
- College Traditional Group performs at Draiocht.

- Parents Association host Mock Interviews for Senior students.
- Senior students represent the College at Comhairle na nOg Youth Council.
- Remembrance Ceremony for deceased members & friends of the College held at Rainbow Garden.
- First Year Inter-Faith Celebration.
- LC2 Parent/Teacher Meetings
- LCA students on work experience for two weeks.
- Coffee Mornings/Meetings for parents/guardians of First Year students

November 2013

- Senior College students participate in United Nations Model in UCC
- College Debating Society hosts the CCC Junior Mace Competition.
- Third Year Parent Teacher Meetings
- Niamh O'Neill takes Silver Medal at National Science Olympiad.
- House Examinations for 1st 2nd & LC1 students
- LCA 1 students host Annual Concert as part of their Performance Task
- Third Year students fund-raise for Make a Wish Foundation.
- Daniel Ferreira is named Young Economist of the Year at the Kilkenny Economics Festival.
- College students Oisín & Molly Murphy O'Kane are selected for National Youth Orchestra.

- College students win European Parliament competition to represent Ireland at Euroscola in Strasbourg.
- Two week work experience for all TY students
- Auditions for Starsearch

December 2013

- College Annual Awards Evening celebrating students' success in State Examinations, Sport & Cultural events both in the College & the wider community.
- Annual Carol Service.
- Performance of Macbeth for Senior Students while French Theatre for Schools also visit the College.
- End of Term Merit Award Ceremonies hosted by Year Heads.

January 2014

- Mock Examinations for Third & LC2 students.
- LC1 & Second Year Parent/Teacher Meetings.
- Niamh O'Neill & Caitriona McMahon represent the College in the BT Young Scientist & Technology Competition with their project on the "removal of water hardness with magnetic nanoparticles".
- The Art Department hosts its annual exhibition of students' work.
- College speakers compete in St. Conleth's Mace & team of Conor O'Malley & Aisling Tully top the tab at Trinity PhilSpeaks competition.
- College students compete for Milk It Awards & help promote milk to their peers during Milk Week.
- Transition Year Cross-Curricular Week.
- Student Matthew Gallagher following his successful participation in the Graduate Online Civic Awareness Competition wins a four day trip to Strasbourg.

February 2014

- Mock Examinations for LC2 & Third Year students.
- First Year Parent/Teacher Meetings.
- Work Experience for LCA students following their Task Interviews.
- Transition Year Mini-Company hosts Market Day.
- College celebrates Engineering Week with a number of special presentations to students.
- Starsearch Concerts.
- Junior speakers compete in Kilkenny Mace.
- Assessment for First Years 2014.

March 2014

- College Choir and individual musicians perform at DDLETB Festival of Music in National Concert Hall.

- Students compete in Model Council of the European Union Debate for Secondary Schools in Dublin Castle.
- Senior student Sean McGuane competes in Leinster Schools Senior Debating Final in UCD.
- College Debating Society hosts annual Senior Mace.
- First & Second Year Counter-Bullying Workshops.
- Second Year Positive Points Competition commences.
- Senior Art students visit Book of Kells & National Museum.
- Transition Year trips to Donegal & the Burren.
- TY students participate in YSI *Speakout* in Mansion House.
- Senior Music students perform in Kevin Barry Room at NCH.
- Seachtain na Gaeilge
- Staff & students host *Open Afternoon* for prospective students.
- Annual exhibition of LCA students' work in DDLETB Head Office.
- Work commences on new extension to College.

April 2014

- Ceremony attended by Ministers Joan Burton, Leo Varadkar & ETB Education Officer, Dr. Marie Griffin is held to mark the commencement of work on school extension. takes
- For third consecutive year, Junior Cycle student Ailbhe Kelly competes in Leinster Junior Schools Grand Final while six speakers compete in National Mace Final.
- TY student, Niamh O'Neill & Irish team win Silver Medal at European Science Olympiad in Athens.
- Annual Student Council Seminar at Westmanstown

May 2014

- Parents' Association hosts annual Plant Sale
- TY students visit Strasbourg for Euroscola following their success in European Parliament Competition.
- LCA1 students visit Recording Studio.
- Senior student Sean McGuane wins Aoife Begley Senior Debating Competition at NUI Maynooth.
- College hosts Musical Evening in aid of Cystic Fibrosis Ireland.
- House Examinations
- Year Heads host end of year Award Ceremonies, attended by parents/guardians.
- LC2 Graduation at Knightsbrook Hotel Trim on Friday 23rd May.
- Transition Year Graduation in College on Monday 26th May.

Annual Award Ceremonies- Celebrating Achievements in the College and in the Community.

The College hosted a number of ceremonies throughout the past academic year to acknowledge publicly students' achievements and affirm their success in keeping with our philosophy of "Mol an Oige agus Tiocfaidh sí"

- ✓ At the conclusion of the first term in December, the respective Year Heads & her/his team hosted ceremonies for the students in the Year Group at which Merit Awards were presented to a female and male recipient in each tutor class in recognition of commitment and contribution to the life of the College and the pursuit of excellence. The recipients of these awards are decided following a consultative process with teaching staff.
 - ✓ In May 2014 parents/guardians were invited to special end of year ceremonies for 1st, 2nd, 3rd & LC1 students. As well as Merit Awards, Spirit of the College Awards were also presented on this occasion as well as specialist awards in the areas of Art, Music, Sport, Culture & Debating. The occasion is also marked by the presentation of Student of the Year Awards in each year group.
 - ✓ The presentation of awards such as the above was also an integral part of the programme at both the LC2 Graduation Ceremony on May 23rd and the TY End of Year Ceremony on May 27th.
 - ✓ The College also hosted its Annual Achievement Awards Evening on December 4th. Presentations were made to students from the Junior, Leaving Cert and Leaving Cert Applied classes of 2013 in recognition of academic excellence achieved at the State Examinations. The contribution of students in the various individual subjects at Junior & Senior Cycle was also recognised as well as the commitment of students to the Language & Learning Support Centres. The Sporting, Artistic, Musical & Cultural achievements of pupils in the wider community was also acknowledged at this event. Special Guest of Honour on the night was Dublin All-Ireland Football Champion & College Past Pupil Paddy Andrews. The College's own *Spirit of the Community Award* was presented to the Parish of St. Thomas the Apostle in recognition of its contribution to the community during the past twenty five years.
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~ Section 5 School Management ~

Board of Management

The Board of Management had a busy year with a whole-school evaluation of management, leadership and learning (WSE-MLL) undertaken by the Department of Education and Skills in October 2013. The board met with the inspectorate at the start of the inspection and at the end of the review process when the inspectors made a presentation of their findings to the board.

Overall the report was very positive about the senior management team at the school and contained positive comments about the teacher's commitment to teaching excellence and willingness to embrace new initiatives. The inspectorate was also very complimentary of the student body and the good work of the parents association.

During the year the following policies were reviewed and updated

- Critical Incident Policy
- Acceptable Usage Policy (IT)
- SPHE Policy
- Review of common Enrolment policy 2012-13

Presentations were made by

- The Maths Department
- The students council
- Literacy and Numeracy coordinator

Board of Management ~ Planning for 2014/15

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

- Review of Common Enrolment Policy 2014/15
- Annual review of the Child Protection Policy and Anti bullying policy
- Teaching and Learning policy
- Special Needs & Learning Support Policy (Autumn 2014)
- Acceptable Usage Policy (AUP) (January 2015)
- Substance Abuse Policy

The Board will invite the following partners to make presentations to the Board in the coming academic year.

- The Student Council
- The Parents Association
- Science, LCA and TY Departments
- The Guidance Department

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

- The roll out of the New Junior cycle programme
 - Updates on the transfer of learning initiative
 - The literacy & numeracy strategy
-

Management Team Meetings (Principal, Deputies, Assistant Principals, Chaplain, Guidance Personnel & Adult Education Director).

The Management Team was committed to reviewing/discussing the following during the academic year 2013-2014:

- ✓ Preparing & leading staff through WSE-MLL
- ✓ The Improvement of Attendance & Punctuality
- ✓ Transfer of Learning Initiative
- ✓ Teaching & Learning Policy
- ✓ Review of Modes of Assessment in particular for Third Year & LC2 Year Groups
- ✓ The On-going Roll-out of Junior Cycle reform & its Impact
- ✓ Supervision & Substitution in the Context of Haddington Road Agreement

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

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

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

The Management Team discussed/reviewed the following-

- ✓ **WSE-MLL.** The various strands in the preparation for the DES Inspectorate were considered on a regular basis such as-
 - Communicating with & assuring staff
 - Meetings with Subject Facilitators & other Core Groups
 - Ensuring that all records were accurate & up to date

- Subject Department Folders/Schemes of Work etc
- Lesson Plans
- Communicating with Parents & Students re MLL
- The Timeline of visit- Advance Day/Three Days on site/Initial Feedback
- Inspectorate Expectations & Staff Expectations
- ✓ **Attendance & Punctuality.** Team reviewed data and was still concerned with high number of absences recorded at end of school year. The importance of absences/lates being communicated to home & immediate follow-up action being taken by Tutors & Year Heads was noted and it was acknowledged that automatic text home was working well as was referral to SMT for the chronic absentees/latecomers & those not presenting for detention.
- ✓ **Transfer of Learning.** This had been an excellent initiative and crucial information was available from Survey/Work Samples/ “All About Me” and this along with inclusion of STEN scores was hugely beneficial in informing staff about individual students. The question now was how & if this data would be accessed & team would need to monitor this.
- ✓ **Teaching & Learning Policy.** Still in draft stage. Policy would need to include specific detail re AFL and specific Literacy & Numeracy Strategies as the embedding of AFL in curriculum was a WSE MLL recommendation.
- ✓ **Modes of Assessment.** It was agreed to survey staff on CA for Third Year & LC2 students that was now on its second year as an alternative to formal exams at Christmas. Results of survey would be given to staff to inform discussion & then decision would be taken for 2014-2015.
- ✓ **New Junior Cycle.** Team discussed curriculum & timetable. It was agreed that change would be gradual. First Year 2014-2015 students would be first to follow new English syllabus.
- ✓ **Supervision & Substitution.** Team discussed issues in context of HR Agreement. It was agreed that SMT would introduce provisional arrangements until any outstanding issues had been resolved and clearer guidelines would be in place for 2014-2015.

Management Team Planning for 2014~2015

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

- ✓ On-going implementation of a College framework for the New Junior Cycle Programme
- ✓ Further embedding AFL & the National Strategy on Literacy & Numeracy into the College
- ✓ Reviewing Posts of Responsibility especially in the context of moratorium
- ✓ Further developing policy in relation to Attendance & Punctuality
- ✓ Further developing policy in relation to Transfer of Learning

~ Section 6 Parents Association ~

Parents Association

Learning Support & ESL Department Planning for 2013/14

The Parents' Association in Castleknock Community College is a very active and vibrant association. During the school year, we hold monthly meetings, usually on the first Tuesday of each month. These meetings are a forum for discussion, of any topic of concern for parents. The College Principal, and other staff members as required, are in attendance, and this partnership approach is vital to the effectiveness of the Parents' Association.

Through this Partnership approach the PA contributed towards many aspects of College life in 2013-2014.

Following the success of the Social Event in 2012, parents once again arranged an informal social evening in February which was well attended by parents, giving them an opportunity to meet other parents and reinforce parental involvement in the College.

The theme of Communication continued throughout the year via our quarterly Newsletter PA LINK.

Our PA Database continues to grow with more parents providing contact details. Our aim is to expand this database to enable us to send our Newsletter via email to all parents. We will continue to look at ways to communicate with parents in a "Green" way to reduce costs (text and printing). We are conscious that not all parents use email regularly, so we have posted our Newsletter on the College website for ease of access.

Input to and review of policies:

- Counter Bullying Policy
- SPHE & RSE Policy

Other areas where the PA was involved included –

- The **Twitter account** continues to have new parent followers- currently at 280.
- The **PA post-box** continues to be used by parents to communicate with us along with our established email address
- Parents continue to support the **Learning Support Department** by providing readers/scribes for house exams. This is a valuable exercise which allows students to become familiar with these accommodations in preparation for State Exams.
- Sale of used **school uniforms** – this is proving to be very helpful for parents as the recession continues. Once again proceeds were donated to Pieta House.
- Arranging talks and information sessions on topics including, "**Raising your teen in Ireland today**" and "**Cracking the College Code**".
- Support for extra-curricular activities – e.g. Sport and Science.

- The PA worked with school management to arrange the **Second Past Pupils Reunion** in the College. Past pupils from classes of 2000/2005 attended this event in October of 2013. It was agreed that this continues to be an annual event and that all class groups will be invited in October 2014.
- **Weight of schoolbags** continues to be an issue for parents. “Booksplits” <http://booksplits.ie/> is a company which offers an option to split books, thus enabling students to reduce the weight of books carried each day. A meeting was arranged to demonstrate how this option works. Some parents have engaged with this process and we will continue to inform parents of this option until a better solution is available.
- The PA received many approaches from other companies regarding their services. At a meeting during the year, parents agreed that they wish to be informed of services which offer help to students/parents – eg. Maths Tutor.ie <http://www.themathstutor.ie/>. While the PA will not endorse these products/companies, parents feel happy to be informed.
- Parents were invited by school management to get involved with collecting money for the LC2 Debs. A sub-committee was formed to organise this facility – the logistics of administering this function will be reviewed in September.
- **The Mock Interview Programme** continued in October this year. This proved to be a better time in the school calendar. Preparation for interview is important for students. Parents volunteered during one evening to help in this process. Twice as many students engaged with this programme by comparison with the first effort in Feb 2013. The feedback from students was very positive and we will review this programme and look at extending the programme to all LC2 students in future years.
- Parents volunteered to support the work of the **Science Department** in the College via the Science Club which was established in the early part of the first term. We hope to continue this Club in future years.
- The PA continued to lobby politicians to ensure that the promised building project – **Sports Hall** and 10 extra classrooms – was on site. While the tender process was slow, we were delighted to receive the news in early April that a builder had been appointed and work began on site on Wednesday, 8th April 2014. We would like to thank the two parent reps on the DDLETB for their continued co-operation and progress reports during the year.
- **NPCpp** – during the year the Association discussed affiliation to NPCpp. There was agreement in principle to do so, and this will be proposed as a motion at our AGM in September.
- **MLL** – Parents were invited to contribute to the Whole School Evaluation when Inspectors from the Department of Education and Skills visited the College in October.
- The co-ordinator of the **Numeracy and Literacy strategy** in the College, Ms Bridget Bennett was invited to address parents at our meeting in April to outline the work that is being done in the College to help students in this area.
- During the year a number of parents reviewed the **Constitution of the Parents’ Association** which will be on the agenda for ratification at our AGM in September.

- We are very lucky in the College to have two parent reps on the DDLETB, namely Joe Pitcher and Rose Callan. Parents were invited to consider going forward to election at the NPAETBS meeting in April as the current term of office comes to an end. As no other parents stepped up, both Joe and Rose agreed to put themselves forward once again. Efforts will be made to encourage more parents to consider this role in the future as Joe must resign in May 2015 when his daughter reaches the age of 18 years.
 - In addition, the PA plays a large part in fund raising to assist the school in areas which impact directly on the education of our children. Our very successful *Plant Sale* is not only an excellent fund-raiser, it is also a very important annual community event in Castleknock. €23,000 of the raised funds was presented to the College at our AGM in September 2013.
 - We will continue to invite excellent speakers to address parents/students in areas of study, building self-esteem, alcohol abuse.
 - A new Chairperson and Secretary will be elected following our AGM in September. Nominations for a new female parent rep on the Board of Management will also be sought and voted upon at our AGM.
 - A theme for our activities in 2014 will be discussed at a PA meeting following our AGM on 17th September.
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~ Section 7 Adult Education ~

Adult & Community Education Report

Review of the academic year 2013/14

Following on from the decision made in 2012/13 to reduce the number of nights the college provided Night Classes from four nights to three, the Department decided to further reduce the number of nights for the 2014/15 academic year to two nights, namely Monday and Tuesday evenings. This decision was taken to further enhance the cost effectiveness of running the Night Class programme and in turn limit the financial impacts of running the programme on the wider school budget.

The Department is keenly aware of the costs incurred by the college in the running of the Night Class programme. To further enhance these cost efficiencies, classes were confined to one wing of the school building on Tuesday evenings. This meant that heating and lighting only had to be activated in the whole building on Monday evenings. The Director of Adult Education also actively engaged with the college's maintenance staff to ensure that the college's heating and lighting systems were used only when appropriate and were deactivated when not needed, especially in the final weeks of the Spring Term.

The Department is acutely aware of the current difficulties being experienced in the Adult Education sector in securing enrolments in Night Class programmes and is very eager to promote new initiatives in order to boost the numbers engaging with the Department's services. One such initiative employed in both the Autumn and Spring Terms was the use of electronic surveys to elicit feedback from participants as to their experience of the college's Night Class programme. The Department has a long tradition of engaging in a process of self-evaluation through the feedback gleaned from those who engage with our services and has traditionally done so through the use of paper based surveys distributed to participants at the end of each term. One drawback of this system is that it was difficult to statistically analyse the responses received. Consequently the Department opted to devise and pilot the use of electronic surveys this year. Survey Monkey was initially used at the end of the Autumn Term with a Google Docs survey being used at the end of the Spring Term. A summary of the results of both these surveys accompanies this report.

There were a total to 80 responses to the Autumn Term Survey Monkey survey. Of those who responded, 91% rated the standard of service offered by the Department as being either excellent or very good. A further 83% rated the range of courses available as being either excellent or very good, 92% rated the quality of teaching provided as being either excellent or very good. 86% of respondents felt that the courses on offer represented either excellent or very good value for money, with 72% classing the college facilities as being either excellent or very good.

There were a total of 100 respondents to the Spring Term Google Docs survey. 93% of respondents rated the standard of service provided by the department as being either excellent

or very good. 83% rated the range of courses on offer as being either excellent or very good, with 88% stating that the quality of teaching provided was either excellent or very good. 81% of those surveyed felt that our courses represented either excellent or very good value for money, with a further 71% ranking the facilities in the college as being either excellent or very good. In an additional question added to the Spring Term Survey, 94% of respondents stated that based on their experience with us they would recommend the college's Night Class programme to a friend, with 6% being unsure and no respondents saying they would not recommend us to a friend.

Following on from an initiative dating back to the Spring Term 2013, the Department opted to delay the start of the Spring Term 2014, in an effort to increase enrolments for the term. Consequently the Department decided to delay the start of the term until Monday 3rd February with enrolments taking place in the last week in January. The Spring Term usually gets under way in late January. This initiative may be responsible for an increase of 16% in the numbers enrolled and a 20% increase in the enrolment hours generated in the Spring Term 2014 compared to Spring Term 2013.

The Department is keen to continue to promote and expand the range of courses on offer in the College's Adult Education programme. Examples of some of these new classes include 'Acting Stage by Stage', Mosaic Art Class, 'Write that Movie', Sugar Craft, Dog Care, Home Makeover & Design, Create Your Own Home Network, C.V. & Interview Preparation, Baking for Beginners, German for Advanced, Irish for Beginners, Ulysses for Beginners, Exploring Modern Irish Poetry.

A total of 24 classes ran in the Autumn Term and 28 in the Spring. A total of 376 participants enrolled in the College's Night Class programme in the Autumn Term with 292 enrolled in the Spring; a total of 668 participants for the academic year. This resulted in the generation of 3,620 enrolment hours in the Autumn Term and 4,822 hours in the Spring; representing 8,442 enrolment hours for the Academic year 2013/2014. The Department is pleased to report that its Night Class programme created employment for 16 tutors in the Autumn Term and 20 tutors in the Spring Term.

Alongside this work, the Director of Adult Education publishes a Night Class brochure for both the Autumn and Spring Terms and organises the printing and distribution of 11,000 brochures in the local area each term. These brochures are also made available to download from the Adult Education section of the college's website. The Director is also responsible for the hosting of two Enrolment Nights in the college each term. The Director is also responsible for updating the college's course listings in the Night Classes section of the Dublin & Dun Laoghaire E.T.B. website as well as its annual composite brochure. According to the results of the electronic surveys commissioned this year, this online enrolment system now accounts for almost 70% of enrolments to the college's Night Class programme.

The Director also continues to offer and administer a postal enrolment facility each term and continues to respond to a large number of phone calls and e-mails each term and throughout the year. The Department makes extensive use of the computerised enrolment system

throughout the academic year to contact participants by web text and e-mail to alert them of enrolment dates, upcoming courses and other relevant information. As previously mentioned, the Department also continues to conduct and review a survey of the Adult Education programme offered by the college. This survey is completed at the end of each term by participants enrolled in our Night Class programme. The Director is also responsible for the setting-up of contracts for Night Class tutors each term.

As stated in previous reports, the Department wishes to note that it continues to operate in the absence of a Special Duties B post holder which was lost in 2009. This post cannot be filled due to the government moratorium. Due to decreasing enrolment hours the Director of Adult Education saw an increase in his teaching hours in 2010-2011. As enrolment hours for 2011-2012 fell below the 12,000 hours threshold, the Director of Adult Education is no longer entitled to any reduction in his teaching hours as and from September 2013. Based on the enrolment hours generated this year this will continue to be the case in 2014/2015.

These factors and in particular the removal of the reduction in teaching hours will continue to add to the Director of Adult Education's workload and threaten to compromise the Department's ability to continue to deliver a professional and effective service now and in the future. The Director of Adult Education has shared these concerns with the Principal at his Review Meeting held in June 2013 and previously highlighted these issues to the C.E.O. of what was then County Dublin V.E.C. at a meeting of Adult Education Directors and Co-ordinators held in Head Office on 24th May 2012.

Adult Education ~ Planning for 2014/15

- ✓ The Department will endeavour to expand and enhance the range of classes currently on offer as part of the College's Adult & Community Education programme.
- ✓ The Department will continue to offer the best possible service and experience it can to those who enrol in its classes; notwithstanding the issues and concerns raised above.
- ✓ The Department will continue to its work of self-evaluation, through the use of electronic surveys, to monitor and improve the service it provides to the local community and to those who engage with its services.
- ✓ The Department will continue to work with Senior Management to off-set the financial impacts of the running of the Night Class programme on the wider school budget.

	Policy Development Checklist	Policy	Working Document in Place	Ratified by BOM	Review Date
1	Admissions & Participation Policy	Policy		November 2011	February 2015 Annual
2	Counter-bullying	Policy		November 2010	January 2016
3	Attendance & Punctuality	Policy		May 2010	January 2016
4	Child Protection	Policy		January 2012	January 2015 Annual
5	Dignity in the Workplace	Policy	Yes (ETBI)		
6	Code of Behaviour & Code of Discipline	Policy		March 2012	February 2016
7	Guidance Plan	Policy	Yes		March 2015
8	Suspensions & Exclusions	Policy		November 2011	January 2016
9	Homework	Policy	Yes		
10	Acceptable Usage Policy (AUP)	Policy	Yes	Nov 2012	January 2015
11	SPHE/Pastoral Care	Policy	Yes	Review Autumn 2013-14	December 2015
12	Relationships & Sexuality (RSE) / SPHE	Policy	Yes	Review Autumn 2013-14	December 2015
13	Religious Education	Policy	Yes		
14	Special Needs & Learning Support	Policy		October 2012	Autumn 2014
15	Uniform	Policy	Yes		
16	Critical Incident	Policy		May 2013	January 2016
17	Substance Use	Policy		May 2012	January 2015
18	Assessment & Learning	Policy	Yes		On-going Reviews
19	CCTV & Data Protection	Policy	Yes	March 2015	March 2015

	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	Eportal	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 2012 (Subject to Allocation)	January 2015
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	



