

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



School Report 2016-17

Castleknock Community College

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Principal's Foreword to the 11th Annual Report

July 2017

A Chara,

The 11th Annual Report reflects the College's on-going commitment to Learning & Teaching and the challenges in introducing change. The report also captures the work of staff in relation to 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 College is deeply committed to developing a professional community of teachers and over the last four years has engaged with the educationalist Professor Barrie Bennett through the *Instructional Leadership Programme* in promoting best practice in relation to *Assessment for Learning Strategies* and thereby advancing the College's Learning & Teaching Policy. These teachers have supported the Learning & Teaching Team which has been central in embedding AfL strategies in the classroom. Based on the feedback received from the inspectorate as a result of the Follow Through Inspection (March 2017) the team are focussed on delivering workshops on best practice in relation to Formative Assessment and Feedback in the next academic year.

In honouring its commitment to the *National Literacy & Numeracy Strategy* the College established two teams that have designed strategies to enhance the standards of literacy and numeracy. Both teams have included the staff in their planning and the clear expectation is that the agreed strategies will be included in all subject planning. Following four years of testing and profiling students, the rich data that has been gathered has enabled the teams to focus on and target particular areas in relation to Literacy & numeracy. The appointment of a third Deputy Principal will ensure that the Literacy & Numeracy strategies and student profiling will continue to be realised and embedded appropriately.

The College continues to invest significantly in its *IT Infrastructure* and feedback from staff indicates that developments over the last number of years have enhanced the quality of teaching and learning. Over the last year the College has developed its *Learning Platform* and subject departments have begun to use this facility to promote and share their learning materials. Over the next year the College will engage with a third party to train up ten teachers as Digital Leaders. The team of teachers will be provided with the skills to manage the suite of Microsoft Programmes that can enhance learning and teaching in the classroom. The teachers involved in the programme will, in time, provide training and support to other staff. The Roll out of the National Digital Strategy will bring much needed funding to the College's IT Programme. As part of this initiative the IT Team was required to create a Digital Plan for the College. Following an audit of the staff the IT Team identified formative assessment as the area that it will support over the course of the next academic year.

In 2016 *The College Guidance Plan* was completed by a team of teachers. This plan captured the work and purpose of the various care networks that exist in the College and how they contribute to providing the appropriate supports for our students. In June of this year the plan received its first evaluation and three areas were identified for the next academic year. (i) The College is committed

to embedding the new *Well Being Programme* into the new Junior Cycle for First Years. (ii) The Guidance Department is looking at other interest/aptitude tests for Transition Year Students. (iii) A Review of the senior cycle RSE Programme will be undertaken to meet the demands and challenges facing our senior students.

Over the course of the last academic year The Board of Management reviewed and updated eight College policies & guidelines including the Acceptable Use Policy and the College's Homework Policy. The Board also received presentations from the Students' Council, the Parents Association and the Irish Department as well as presentations on the New Junior Cycle Programme and the Well Being Programme. The Board has also identified a number of policies to review over the course of the next year: Substance Abuse Policy- November 2018, Attendance & Punctuality - January 2018, Code of Behaviour – January 2018, Suspension & Exclusion Policy – January 2018 & SPHE & RSE Policies April 2018.

In March of this year a subcommittee of the Board joined with a subcommittee from Luttrellstown to commence a review of the Common Enrolment Procedures. In the Autumn of this year the working group will engage with the relevant stakeholders in the community before reaching its conclusions in the January/February of 2018.

This report also captures the enormous commitment made by Parents to the Life of the College. The College is deeply indebted to their on-going support. The parents have continued to work on developing and reviewing College Polices while supporting the Learning Support and Guidance Departments in very practical ways. *The Parents Association* Spring Talk was hosted by Professor Arlene O'Neill who presented an exciting and dynamic talk on the theme of "*Equipping and Empowering Tomorrow's Innovators*". Professor O'Neill focussed on the importance of the STEM subjects in education and the need to encourage more girls into the world of science. Moreover the Association continues to offer other services including the second hand uniform and book sales. This year the Association hosted its Twentieth Annual Plant Sale. The event is a reminder of the strong partnership that has been developed between the College and the Parents Association over the last two decades.

Section 7 of this report highlights the very vibrant Adult Education Programme that exists in the College. The Director of Adult Education has continued to expand and enhance the range of classes currently on offer as part of the College's Adult & Community Education programme. This is reflected in the strong enrolment numbers that now exist for the programme.

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.

John Cronin
Principal

~ Section I: Mission & Educational Aims ~

~ Mission Statement ~

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



~ Educational Aims ~

- To enable and encourage the full growth and development of each student intellectually, creatively, physically, morally and socially.
 - To create a caring, safe and supportive environment in which each student will have the opportunity to fully develop his/her aptitudes and talents.
 - To promote gender equity, self-awareness and responsible attitudes on personal relationships, while encouraging dignity and respect in all our endeavours.
 - To foster consultation and the involvement of parents in the development of school policies, and its social and recreational activities.
 - To engender feelings of self-esteem and the creation of sensitive, caring and politically aware members of society.
 - To create opportunities for parents and other adults to further their academic or social education by the provision of a community education programme.
 - To aspire towards excellence in all areas of work and involvement, thus promoting an image and a reputation for our college, which will command the respect and the pride of the community.
 - To be true to our motto “Mol an Óige and Tiocfaidh 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.
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~ Section 2: Context Factors: Internal & External ~

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

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

- The school's draft policy on teaching and learning should be finalised and become the basis for whole-staff reflection on their professional practice.
- A systematic and carefully-monitored embedding of the principles and practice of assessment for learning is recommended.

Over the last two years the College committed itself to completing its *Learning & Teaching Policy* and this is seen as the blueprint to support all current and future practices of assessment for learning.

The *College's Learning & Teaching Policy* acts as the main driver for change and development. In recent years this policy has enabled the implementation of a variety of Learning Strategies into the classroom: Sharing Learning Outcomes, Success Criteria, Concept Attainment, Instructional Intelligence, Graphic Organisers & Practical Applications. Over the last academic year the team has worked on reviewing the *Homework Policy* to ensure that the work and skills developed in the classrooms is reinforced at home. This policy was ratified by the Board of Management in June 2017.

A review of WSE Inspection was carried out by the inspectorate in March 2017. The subsequent report presented an update on the 2013 recommendations.

Recommendation 1: The school's draft policy on teaching and learning should be finalised and become the basis for whole-staff reflection on their professional practice.

Progress Achieved: Very good progress has been made on the school's policy on teaching and learning. It has now been finalised and ratified by the Board of Management, in consultation with staff, parents and students. The document forms the basis for a whole-school approach to teaching and learning and is consistently reviewed and updated.

Recommendation 2: A systematic and carefully-monitored embedding of the principles and practice of assessment for learning is recommended.

Progress Achieved: Good progress has been made on the embedding of the principles and practice of assessment for learning (AfL). Some good strategies were noted in the lessons observed such as meaningful pair and group work, however this strategy would benefit from some additional structure, such as timing, and the assignment of roles for students. Questioning of students was very good and good formative feedback was provided orally in lessons. Some high quality written feedback is provided in some copybooks but there is scope to develop this further.

Summary of Findings

1. Very good or good progress has been made on the two recommendations from the WSE-MLL.
2. There is scope to further develop formative feedback in students' copybooks.

Recommendations:

Teachers should continue to develop AfL strategies in lessons with a clear understanding of the rationale for their selection and implementation, including the provision of written formative feedback.

While the College will continue to honour its commitment to the New Junior Cycle Programme it will also remain focussed on promoting and developing further workshops and initiatives in relation to formative feedback. The Digital Strategy Policy will also support this commitment with an increased emphasis on how IT can support formative feedback in the classroom.

Instructional Leadership

The College has been committed to the Instructional Leadership Programme since 2013 which has been facilitated at a national level by Professor Barrie Bennett from the University of Toronto. Nine members of staff have engaged with this programme and thereby enabled the College to advance its Learning & Teaching Policy.

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.

Over the last year the Curriculum Team explored the possibility of introducing one hour classes to the College. The process concluded in March 2017 and the staff consensus was that the College should provide forty minute classes as opposed to one hour classes. The findings of the working group are contained in the *appendix (1)*. While the one hour class was considered the staff expressed concerns in relation to Learning Support students and to challenges facing practical teachers with regard to the effective delivery of their programmes of education.

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). Over the last number of years the College has shaped its direction in terms of the drivers of change that currently exist in education including *The Literacy & Numeracy Strategies*. A significant body of work has been undertaken by a team of staff in relation to literacy and after three years of data analysis and testing using the Access Reading and Mathematics Programmes we are able to identify areas that require specific attention. In the coming year, Literacy team will focus specifically on the developing strategies to promote the use of *Inference*. The Numeracy Team have also gathered a rich amount of data and have identified the area of *Understanding Shapes* and the team will develop strategies to enhance students' understanding of this concept in the next academic year.

- All baseline data will be made available to teachers through VS Ware and will also be available on our Learning Platform. This data will greatly enhance our work in the classroom.
- 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 VS Ware. And available to parents

Literacy & Numeracy Planning for 2017/18

- The appointment of a third Deputy Principal whose remit will also include the promotion of Literacy & Numeracy will ensure that the strategies and student profiling will be implemented and embedded appropriately.
- 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

- The launch of the Lunchtime Maths Club this year has proven to be very successful. Many students availed of the club's supports and were provided with a supportive and helpful environment to work on their Maths Skills.
- The use of the Access Maths software to test First and Second Years has now provided rich data that will enable the team to develop evidence based strategies to address Numeracy.
- The team have prioritised the need to develop strategies that strengthen students' understanding of Shapes (Geometry & Measure)
- There is a commitment to continue testing Leaving Certificate 1 students with the Access Maths software in order to develop comparative data which will in time inform the numeracy strategy.
- The team will continue to encourage all staff to promote a common method of converting marks to a percentage being applied.
- The Numeracy Board is established and updated on a regular basis.

- The College's annual Maths Week is planned for the Autumn Term to coincide with International Maths Day.

Literacy

- A significant body of work has been undertaken by a team of staff in relation to literacy and after four years of data analysis and testing using the Access Reading and Programmes and we are now able to identify areas that require specific attention.
 - In the coming year Literacy team will continue to focus specifically on developing strategies to promote the use of "inference". Researchers have confirmed that thoughtful, active, proficient readers are metacognitive; they think about their own thinking during reading. They can identify when and why the meaning of the text is unclear to them, and can use a variety of strategies to solve comprehension problems or deepen their understanding of a text.
 - The Literacy team will provide guidance and support for all subject departments to enable them to promote this concept in their classrooms.
 - The introduction of reading classes for all students in Junior Cycle in the refurbished library has proven to be popular
 - Further planning of oral literacy will 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.
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School Self Evaluation – Survey of Second Year Parents & Students (April 2016)

Following a survey of parents and students of second years in the spring of 2016 a number of commitments were made by the College in relation to the Homework Policy and the Colleges Literacy & Numeracy Strategies.

- The Curriculum Team has reviewed and edited the Homework Policy in conjunction with the parents, students and teachers. This policy was subsequently ratified by the Board of Management.
 - The College also committed to improving its communication with parents in relation to the College's Literacy & Numeracy strategy. While some progress has been made on this commitment through the VS Ware System there is a need to promote a deeper understanding of how parents can support the Literacy & Numeracy strategy
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The New Junior Cycle Programme (Progress Report)

New Junior Cycle Programme Planning for 2017/18

- The College continues to support and embed the core principles, key skills and statements of learning pertaining to the New Junior Cycle. Despite the challenges facing a dual union school in the implementation of the curriculum reform, steady progress has been made and this year will see the first cohort of students being assessed under the new framework in Junior Cycle English.
 - Teachers of Modern Languages, Science, English and Irish Departments were provided with planning time as they begin the process of introducing and implementing the New Junior Cycle Programme in their respective departments.
 - The Modern Language teachers have developed collaborative links with a neighbouring school as part of their planning.
 - The introduction of the Well Being Strategy for schools commenced in March of this year and a team of teachers have become the process of implementing and developing this programme over the course of the next two years.
 - The College is committed to two further JCT In-service Days in September (Wellbeing) and December (Cluster Meetings)
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I.T. Developments at the College

IT Planning for 2016/17

- The theme for 2016/17 was "*Consolidation*". There had been a lot of change to date and 2016/17 was the year to embed these changes and to put in place a solid foundation for future years.
- A review of The Acceptable Use Policy was completed in April 2017. This was a requirement of the new National Digital Strategy.
- Over the next five years funding will be made available to invest in and upgrade the IT structures in the College.
- We sought to get the basics right - Upgrading laptops, desktops, refreshing hardware, upgrade WiFi to get ready for one-to-one student access.
- Deploy state of the art classroom technology in the new school extension (e.g. interactive projectors)
- Put in place Parent/Guardian access to Student Information in VS Ware.
- Provide more IT information updates for teachers by continuing teacher update talks, placing IT information in newsletters and on info display screens.
- Complete the migration to DDLETB's Office 365 tenancy - thereby allowing rollout of Student Advantage (5 free licenses to students and staff of Microsoft Office for home or school use) and providing a more optimised management for Office365.
- Begin to trial Teacher Collaboration via online collaboration site (Sharepoint).

IT Planning & Recommendations for 2017-18

- Continue the work on the network backbone - get network ready for 1:1 devices
 - Continue trial of tablets and look at shared class sets
 - To introduce the second IT Learning Centre in the school to enable collaborative learning through IT.
 - Continue teacher training to get to level that all teachers are on-board and comfortable with the technology.
 - Examine offering computer training to first year students so they can learn basic computer skills and get familiar using the school communications system. This will be rolled out as part of the Wellbeing Programme.
 - The IT Team in support of Curriculum Development has continued to develop *Learning Platforms* for all subject areas through the staff intranet. The aim of this site is to promote good practice in managing internal information so staff become better informed of what is happening within the College and what is happening in each Subject Department. In the coming academic year the IT Department is committed to providing further training for subject teachers in maintaining their respective sites.
 - The Digital Strategy Plan will seek to support the many learning and teaching strategies at the College and has identified formative assessment as the area that it will support over the course of the next academic year.
 - The College is also committed to working with Wriggle and Microsoft Schools to train up ten teachers as Digital Leaders. The team of teachers will be provided with the skills to manage the suite of Microsoft Programmes that can enhance learning and teaching in the classroom. The teachers involved in the programme will, in time, provide training and support to other staff.
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~ Section 3 Curriculum Provision ~

Review of Curriculum 2016/17

Following a review of subject coordinators and their respective departments in May 2014 a number of areas were identified for further development.

Priority

- Developing peer teaching and AfL strategies.
 - 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.
 - To develop a common learning platform through the use of the staff intranet. This will enable subject departments to further develop collaborative practices.
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In-service Provision at the College 2016-17

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 & the relevance of the training to the present & possible future role of staff members as well as their specific interests.

With the on-going implementation of JCT, staff members continued to attend in-service in **English, Science & Business** as the first subjects to be delivered with new course specifications. All staff participated in two full days of JCT CPD, one of which involved collaborative planning with colleagues from other schools in a series of cluster meetings. Staff also attended in-service in the area of **Well Being** in preparation for the introduction of this programme in September 2017.

A third cohort of staff members commenced **Instructional Leadership Programme** and again opportunities were provided for those involved to offer feedback to their colleagues 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. Members of the SMT attended a one day programme with the focus on the role of school leaders in facilitating instructional leadership.

One staff member continued her approved study leave for **Diploma in Special Education** while member of **Home Economics Department** was facilitated to attend training & provide in-service following her appointment as JCT Facilitator.

Members of the management team had opportunities to attend:

VShare Training

Legal Ireland Seminars

CPT & NAPD Conferences

Leadership Training for Middle Management

Management also facilitated attendance at in-service and training in the following areas during the course of this academic year-

LCA Programme

Guidance/Psychological Support

Gaeilge

Art

Politics & Society

Spanish & other Modern Languages

Literacy & Numeracy

IT & E-Portfolio

DMT

Mental Well-Being

Learning Support & ESL Department Report

Learning Support & ESL Department Planning Review of Recommendations (2016-17)

- **Parental meetings**- we continue to log parental contact on 'notes' on VShare and prepare summaries of meetings for students with greatest challenges.
- **SNAs and incoming students**- the visits to feeder school by SNAs from our school proved to be very beneficial. This practice has continued this year.
- **Assistive technology**- We has numerous support visits from the CRC and the visiting teacher for the visually impaired in relation to a first year student. Teachers were required to differentiate exams as this will be in place for his junior certificate to accommodate his difficulties.
- **Modified aural**- A leaving certificate student had three modified aural exams for this year's Leaving Certificate. We did not require the same level of support from the visiting teacher for those with a hearing impairment as we had experience from last year.
- **Access Reading Test results**- on comparing current second year access reading scores with those of last year we noted a significant drop in results for some students. Next year we plan to have the class teacher stay for the testing and get guidance form them on seating arrangements in order to ascertain if supervision and consequence lack of engagement with the test was a cause of these results.
- **Three computers**- have been purchased which are to be installed in room 33 this summer.
- **Learning support time table input on VShare**- while this is very beneficial there are still some gaps in marking attendance. The timetabling of a teacher alongside 1st year Gaeilge did not work on VShare. Issues arose when putting the LS Timetable on VShare.
- **RACE 2017**- following an information session with the SEC in October we had to apply to reinstate accommodations granted for Junior Certificate to Leaving Certificate students. New

application were required for any new accommodations requirements. Full testing is now required for Junior Certificate and the accommodation of 'reader assistant' was added. This testing has added to the LS department workload. Overall we had thirty-one special centres/shared centres for this year's State Examinations.

- **DARE-** new reports are no longer required for SLD, DCD, ADHD or ASD. Up to date testing on word reading and word spelling is required for SLD applications.
- **Trained LS teachers-** we now have 8 teachers with a SEN qualification with 1 having completed a masters this year.
- **Past LS pupil-** a student from last year met a number of LS 1st year students and spoke to them about motivation, succeeding in secondary school and assistive technology.
- **ASDAN and QQI-** we completed 6 ASDAN Towards Independence Modules and 1 QQI module with a core group of 5 students.
- **Visit to National Learning Network Open Day:** information passed on to relevant parents. This visit was useful in developing a focus for our senior ASDAN students. Skills to focus on include IT skills, presentation skills and independence skills like availing of public transport.

Recommendations for 2017-18 (Evidence-based)

- **CDP-** The Dyslexia Association is providing CPD for all staff on Monday 28th August. Aine O'Neill, formerly a lecturer in CICE, Rathmines, is providing CPD for the SNA team on the same day. Aine will then complete this CPD with a presentation to the full staff.
AAIAM- Adam Harris is providing Autism awareness training to senior mentors on Wednesday 4th October. A number of the SNA team are also interested in CPD on Stress and SEN students
- **Team teaching-** we plan to increase our support for all students, in line with the NCSE model of allocation, by gradually implementing more ICS across the college. CPD and planning time will be required for this to be successful.
- **EAL students-** are now allocated resources as part of the NCSE allocation. Testing by Mary Kenny will continue next September. Students exempt from Irish due to language will access support at this time. All other students will be supported through our increased ICS model.
- **Access Maths testing-** we intend administering this testing next year.
- **Reduced time tables-** this needs to be re-visited next year in relation to students who are offered reduced timetables.
- **Personalised Pupil Plans (PPPs)-** the department intends implementing these plans over the course of the year. We have taken the NEPS document and adapted it to our specific needs.
- **L2LPs-** we intend to work on the Personal Care level 2 programme with three students over the next two years and the short course 'Grow, Cook, Eat' this year.
- **Games room-** due to the sensory needs of an increasing number of students we plan to hold a Games Club every lunch time in Room 32 with senior mentors' assistance.

Transition Year Report 2016/17

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. A comprehensive review was conducted by Ms Elizabeth Swords (Guidance Teacher) and is included in the *Appendix (2)*.

Transition Year Programme - Planning for 2016/17

- The number of places offered to students who wished to take the Transition Year Programme was increased to 120.
- Coding and Research Electives were added to give greater choice to the students.
- Schemes of Work were reviewed with an emphasis on the inclusion of literacy and numeracy in classwork and with a focus on AFL in Transition Year.
- All students were offered Home Economics as a module.
- A Life Skills/Philosophy half-yearly rotation of modules was given.
- Japanese and Science continued to be 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 Gael Linn programme was offered again and was availed of by 45 students.

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 Planning & Recommendations for 2017-18

- 130 places will be offered this year and this will be reviewed at the end of the year.
- The schemes of work to be reviewed with an emphasis on the inclusion of literacy and numeracy in classwork and with a focus on AfL in Transition Year.
- Life Skills/Philosophy to become an embedded module in the timetable.
- All students to be offered Home Economics as a module and Coding/ Research to continue as Electives.
- Film Studies will be introduced to the programme for the next academic year.
- Japanese and Science will be offered as two half-yearly modular-rotations.
- More modules 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.

Leaving Certificate Applied Report

LCA 2016/2017 Recommendations

- Application for the position of Task Examiner within the Vocational Preparation Module.
- To design a calendar of events that will enable Year Heads to acknowledge and better promote the LCA programme within the student/parent cohort throughout the two years of the programme.
- Promote the use of 'Outside' visitors to the LCA students in more subject areas.

Review of Recommendations (2016/2017)

- **Application for the position of Task Examiner:** The member of staff involved in the Vocational Preparation Task was unable to apply this academic year as he is completing his Masters. Another LCA staff member trained and went out as a Task Examiner for the Vocational Education Task which relates to our specialism – ICT. The feedback on her return was invaluable and will be incorporated into our preparations for next year's ICT Task. As a result of 'Professional Development' pursued by another member of staff in our 2nd 'Specialism' - OACC, the training provided us with ideas which will be used to enhance our approach to this Task next year.
- **Calendar of Events:** This calendar of events was made available to the Year Heads at the start of the academic year and it allowed them to highlight all elements of the programme during their assemblies throughout the year. This helped to integrate the LCA students more within the year group.
- **Promote the use of 'Outside' visitors:** While 'visitors' continue to be invited in across some of the subject areas, the LCA students benefitted from a visit from a staff member from a P.L.C. college. This was achieved via the Guidance module and proved very beneficial to the students.

Our Achievements for 2016/2017

The State exam results were outstanding. The results recorded 67% of our students at C.C.C. achieving at Distinction level compared to the National results which recorded 19% achieving at this level.

The Academic year got off to a great start with the delivery of the student 'Induction' days by Mr. Harry Freeman, the former National Co-ordinator for the L.C.A. Programme. He both inspired and encouraged the students to take up the challenge of participating in a programme that would be delivered in a 'different way'. Indeed, a programme that would ultimately see them realising their true potential, resulting in their participation in a P.L.C. course of their choice.

The completion of the Task Booklets and preparation for the Task Interviews went very well for both the Year 1 and Year 2 students this year. The year 1 students completed a group activity which saw them staging the L.C.A. Christmas concert for their General Education Task in Session 1. They then completed individual 'Career Investigations' for their Vocational Preparation Tasks and an

'Investigation into Setting up an Office at Home for the required Vocational Education Task in Session 2.

The Year 2 students worked extremely well in Session 3 and produced a variety of investigative work required for The Contemporary Issues Task which saw them research such topics as: Homelessness, Racism, Drugs in Sport, Mental Health, Alcohol abuse, Drug Abuse, Global Terrorism and Gangland Crime. Then followed their attendance at Night classes to learn a new practical skill as required for their Practical Achievement Task. The students attended classes in: First Aid, Zumba, Global Cookery, Computer programming, Guitar, Muay Thai and Art. Their hard work and efforts were acknowledged when they received their Session results. The parents were invited into the college to be with their sons and daughters to receive these important State results. In the presence of Senior Management the students opened results that saw them realise their set targets which in turn set them up to achieve a predicted grade in the State exams that will reflect true potential.

The students in both L.C.A. Year 1 and L.C.A. Year 2 thoroughly enjoyed this inaugural trip which took place on Monday 24th, Tuesday 25th and Wednesday 26th October 2016. The itinerary was packed with activities that enabled the students to experience a visit to a bustling capital city. Museums visited included: The Victoria and Albert Museum, The Science Museum and The Natural History Museum. The tour also included a half-day walking tour which included such sights as; Harrods, Downing Street, Big Ben, Westminster Abbey, Houses of Parliament. Horse Guards Parade, Trafalgar Square and Buckingham Palace. Their visit to the Apollo Theatre to see 'Wicked' was an experience enjoyed by all. The response to the trip was overwhelmingly positive with requests to plan another one made on our flight home!

As the students come to the end of this academic year, targets are being met, predicted grades are in their sights and huge efforts are being put into achieving their best in the required State exam elements of the programme for May. With this level of commitment from both the students and staff we can hopefully look forward to a group of students once again realising their potential in August and setting off on a positive path towards their futures.

LCA Recommendations for 2017-2018

- Continue to support the promotion of LCA students as 'Mentors'
- Application as Task Examiner – for the Vocational Preparation Task
- Review the standard of Key Assignments
- Set up formal meetings for staff involved in Tasks
- To develop a formal L.C.A. student Portfolio

Leaving Certificate Vocational Programme Report

Review of the academic year 2016/17

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.

LCVP 2016/2017 Recommendations

- The LCVP team will continue to promote the subject at appropriate information days and subject option workshops.
- The Mock Interviews will be hosted in the Autumn Term with the support of the PA.
- The need to develop a database of outside speakers to support the programme will be addressed in this academic year

LCVP Review of Recommendations (2016-17)

- Promotion of LCVP has been effective as there has been a lot of interest amongst Junior Cycle students in relation to the benefits of the programme.
- The Mock Interviews which were hosted in October were successful however there is a need to ensure students who sign up for the interviews carry through on their commitment.
- Outside speakers need to be in keeping with students' interest area. This year links were established with speakers and enabled the LCVP team to develop a data base of speakers.

LCVP - Planning & Recommendations for 2017-18

- The current visit out at the start of the year in Term 1 (LC1) needs to be directed towards Team Building to encourage and retain numbers on the programme. An additional visit out to a local business for the summary report will be planned for the Spring Term
- Mock interviews need to be compulsory for all LC2 students following LCVP
- Due to workload some students are opting out of the programme at the start of sixth year. If an additional period became available for the LCVP this would ease the pressure on students. The team would welcome an opportunity to explore this option in the new academic year. An additional class would allow students to complete their portfolio work during class time with the assistance of the LCVP teacher.

~ Section 4 Care & Management of Students ~

Guidance Plan

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

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

In May of this year the Guidance Team conducted its first review of the Plan and identified three areas that require further development over the course of the next academic year.

- The College is committed to embedding the new Well Being Programme into the new Junior Cycle for First Years.
 - The Guidance Department is looking at other interest/aptitude tests for Transition Year Students.
 - A Review of the senior cycle RSE Programme will be undertaken to meet the demands and challenges facing our senior students.
-

Social, Personal & Health Education (SPHE)

Review of the academic year 2016/2017

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

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

During 2015/2016, the College staff and students worked closely with Pieta House to develop a programme that develops resilience among second year students. This involved students and staff completing questionnaires and participating in focus groups. The Pieta House team returned to pilot the class materials. This work was completed and launched in the spring term with a representative group from the College attending.

The Management Team, as part of this year's Continuous Professional Development, requested to make links with the different agencies that are supporting students in our care. Staff from *Jigsaw* in Blanchardstown facilitated a workshop with the team in the spring term. It is hoped that this will continue into the new academic year.

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

Review of Targets set for 2016 – 2017:

- *Introduction of “Ways to Wellbeing” for Leaving Certificate 1*
- *To provide staff delivering this programme with opportunities for training.*

The introduction of this programme began with one full day training for staff in August 2016 and one further day in February 2017. This programme was introduced on a pilot basis with the Leaving Certificate 1 year group. Feedback from staff and students has been very positive and it was agreed to continue with the programme into Leaving Certificate 2.

- *Review the SPHE policy and the “Relationships & Sexuality” policy.*

The team agreed to begin this process but to extend the time allocated into the next academic year to include the new programme title “Well-being”.

- *Review of “Critical Incident” policy*

The process of review of the “Critical Incident” policy began in the autumn term and was ratified by the Board of Management in May 2017.

- *To work with staff and Student Council representatives to introduce the theme of using social media to build a more positive profile of self.*

This theme was central to our “Well-being” week held in October 2016. The steering team made up of staff and students invited Mr Wayne Denner to address all year groups. While highlighting how to stay safe and protect oneself online, Wayne went on to challenge students to build more positive profile and footprint while using social media.

- *To work with the IT Department to build the SPHE Learning Platform site.*

This work of transferring the details from the department folder has begun and will continue into the new academic year.

SPHE Recommendations for 2017-2018

- Further training and development of Schemes of Work to facilitate the embedding of “Ways to Well-being” for senior students will be addressed.
 - To continue to work with the IT Department to progress the SPHE Learning Platform.
 - To facilitate the implementation and assessment of the new “Well-being” Programme for all first year students and facilitate this development across all subject departments.
 - Re-structuring of Year Head & Tutor Meeting to emphasise Well-being and creating awareness of all staff regarding this.
 - Review the SPHE policy and the “Relationships & Sexuality” policy.
 - To work with the Student Council to audit the posters etc. displayed that supports the College’s commitment to communicating our stance on diversity and inclusion.
-

Student Leadership Planning for 2016/17

Review of Academic Year 2016 – 2017

Student applications to leadership roles in Castleknock Community College is reflective of how students have embraced the College motto “Mol an Óige agus Tíocfaidh Sí”, employed the core values of Courtesy, Respect and Responsibility and is an acknowledgement of the leadership potential they have displayed.

Student leadership is a very active programme where senior students are encouraged to take on positive leadership roles to support the wider body. There are a number of roles students can engage with and they are as follows:

- Class Captains & Vice-captains
- Class Representatives on the Student Council
- Mentors (Leaving Certificate 1)
- Prefects (Leaving Certificate 2)

Prefects and Mentors play a key role in the everyday life of the College. Within the Prefect group, a number of students act as Sports Prefects to make a significant contribution to the sporting life of the College.

Prefects are responsible for running the Student Council and feeding back student issues to College management. Student mentors make a significant contribution in assisting first year students make a smooth transition from primary to post-primary education. They also support different events and activities that first year students are involved with.

Review of targets set for 2016 – 2017

During the review of the work of the Council this year, the members were particularly proud of the following:

Meeting in September with Foróige, Fundraising Events, Food Drive for St. Vincent de Paul, Road Safety Campaign and Information to Parents, Literacy Week & Wellbeing Week.

- **New College Journal**

The Student Council, were very active in designing this new journal. It had been piloted with second year classes in 2015 – 2016. Following this period and based on student and staff feedback, the new journal was introduced across the school in 2016 – 2017. This has been a very successful initiative and is now the official student journal.

- **Board of Management & Autumn Handover to New Council**

The Council agreed to organise an Induction Day early in the First Term to plan for the year ahead. It was agreed that after this activity, the representatives would attend a Board of Management meeting and present their plans for the academic year. This worked very well and student feedback indicates that having their day-long meeting early in the term benefited their planning for the year and added structure. It also afforded the students on the Council an opportunity to get to know each other from the start of the year.

- **Profile of Student Council & Election of Class Representatives**

The recommendation to publicise the work of the Student Council reported in the MLL has been taken on board. This year the prefects visited each assembly outlining to all students the election process and the importance of electing suitable representatives. It was suggested that the Student Council representatives should be separate from the captain and vice-captain elections. This would ensure that only students interested in being part of the council would put themselves forward. This will be one of the targets for the next council to consider and if adopted, will demand an amendment to the constitution.

- **Policy Review**

This year the Council engaged in reviewing the “Critical Incident Policy” review. The students made some suggestions to the addition of a section on the management of social media during such an incident.

Students also reviewed the “Learning & Teaching” policy with a particular focus on the material relating to homework.

This aspect of the Council’s work was completed by April 2017.

Student Leadership Targets for 2017 – 2018

- Work with the SPHE Department to audit posters & student information posted in the College and make recommendations.
- To monitor canteen food provision & facilities.
- Fundraising.
- To consider election of separate council representatives and amend constitution if appropriate.

Students were asked during the review workshop what their school meant to them. The following are examples of the pupils' answers:

- My school is a place where I feel safe while learning new things and making new friends.
 - School means students and teachers looking out for each other, a place to make friends, learn new sports. It is a place to feel safe and a place to have fun when the time is right.
 - School is an opportunity to learn and become a better person while creating memories and making friends.
 - My school is my favourite place in the world.
 - My school is a place where everyone can be themselves. It has a friendly atmosphere which is what I like most about it. I am proud to be part of this school.
 - My school is a second home. It offers security and protection.
 - My school is a place to feel safe.
 - It is a place where I can be myself, laugh and make friends.
 - My school is somewhere I have met the best friends of my life. Sure the work is hard, but moments of hilarity and fun make it worth it. In my school I feel you will always find kindred spirits and you are accepted for who you are.
 - It is a place where I can learn general knowledge and openly express myself.
 - A place of growth: physically and mentally.
-

Chaplaincy Report

Review of the academic year 2016/2017

- Meditation, retreats and Friendship days provided moments of growth and reflection and played an important role in the spiritual and the faith life of the College.
- Continuing the legacy of work of the previous Chaplain and establishing the present Chaplain was very much a key focus this academic year. Developing and enjoying a productive relationship with The Student Chaplaincy Team was a priority.
- A variety of liturgical and spiritual celebrations were held in the meditation room. During the month of November classes participated in remembrance services. LC2 students were invited for meditation. Lenten Mass was celebrated each week. The first year students participated each week by offering prayers and thoughts during The Mass.
- The number of students involved in the work of The Student Chaplaincy team was increased with new members joining from the first year group.

- The weekly meetings between the Guidance Department, Learning Support and the Chaplain continue to be a valuable source of communication on the well-being of the students.

Review of Recommendations 2016-2017

- The team commenced work on their mindfulness and meditation skills. This work needs to be continued and reinforced with regular practice. It is still a challenge for the team to find time and make this a lived practice in the College.
- The team tried to acknowledge religious festivals from all faiths. However it remains a challenge to find time and creative ways to for students to engage and celebrate.
- The Student Chaplaincy sustained its work and new members for the first year group joined.
- The second Mental Health Week was a great success. The team hope to play a bigger role in the coming academic year.
- The team began planning and preparing for the attainment of the Yellow Flag in 2017/2018.

Chaplaincy recommendations for 2017/2018

- The Chaplaincy team will work to make the Meditation Room a sacred space for students of all faiths and those of none at all.
 - The Chaplaincy team with a committee will lead the college's endeavor to attain the "Yellow Flag".
 - The team will have a theme for each month and have input at weekly assemblies.
 - There will be a commitment to provide monthly visits for LC2 and first year student groups to the mediation room for stress relief and meditation.
-

Guidance & Counselling Department Report

Guidance & Counselling Department Planning for 2016/17

- A Guidance Counsellor attended assembly each week for the Leaving Cert group.
- The decision to add appointment slips to the student journal was worthwhile as there was an increase of self-referrals by all year groups.
- Over 80% knew how to make an appointment with the Guidance Counsellor.
- We attended Dunboyne College of Further Education for an information day; this created a link with our most popular PLC College.
- The location of the notice board beside the lockers was ineffective and we will revert back to the large one at the student entrance.
- More class contact with LC1 students was effective and enabled students to begin the career research process before LC2.

- 75 % of the LC2 students surveyed found the speakers useful, some students would prefer if it was optional, this is not possible due to supervision.
- A DARE/HEAR talk took place this year and students availed of the library during lunch each week.

Recommendations for 2017/2018

- From a sample of students surveyed 75% knew who the Guidance Counsellors were, we need to increase our presence at all assemblies.
 - We must plan for all the Guidance Counsellors to attend the weekly meetings with the Chaplain and the Learning Support Department.
 - Review the pre-appointment sheet for LC2 students; this will put more responsibility on the students.
 - New computers in the careers library and create space for students to study.
 - Careers book on LC2 booklist.
 - Email our LC2 students any updates.
 - 1:1 appointments with all LC1 students if time permits.
 - Work Experience book on TY booklist .
 - Look at other interest/aptitude tests perhaps for Transition years.
 - Visit 1st year classes in the first term.
-

Extracurricular Report 2016- 2017

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 and parents/guardians in Autumn 2016. 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 and this commitment has ensured another very successful year with, amongst other achievements-

- Senior Camogie Team – All Ireland Schools Champions & Minor Team – Dublin Champions
- U-14 Hurling Team - Dublin Champions
- Second Year Boys Basketball Team – Dublin & East Region Champions

- Leinster Schools Orienteering Champions
- Coolmine Rugby Cup Winners
- Gold, Silver & Bronze medallists at Leinster & All-Ireland Athletic Championships
- National Junior Mace Debating Finalist
- Leinster Schools Senior Individual Debating Champion & Maynooth Individual and Team Champions
- Microsoft Office IT Finalists

Sporting Moments in the Life of the College 2016 – 2017

September to December 2016

- “Sports Hour” for all 1st Year students runs for six weeks to encourage active participation in physical activity for all our new students
- LC2 student **Ailbhe Kelly** represents Ireland at Rio Paralympics
- Colours Afternoon/Sports Day for all 1st Year students
- Victories for Camogie, Hurling & Rugby teams in opening league games
- A number of CCC students take part in 57th Liffey Descent Canoe Race (28 Km & 10 Weirs!) with past pupil **Ciara Gurhy** taking Gold medal and her sister, LCI student **Shauna** a Bronze medallist
- Orienteering success at Marlay Park event
- Success for Hockey, Basketball & Football teams in opening games

January to March 2017

- ✓ Senior Camogie team are crowned Dublin Champions with a convincing victory over St. McDara’s
- ✓ 1st Year Girls Basketball team enjoy comprehensive win against Coláiste Bhríde
- ✓ Gold (Junior Boys & Inter Girls), Silver (Minor & Inter Boys) & Bronze (Minor & Junior Girls) medals for CCC athletes at West Leinster Championships in Phoenix Park
- ✓ 2nd Year Boys Basketball team qualifies for Dublin Semi-Final
- ✓ Senior Camogie team qualifies for All-Ireland Schools Final where they will meet St. Patrick’s Keady
- ✓ Minor Boys take 5th place in All-Ireland Cross Country in Antrim
- ✓ Victory for U-14 Girls Football team against St. Joseph’s Lucan
- ✓ 2nd Year Boys Basketball are crowned Dublin Champions following victory against Pobail Scoil Setanta
- ✓ Senior Camogie team become All-Ireland Schools Champions

March to June 2017

- ✓ Success for Junior Rugby players as they win the Coolmine Cup
- ✓ U-14 Hurlers are crowned Dublin Champions with a decisive victory against Benildus College

- ✓ PE Department hosts a very successful “Get Active Week”
- ✓ 1st Year Girls Basketball team compete in All-Ireland Play-Offs
- ✓ U-14 Girls Football team meet Portmarnock CS in Dublin Quarter-Final
- ✓ Senior Cricket team score impressive win against St. Peter’s Dunboyne
- ✓ Minor Camogie crowned Dublin Champions following victory over Loreto Beaufort
- ✓ Teacher & Camogie coach, Margaret Shortall is named *Herald Coach of the Year*

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 commitment & 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 2017 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 was also marked by the presentation of **Student of the Year Awards** to two students 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 24th** and the **TY End of Year Ceremony on May 29th**
- ✓ The College also hosted its **Annual Achievement Awards Evening** on November 23rd. Presentations were made to students from the Junior, Leaving Cert and Leaving Cert Applied classes of 2016 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 Centre. The Sporting, Artistic, Musical & Cultural achievements of pupils in the wider community was also acknowledged at this event. Special guest on this occasion was Fr. **Peter McVerry** who was presented with the College’s own **Spirit of the Community Award** in recognition of his campaigning & support for society’s homeless.

A more detailed listing of the College’s achievements is included in the *Appendix (3)*.

~ Section 5 School Management ~

Board of Management – Review of 2016-17

The Board of Management had another busy year with board meetings in September October, December, February, March, April and June.

The Board reviewed and updated the following policies & guidelines.

- Post of Responsibilities (Schedule of Posts).
- Common Enrolment Policy 2017-18
- The Annual Review of the Child Protection Policy & Counter-Bullying Policy was undertaken in January 2015.
- Acceptable Use Policy
- Critical Incident Policy
- Homework Policy
- Tender Protocol for School Uniforms
- Working with separated parents (guidelines)

Presentations were made to the board by:

- Senior Students Ben Fitzpatrick & Ciara Olden on behalf of the Students Council
- Ms Niamh O'Connor of The Irish Department
- Ms Carmel O'Neill on the New Well Being Programme
- Mr John Cronin on the New Junior Cycle Programme.
- Michael Heffernan Chairperson of the Parents Association

The Board were also delighted to be represented at the Annual Awards Ceremony in November, the Carol Service at Christmas and the Graduation ceremony at the end of the school year.

Board of Management - Planning & Recommendations for 2017/18

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

- Review of Common Enrolment Policy 2018/19 (including implications of school admissions legislation if any). The Board has commenced the process of reviewing the common enrolment procedures with the Board of Luttrellstown CC and will begin a series of consultation workshops in the autumn. This process will be completed in advance of the Procedures for the 2019-20 Enrolment Policy.
- Annual review of the Child Protection Policy and Counter Bullying policy (January 2018).
- Learning & Teaching policy (Strand 2) Formative Assessment. This policy will review in conjunction with the recommendations made by the Inspectorate in the

Follow Through Inspection Report which was delivered to the College in March 2017.

- The College Guidance Plan.
- Substance Abuse Policy- November 2018
- Attendance & Punctuality - January 2018.
- Code of Behaviour – January 2018.
- Suspension & Exclusion Policy – January 2018
- SPHE & RSE Policies.

The Board will invite the following stake holders to make presentations to the Board in the coming academic year:

- The Students' Council
- The Parents' Association
- The Modern Languages Department
- The PE Department
- The Literacy & Numeracy Team

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

- The roll out of the New Junior Cycle programme (*where applicable*)
 - Updates on the transfer of learning initiative
 - The College's Learning & Teaching strategies
 - The Literacy & Numeracy strategies.
-

Management Team Planning for 2016-2017

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

- ✓ The completion of Strand 2 of the Learning & Teaching Policy with an emphasis on “The Homework Policy”.
- ✓ The Introduction of the New Junior Cycle Well Being Programme.
- ✓ The review of Attendance & Punctuality Policy in conjunction with the roll-out of the MIS, VS Ware.

Review of Management Team Meetings 2016-17

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 their respective Year Heads and her/his Assistants as well as members of Guidance, Learning Support & Chaplaincy teams. The meetings focused on a number of key issues in particular:

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

The Management Team discussed/reviewed the following-

- **Learning & Teaching Policy:** The policy was further developed over the course of the academic year. The team's focus was on embedding the policy and consideration was also given to the Homework Policy and Formative Assessment.
- **Guidance Plan:** The team reviewed the Guidance Plan over the course of the academic year. The team recognised the importance of a strategic approach to managing the care needs of the students in our care.
- **Student Management Policies.** A review of the College's student management policies was conducted by the team over the course of the academic year:
 - Acceptable Usage Policy
 - Guidance Plan
 - Well Being Programme
- **Presentation from Jigsaw Dublin 15:** The team received a presentation from Jigsaw – Dublin 15 on the support services it provides to young people in the community.
- Further training was provided to members of the team following the introduction of the new MIS, VS Ware.

Training of Assistant Principals: DDLETB provided an opportunity for two member of the team to attend a series of workshops on middle management training. The two members attended four sessions throughout the spring and autumn terms. The focus of the workshops was on capacity building and communication skills and they were well received by the members. Further opportunities for other members to attend similar training courses will be available in the forthcoming academic year.

Management Team - Planning & Recommendations for 2017/18

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

- As part of the **Learning & Teaching Policy** the team will focus on Formative Assessment. This decision comes about as a result of the findings from the follow through Inspection on the College's WSE

- A review of the **SPHE & RSE policies** is required in the new academic year and these reviews will take place in the context of the College's Guidance Plan.

 - **A number of Policies** will need to be reviewed in the coming year:
 - The College Guidance Plan
 - Substance Abuse Policy
 - Attendance & Punctuality - January 2018
 - Code of Behaviour – January 2018
 - Suspension & Exclusion Policy – January 2018
-

~ Section 6 Parents Association ~

The Castleknock Community College Parents Association continues to be an active and vibrant association. Throughout the school year monthly meetings are held, usually on the first Tuesday of each month. These meetings are generally well attended and are a forum for discussion, of matters relevant to the advancement of the well-being of the students of the College and the fostering of good relations between parents, teachers, students and the school management.

The College Principal attends regularly and actively participates; his commitment to the Parents Association is recognised and is greatly appreciated. Other members of school staff and management are always welcome to attend our meetings and will do so as appropriate. This partnership approach is vital to the effectiveness of the Parents' Association and has enabled the PA to contribute towards many aspects of College life in 2016-2017.

Social

Parents once again arranged an informal social evening in April. It was well attended by parents and was an enjoyable and entertaining evening. In addition a further social evening was hosted by Mr Cronin at CCC in June to celebrate the success of the plant sale and as a gesture of appreciation to all who contributed towards its success.

Communications & Representations

The Parents Association regards effective communication as a core function in its operation and considers it essential that all parents, whether or not they are active in association affairs, are at all times fully informed of our activities.

Our PA Database continues to grow and we are currently in contact with about 530 parents via email, it is our aim to eventually capture contact details of all parents. To assist with this the College has agreed to include with enrolment packs for parents of new first year students, a request from the PA for parents to supply their email addresses. Our Newsletter which is published four times a year is distributed via email and is also posted on the College website for parents who do not use email. Notice of monthly meeting, details of other PA events and requests for assistance with College activities are all sent via email. The PA also operates a Twitter account.

At the AGM Instead of a guest speaker we invited representatives of local sports and youth organisations to provide information to parents and students after the meeting. Many thanks to the invited groups namely: Coder Dojo, Foróige, Metro St. Brigids Athletics, Neptune Rowing, Phoenix Cricket, Stagezone Theatre School, Tridents Basketball & Viking Subaqua clubs.

The PA was invited by College management to deliver presentation to parents of prospective students to inform them of the activities of the PA. Two such presentations were delivered and an information desk was set up on each occasion.

Review of College Policies

This year the PA assisted in reviewing the following policy:

- The Homework Policy – Teaching & Learning Strand 2
- Acceptable Use Policy
- Working with Separated Parents (Guidelines)

Other PA Activities

Other areas where the PA was involved included –

- Parents continue to support the Learning Support Department by providing readers/scribes for house exams.
- *School Uniforms* – The used uniform sale is held on the Saturday after the State exams. All items are donated by parents and the proceeds are donated to Pieta House. To assist parents of first time students College management has also agreed to place a photo on the school website illustrating the correct wearing of the school uniform for both junior and senior students. In addition Grant's uniform retailers set up a pop-up shop in the College, this was designed to facilitate parents who wished to avoid travelling to their main shop in Manor Street and was a great success with excellent feedback received from parents and from Grant's who reported that the shop had been consistently busy all during the time it was open.
- *Used School Book Sale* – For the first time this year, the PA with the assistance of the school organised a used school book sale. This was held in tandem with the used uniform sale and afforded parents and students the opportunity to sell their used text books. This appeared to be a success and was well received. It is an initiative which is likely to be continued in the future.

Talks/Lectures – The PAs Spring Talk was hosted by Professor Arlene O'Neill who presented an exciting and dynamic talk on the theme of "*Equipping and Empowering Tomorrow's Innovators*". Professor O'Neill focussed on the importance of the STEM subjects in education and the need to encourage more girls into the world of science.

- The PA provided assistance for extra-curricular school activities in sporting and other areas.
- The PA continues to receive approaches from commercial concerns regarding their services. It was agreed that parents would be made aware of all such approaches in the event that they may be interested in the services on offer. This is done at monthly meetings and via regular channels of communication. The policy of the PA is not to endorse any such products or services.
- *Finance* – The introduction of portable card payment terminals to facilitate debit/credit card payment have enhanced sales at the Annual Plant Sale and has certainly benefitted from a security perspective in reducing cash handling.

- ***College Debs*** - The PA continues to assist the Debs committee in the organization of the College Debs. Assistance is afforded in advice regarding venues. The PA also handles all the arrangements regarding ticket sales and manages all the finances. Parents also assist with ticket sales. This facility is now greatly enhanced by the use of mobile card payment terminals which the PA has purchased and which facilitate payment by credit/debit card.
- ***The Mock Interview Programme*** continued this year. This initiative has proven to be a great success and has gone from strength to strength. A large number of parents volunteer their experience and expertise and for the first time, this year formal feedback from students was requested and analysed.
- ***Annual Plant Sale*** - the Annual plant sale continues to be a major community event and a very significant fund raiser for the school. The event could not take place without the commitment, expertise and leadership of the plant sale committee and the PA is greatly appreciative of their efforts. The mobile payment terminals previously referred to were of great assistance at the sale and also contributed to the security of the event by reducing cash transactions.
- ***Bag2School*** - The PA had teamed up with Bag2School to organise a collection of quality used clothing, shoes, accessories and soft toys next in March. The initiative proved to be very successful Bag2school will donate an additional 10% of the value of our collection to the Laura Lynn Children's Hospice.

A theme for our activities in 2017-18 will be discussed at a PA meeting following our AGM on 17th September.

~ Section 7 Adult Education ~

Review of the Academic Year 2016/17

- A total of 35 classes ran in the Autumn Term and 29 in the Spring Term. A total of 432 participants enrolled in the College's Night Class programme in the Autumn Term with 399 enrolling in the Spring Term. This represents a combined total of 831 participants for the academic year 2016/17. This represents an increase of 122 participants or 18.7% in the numbers enrolled in the college's Night Class programme when compared to 2015/16.
- A total of 5,622 enrolment hours were generated in the Autumn Term with 4,904 hours being generated in the Spring Term. This resulted in a total of 10,526 enrolment hours for the academic year 2016/17. This represents an increase of 15% or 1,374 hours when compared to the enrolment hours generated in 2015/16.
- The Department is pleased to report that the college's Night Class programme created employment for 22 tutors in the Autumn Term and 18 tutors in the Spring Term.
- Alongside this work, the Director of Adult Education publishes a Night Class brochure for both the Autumn and Spring Terms and organises the printing and distribution of 11,000 brochures in the local area each term.
- These brochures are also made available to download from the Adult Education section of the college's website. The Director is also responsible for the hosting of two Enrolment Nights in the college each term.
- The Director is also responsible for updating the college's course listings in the Adult Education section of the Dublin & Dun Laoghaire E.T.B. website as well as its annual composite brochure. Based on the results of the Department's electronic surveys, this online enrolment system now accounts for over 82.7% of enrolments in the college's Night Class programmes.
- The Director also continues to offer and administer a postal enrolment facility each term and continues to respond to a large number of phone calls and e-mails each term and throughout the year.
- The Department makes extensive use of the computerised enrolment system to contact participants by web text and e-mail to alert them of enrolment dates, upcoming courses and other relevant information. As previously mentioned, the Department also continues to conduct and review an electronic 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 and the monitoring of payroll for Night Class tutors each term.
- The Department is pleased to report that for the first time since 2012 it generated over 10,000 enrolment hours in 2016/17. This represents a significant threshold for the Department as the post of Director of Adult Education now falls into category D, which entitles the post holder to a four hour reduction in their teaching hours. This timetable reduction should significantly ease the pressure on the Director's workload and enhance their ability to continue to deliver a professional and efficient service now and into the future.

Review of 2016-17 Recommendations

Expand & Enhance the Range of Classes on Offer:

- The Department is keen to continue to promote and expand the range of courses on offer in the College's Night Class/Adult Education programme. Examples of some of these new classes offered in 2016/17 include: Introduction to Mountain Navigation for Beginners, Zumba for Beginners, Latin in Line, Marquetry & Veneering for Beginners, Heartsaver C.P.R. & A.E.D., Fix Your Finances and Zumba Toning.

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

- In 2013/14 the Department piloted the use of electronic surveying to enhance its capacity for self-evaluation, through the use of Survey Monkey and Google Docs surveys. The Department adopted this practice once again this year by using a Google Docs survey at the end of both the Autumn and Spring Terms to elicit feedback from participants in the college's Night Class programme. A summary of the results of both these surveys is outlined in the following section of the report.

Offering the Best Possible Service & Experience to those Enrolled in its Night Class Programme:

- There were a total of 64 responses to the **Autumn Term Survey**. Of those who responded, 85.7% rated the standard of service provided by the Department as being either excellent or very good. A further 92.1% rated the range of courses available as being either excellent or very good with 84.1% rating the quality of teaching provided as being either excellent or very good. 82.6% of respondents felt that the courses on offer represented either excellent or very good value for money, with 80.4% classifying the college facilities as being either excellent or very good. Based on their experience of the college's Night Class programme, 87.3% of those surveyed said they would recommend the college's Night Class programme to a friend.
- There were a total of 58 respondents to the **Spring Term Survey**. 93% of respondents rated the standard of service provided by the Department as being either excellent or very good. 82.4% rated the range of courses on offer as being either excellent or very good, with 82.8% stating that the quality of teaching provided was either excellent or very good. 81.1% of those surveyed felt that our courses represented either excellent or very good value for money, with a further 74.1% ranking the facilities in the college as being either excellent, very good or good. Based on their experience of the college's Night Class programme, 93.1% of those surveyed said they would recommend the college's Night Class programme to a friend.

Working with Senior Management to Off-Set the Financial Impact of Running the Night Class Programme:

- The Department is keenly aware of the costs incurred by the college in the running of the Night Class programme and continued with the policy adopted in 2013/14 to restrict the number of nights the college is used to host Night Classes to two nights per week, namely Monday and Tuesday evenings.
- As was the case in 2015/16, 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 had to be activated in the whole building on Monday evenings only. 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.

Recommendations for 2017/18

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



Notes:

	Policy Development Checklist	Policy	Working Document in Place	Ratified by BOM	Review Date
1	Admissions & Participation Policy	Policy		March 2017	February – March 2018 (Annual)
2	Counter-bullying	Policy		February 2017	February 2018 (Annual)
3	Attendance & Punctuality	Policy		October 2015	January 2018
4	Child Protection	Policy		February 2017	January 2018 (Annual)
5	Dignity in the Workplace	Policy	Yes (ETBI)		
6	Code of Behaviour & Code of Discipline	Policy		October 2015	February 2018
7	Guidance Plan	Policy	Yes	May 2017	May 2018 (Annual)
8	Suspensions & Exclusions	Policy		March 2016	January 2018
9	Homework	Policy	Yes	June 2017	May 2020
10	Acceptable Usage Policy (AUP) <i>Policy under review in line with new Department Guidelines.</i>	Policy	Yes	June 2017	May 2020
11	SPHE/Pastoral Care	Policy	Yes	October 2013	March 2018
12	Relationships & Sexuality (RSE) / SPHE	Policy	Yes	October 2014	March 2018
13	Religious Education	Policy	Yes		
14	Special Needs & Learning Support	Policy		April 2015	April 2018
15	Uniform	Policy	Yes	February 2017	May 2020
16	Critical Incident	Policy		June 2017	November 2020
17	Substance Use	Policy		May 2012	November 2017
18	Learning & Teaching Policy	Policy		May 2016	On-going Reviews
19	CCTV & Data Protection	Policy	Yes	March 2015	March 2017

	Guidelines Development Checklist	Guidelines	Working Document in Place	Ratified by BOM	Review Date
1	Staff Development	Guidelines	Yes		
2	Tracking Students	Guidelines	Yes	Annual Review	
3	VS Ware	Guidelines	Yes	Annual Review	
4	Green Schools	Guidelines	Yes		
5	Extracurricular Guidelines	Guidelines	Yes	Annual Review	
6	Student Enrichment	Guidelines	Yes		
7	Student Leadership	Guidelines	Yes	Annual Review	
8	NQT / Mentoring	Guidelines	Yes	Annual Review	
9	Allocation/admission of students to subjects. (Higher/Ordinary/Foundation) TY/LC/LCVP/LC Applied	Guidelines	Yes		
10	Allocation of students to classes (streaming/banding/mixed ability)	Guidelines	Yes		
11	Curriculum or Programme Provision / Subject Choice	Guidelines		February 2017 (Subject to Allocation)	January 2018 (Annual)
12	Health, Safety & Welfare	Guidelines	Yes		On-going Reviews
13	Home-School/ Primary School Links	Guidelines	Yes		
14	Interculturalism	Guidelines	Yes		
15	Record Keeping	Guidelines	Yes		
16	Curriculum Development	Guidelines	Yes	Annual Review	



Appendix I

Feedback from Staff Workshop

Tuesday 24th January 2017

40 Minute Classes	60 Minute Classes
<p><u>Advantages:</u></p> <ul style="list-style-type: none"> • Works well in current curriculum & schemes with self-contained units of learning per class • Continuity of teaching gives maximum contact time and better rapport with students • Double classes essential for Leaving Certificate exam skills • It works well now • Easier to plan • Sustain energy • Great for SEN teacher • Meet students on a regular basis – builds relationships • A specific activity can be completed with a class, particularly Junior Cycle • 80 minute double period to complete practical work • Double periods allow more time for reflection & discussion (TY Music Appreciation) • Sufficient to introduce new topic • 80 minute double is useful for Junior Cert. Book-keeping • More frequent contact with students to enable the development of language • Builds better rapport • Covering class content from primary school curriculum (not covered) can be covered more frequently • Student ability to concentrate is more suited to 40 minute lesson • More contact with classes and students over the week • Meets AfL requirements – short, repetition over the week will recap and reinforce the learning • Less students on the corridors between classes • See classes more frequently 	<p><u>Advantages:</u></p> <ul style="list-style-type: none"> • More time to do AfL strategies • More content covered • Chance to set more independent work • All three components of the Music Programme (Listening, Composing & Performance) could be incorporated into the lesson • There would be more variety in the 1 hour lesson • More time for student guided activities • 1 Hour lesson would facilitate the creative work students do i.e. composing • More time for different methodologies (active) • Would allow for all aspects of the language to be used in all classes (best practice) • Would allow for all aspects of the language to be used in all classes (best practice) • Would allow for group work and other modern teaching methods to be used • Less time lost due to casual lateness • Opportunity to develop language skills in more depth in each class • A focused cohort might settle and get into the lesson – show documentaries etc. • More Junior Cert. practical time for conducting experiments. • Less subjects to prepare for each day • More group work, homework review & summary • More time to deal with homework • An improvement on 40 minute classes yet not long enough for students to develop appropriate skills and investigative processes in class • More opportunity for group work, active methodologies & instructional leadership / A.F.L.

<ul style="list-style-type: none"> • More regular homework to reinforce the learning • More opportunities for informal assessment • See classes everyday • Preparation & clean-up for practicals • Develop skills - summary, homework etc. • Develop practical skills due to 1 hour 20 minute double • Better than 35 minute classes and if a student or teacher is absent, not much content missed • Less change (staff & students) • It currently works well (providing issues around double classes for practical subjects are addressed) • Double classes available to complete work and develop key practical skills for J.C. & L.C. (& oral prep) • More class contact time each week (as per Dept. Of Education & Skills recommendations) • Holding the student's attention (especially Junior Cert students & L.S. students)(Joseph Driesen New Zealand & teaching boys) • Class plans & schemes will not need to be updated • Suits S.E.N. students • Our current success/ good results • Our experience of teaching 40 minutes shows it works • Good continuity with topics • Meet students every day/ little & often as recommended (P.I.S.A. guidelines) • More time can be allocated to individual skills • Better relationships with students • If a class is missed there isn't too much missed • Daily homework • Tried & tested – works for German especially junior classes • 	<ul style="list-style-type: none"> • May resolve current super block situation • May improve a student's understanding of topics • Students may learn to a deeper level than is achievable in a 40 minute class (in depth analysis/oral work) • None for Home Economics • Possibility for more extended writing/ essay questions in English • Extended literacy class for Junior Cycle students • Better for listening & oral work in Spanish • Consolidation of topics • Incorporate I.T. more in lessons & also project work • Students more focused- less homework every night • Could include all 3 language skills in one class • Facilitate a listening paper • More time for oral work & feedback • More time to explain & prepare homework • Time to plan, execute & debrief activity in one class • More time to spend with less able students • More practice time for students (Maths) • One hour gives time to do a full listening comprehension
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Concerns:

- Time constraints using AfL
- With more singles introduced into Junior & Leaving Cert, it can be difficult to get tasks completed
- A double period each week is needed
- Lateness
- Less content covered
- Language not covered in great depth in 40 minute lesson
- Does not allow for all aspects of language to be covered in one lesson which is best practice
- Acknowledge that removal of 35 minute classes from the timetable is beneficial. 40 minute lessons work but will go to 35 minutes like happens now
- More classes to prepare each day
- 2 x 40 minute classes are necessary for senior Science
- Not always possible to complete collaborative learning – COWS etc.
- 25 minutes teaching/learning facilitated in a 40 minute lesson
- Single periods are detrimental to the standards & achievements the department have worked hard to develop and have been acknowledged by the inspectorate.
- Split doubles are a major concern
- Less opportunity to implement group work strategies, active methodologies and proper evaluation
- Currently only one double period for 1st, 2nd, & L.C.1 students in Home Economics
- Too short for listening papers
- Difficult to include 3 language skills in French
- Very little time for L.C. oral work

Concerns:

- Current syllabus does not fit into 1 hour classes
- Quantity versus quality
- Continuity of teaching
- Difficult to concentrate
- Attention span
- Too much content to catch up on if student or teacher is absent
- Experience of 1 hour R.E. classes difficult
- 1 hour to complete Music practicals is very short
- Double 60 minute periods too long
- 1 hour not sufficient for LCVP
- 1 hour too long for LCA
- If student or teacher is absent, a lot is missed
- Too much change too soon
- Difficult to plan when we do not know new Junior Cycle curriculum/specification
- Attention span/ability to retain information – How frequently will teachers see classes?
- Change schemes
- Frequency of toilet breaks
- More planning to be undertaken outside of school day
- If a teacher is absent, the workload in leave material for supervising teacher will be very difficult
- Contracts?
- Loss of contact time from 3 hours 20 minutes to 3 hours resulting in pressure on teachers around project work etc.
- Student/teacher absence will have more serious consequences
- Extra-curricular will suffer
- Classroom environment does not lend itself to interactive group work. Rooms are too small. It might work if rooms were bigger to allow more movement in a 60 minute class.
- Too many students on the corridors between hour periods
- Too short to cover course content
- Wearing PE gear to school will lead to a drop in uniform standards

	<ul style="list-style-type: none">• No time for showers, changing back into uniform especially for senior students• Big physical impact on PE teachers• Impact on substitution• With new sports facility – there would be less PE time.• Loss of attention/focus over the 1 hour period• Difficult cohort may make 1 hour classes difficult to manage• Not enough time to properly complete practical lessons• Loss of 20 to 30 minutes per week to cover course.• No time to facilitate adequate AfL• Loss of skills• More preparation & clean-up – stressful on• teacher – lack of flow into the next class group Impact on a student's involvement in extra- curricular activities / Well being & mental health• Huge concerns for P.E. & Home Economics teachers• Prep time for practical demonstrations being limited/ less chance of non- contact time for class prep• Huge concern for S.E.N. students• Ability to engage in 60 minute lessons• Teachers involved in Learning Support• Reorganising class material to suit 1hour• Impossible to complete Home Economics course elements within one hour• Maintaining the attention of students, particularly 1st years• Limited time for teacher planning as time is more blocked• No long term evidence of success / would like to see evidence from a full cycle to L.C.• Students will not learn the key practical skills required to meet J.C. & L.C. Home Economics course requirements• Teacher welfare & well-being (lack of regular breaks)
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- Teachers will need to prep classes before school, during break/lunch & after school
- Successful “Global Cookery” module would not be able to be delivered in a one hour period
- The requirements for a lot of new Junior Cycle courses have not yet been drafted. We are unsure if one hour classes will meet these requirements.
- Leaving Cert assignments (4 in Home Economics/ 20%) will not be able to be run in a one hour class
- Concerns around ordinary level students & L.C.A students
- Concerns around continuity/ less contact time
- Loosing contact time in English 3 hours (less 20 minutes)
- Questions around how many staff members participated in the surveys
- Loosing double class at senior cycle (20 minutes of class)
- Depending on timetable (2 hours 1st yr /3 hrs for 2nd years) teachers may be under more pressure to get curriculum covered
- Contact time could be at the start & end of the week, meaning if a teacher or student miss a class they could go a week without that subject/group again
- Concerns from the French department over the allocation (J.C currently 4 periods / L.C. 5/6 periods) Will the hours be rounded up or decrease?
- Less chance to get admin work done – eats into free time such as breaks & lunch
- Against international guidelines not to teach maths every day (P.I.S.A.)
- Students won't get homework from Maths every day
- T.Y. Maths for one hour

<p>Possible Solutions:</p> <ul style="list-style-type: none">• Smaller class sizes• Rooms for every teacher or subject rooms to reduce travel time between rooms• Ensure allowance is made for double periods at senior cycle• Double periods are a definite necessity to facilitate thorough teaching and learning in the classroom.• 80 minute classes are most beneficial• Revisit the super block system to address the regression of student competency• One double at senior cycle to facilitate oral & listening skills in languages	<p>Possible Solutions</p> <ul style="list-style-type: none">• Wait until new Junior Cycle comes into effect for all subjects• Try it as a pilot scheme first for two years and review• More presence of teachers on corridors• Better preparation, possible half hour breaks• Provide greater active learning strategies (time consuming & well-being may suffer)• More time needed for assessment• New Leaving Cert coursework would need a 2 hour slot on the timetable• Facilitating one period (AM) for preparation of practical material• P.E. students wear tracksuit to school or change at break• Timetable two teachers for Learning Support together, with a view to rotating after 30 minutes• A double for practical classes• Survey students• At least 3 hours of contact time for French
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Appendix 2

Feedback from Ms Elizabeth Swords on Transition Year Programme

Summary of TY Students' views of Transition Year

The TY experience in Castleknock Community College is an excellent one year after year. The majority of the TY students enjoyed this year very much and felt they benefitted greatly. Those who saw the year as very special, engaged with it fully, maximised every opportunity and created many of their own. This is reflected in their higher scores. These students came across as intrinsically motivated and saw the year as one in which they could achieve many things: debating, new sports disciplines, science projects, art projects, musical instruments etc. honing talents of all kinds and exploring ideas. There were others whose views were indifferent or negative. On balance most people enjoyed the year but some were less enthusiastic and didn't engage as much and this was more prevalent this year than previous years.

Personal and Social Development

The most striking feature of the 2016/2017 is the level of maturity and self-confidence. Many seemed older than 16 from the point of view of clarity of thinking, self-awareness and capacity to make well-informed decisions. New and strengthened friendships are again a very beneficial outcome in terms of personal and social development. Many of the students reported feeling more socially confident both with their peer group and, significantly for them, with adults.

On the other hand more students this year discussed anxiety issues than previous years. This is not unusual at this age and may reflect more openness and confidence in expressing feelings.

The trips again played a big part in peer to peer friendships. The Burren trip is much-loved for different reasons to the Bundoran trip - such as a sense of freedom and space and being trusted to make decisions. Students love the cultural aspect also. Many other aspects of the programme played a role in nurturing social confidence- engaging in group projects, fund-raising, star search etc were key.

Work experience promotes self-confidence, independence and increased ability to negotiate relationships with all sorts of people. The students are particularly proud of this leap in maturity and view it as a step into adulthood. The outcomes from work experience varied considerably. This was due in part to the type of programme.

Most organised programmes are excellent (e.g. The Guards). These tend be less about 'work' but more like an informative tour. The work experience that imparts the most sense of achievement and growth is in areas that might seem less glamorous - bakeries, gardening/horticulture, offices where students are assigned work to do. This seems to work well in providing real world experience which students thrive on and some even secure offers of part-time work. This reward for good performance provides a great confidence boost and is a good lesson for the future. The least beneficial category of work experience is the office experience (often professional offices) where there is neither an organised programme nor specific and meaningful tasks. It might useful for the students or parents to seek a schedule of the week in advance.

The public speaking module continues to be one of the most important for students. Most students see that this module is beneficial and that it gives the confidence to speak up even if only to speak in class.

The Star Search project continues to be an excellent way to engage and grow all talents, develop responsibility, build friendships and build confidence. There was some mention of the possibility of a TY musical. This may not have the same rewards as Star Search if not organised and directed by themselves as happens in other schools.

The students always enjoy activities connected to any form social and civil engagement. Again the community involvement module with students from St Vincents provided enthusiastic and positive feedback and students, almost universally, recognised the mutual, reciprocal benefits which is often not the case at this developmental stage - recognising the unique gifts of all people through an engaging, fun, joint-learning experience.

The students derive great satisfaction from fund-raising activities. There seemed to be less this year and they expressed a keen interest in doing much more of this.

Academics and Career

Some core subjects generated lots of enthusiasm and managed to get students very engaged. Spanish is one example. Project work and power-point-free presentations allowed students to be very creative. Some of the work presented would be worthy of any exhibit in an art college. The students seemed very engaged with it. This seemed like an interdisciplinary approach that demonstrated huge benefits.

Research is also a popular module and gives students more confidence to think in a broader way and explore subjects beyond the core curriculum. Many students tested potential career interests through work experience and many feel confident now about subject choices with an eye to certain college courses. Students were disappointed not to have had day trips to UCD and other third level institutions. This was a highlight in 2016. Thus many students felt aggrieved about this.

Academic subjects didn't feature much in conversations. Construction studies was, as before, extremely popular. Japanese also seemed to engage most students. However most students feel they are in a much better position to make informed subject choices now having completed TY. As Fifth year approaches there is plenty of the usual anxiety about having neglected core subjects. Students will benefit in LC cycle from the broader learning experience. That may not be apparent to students just yet.

Overall I mentioned above the level of maturation in students over the year. This aspect was the most obvious observation of the TY assessment interviews. I also mentioned that many spoke of feelings of anxiety. This as I said above may reflect more openness on the part of students who are becoming more self-aware and more confident. As I have met the students a couple of times before this growth in confidence was clear.

The elements of the programme that were viewed most favourably, or got most mention were similar to previous years - Construction Studies, Spanish, public speaking research and Japanese. Most students enjoy social initiatives and fund-raising and would welcome much more of that.

To sum up it was yet again a very successful year for the students and one which they grew enormously in confidence and maturity. While some were less enthusiastic than previous years they will all come away from the year with great friendships, maturity and self-confidence from which they will benefit greatly in the coming years.

Appendix 3

Key Moments in the Life of the College 2016 - 2017.

In addition to the many regular events during the past year such as Information Evenings, PTMs, Examinations and Course Related Trips & Activities were the following significant moments-

September 2016

- The Junior Cert class of 2016 receive JC results on Wednesday 14th September
- LCI & LCA1 students enjoy Away Day to get to know each other as new Year Group
- LCA2 students are presented with their Session 2 results in the presence of their parents/guardians
- Day of Reflection/Retreat for TY students
- Chaplaincy team hosts Friendship Days for First Year students who are also involved in series of hikes to Glendalough
- Modern Language Departments host variety of activities to mark European Languages Week
- Adult Education classes commence
- Parents Association hosts its AGM
- Student Council Elections are held for the positions of Class Captain & Vice Captain

October 2016

- College hosts Mental Well-Being Week
- TY Carlingford trip
- Debating Society launches Dublin 15 Novice Competition
- Student Council Seminar
- Remembrance Ceremony for deceased members & friends of the College held at Rainbow Garden.
- TY students fundraise for Temple Street Hospital
- First Year Inter-Faith Celebration
- Exhibition of students' work hosted by Art & DMT Departments
- The French Department hosts its annual Petit Déjeuner Français in conjunction with "Cheerios Breakfast Together Week" in aid of Childline
- Maths Department hosts College Maths Week to promote numeracy
- Parents Association host Mock Interviews for Senior students
- LCA London Drama Trip

November 2016

- College hosts its Annual Awards Evening celebrating students' success in State Examinations and in Sport & Cultural events both in the College & the wider community
- Auditions are held for Starsearch, the College's annual Talent Concert
- Work Experience for all TY & LCA students

- Presentation of Silver Gaisce Award to Senior students at special ceremony in Helix Theatre

December 2016

- Annual Ecumenical Carol Service
- End of Term Merit Award Ceremonies hosted by Year Heads
- Visiting French Theatre performs for Junior & Senior students
- TY students involved in Giving Tree Appeal at Blanchardstown Centre
- Fundraising for Irish Cancer Society, Peter McVerry Trust & SVDP Shoe Box appeal
- LCA Concert

January 2017

- Success for College in Civic Awareness Competition
- Senior students compete in Young Women in Technology Project
- Debating Society hosts Junior Mace Competition
- Oral Irish Workshop & Theatre trip for Senior students
- LCA Task Interviews
- Past Pupil Niamh O'Neill (LC 2016) is awarded Ad Astra Scholarship at UCD

February 2017

- TY Beat the Blues Workshops
- Senior Technology students attend I Wish Conference
- Work experience for TY & LCA students
- CCC speakers compete in Leinster Mace Final
- Past Pupil Aisling Tully is Irish Times Debating Champion

March 2017

- LC2 student **Jean O'Brien** is chosen as team member to represent Ireland at the European Girls Maths Olympiad in Switzerland
- Irish Department hosts Seachtain na Gaeilge
- Annual Starsearch Concert
- College hosts Open Day for prospective pupils
- Positive Points Race for 2nd Year students
- TY students' annual excursion to Donegal
- WSE-Follow-Up Inspection
- CCC represented in National Junior Mace Final & wins Leinster Senior Schools Debating Championship
- Debating Society hosts final of Dublin 15 Novice Competition

April 2017

- PE Department organises Get Active Initiative
- African Drumming Workshops
- College represented in UCD Leinster Schools Debating Final
- College speakers qualify for Aoife Begley Grand Final in NUI Maynooth
- Counter-Bullying Workshops for Junior students

May 2017

- Parents' Association hosts annual Plant Sale
- College speakers win both Team & Individual titles at Aoife Begley Grand Final in NUI Maynooth for second consecutive year
- College represented in Microsoft Four Nations IT Competition Grand Final
- Year Heads host end of year Award Ceremonies, attended by parents/guardians
- LC2 Graduation hosted in new Sports Hall on Wednesday 24th May.
- Transition Year End of Year Ceremony takes place on Monday 29th May

