



# St Andrew's College

## Secondary School

### Annual Report June 2020

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## Introduction

This report has been prepared to cover the period from 1 September 2019 to 31 August 2020.

## School enrolment

At the beginning of the 2019–2020 school year, secondary school enrolment was 990 (482 boys and 508 girls). Of the total, 845 were Irish nationals, 20 were US citizens and 125 were third-country nationals.

## Faculty

In 2019/20 there were 142 full-time and 37 part-time faculty members of which 161 are Irish citizens and 18 other nationalities. The mixture of nationalities adds to the international character of the College.

## Facilities

The school buildings and grounds are owned by the College. Facilities include 63 classrooms, 21 tutorial rooms, 7 laboratories, a science garden, 4 art rooms, 2 home economics rooms, 2 libraries, 20 resource rooms, 2 computer laboratories, a chapel, 2 assembly halls, a dining hall, a sports hall, gym and an administration centre. Outdoor sports facilities include 2 rugby pitches, 2 hockey pitches, one water-based, the other sand-based, 2 tennis courts and 2 basketball training hoops and a basketball shooting machine.

It has a dedicated Sixth Form Centre. It comprises 2 private study rooms and an open area for Sixth Year interaction and activities. The College also has a designated Guidance Suite, Study Centre and Support for Learning Centre. We have parking for approximately 120 cars.

## Motto

The academic year began with a Whole School Opening Service on Friday 13 September where the theme for the year was shared with the students. The motto chosen was ***Always do the right thing.***

Assemblies were used to promote this theme and it was referred to at appropriate intervals throughout the year. In keeping with our philosophy and ethos, we constantly strive to instil in all the children the need for hard work and a determined effort.

The idea behind this motto was to focus the students' minds on the importance of personal integrity. Over the past number of years our mottos have highlighted the importance of working hard, minding one another and doing good both in our St Andrew's community and in the wider world. This year we will be encouraged

students, as we always do, to think critically, to recognize what is right and to allow truth and honesty to guide them.

## **125 Year Anniversary**

On Tuesday, 8 January 2019, the College celebrated 125 years since opening its doors to students. To mark this special anniversary, a number of events were held throughout the year. These culminated on Friday, 27 September 2019, when the College held a 125 Year anniversary gala ball. 270 people were in attendance at what was a wonderful celebration of the history of the College and all the developments and innovations which have taken place since its foundation. The attendees enjoyed a beautiful meal prepared by past pupil Ali Davis (Class 1998) working alongside her catering company, Ali Davis Food. The meal was followed by a raffle and two auctions, one of which was a silent auction. The proceeds of the night went towards sports and the Arts in the College. The generosity of the sponsors was very much in evidence as the wealth of prizes was displayed on the stage. Music was provided by Spring Break and past pupils Jean Nam, Molly Lambton and Renee Von Meding. The evening was enjoyed by all and reinforced the sense of community spirit which exists in St Andrew's College. A huge thank you is extended to the 125 Committee who organised an extremely enjoyable and successful evening.

## **CIS-NEASC Accreditation**

As part of our re-accreditation process with the Council of International Schools and the New England Association of Schools and Colleges, St Andrew's hosted a very positive Preparatory Evaluation Visit from November 18 to 21, 2019. Subsequently, we were contacted on January 14 to inform us that the College has been successfully granted candidate status for CIS/NEASC Re-Accreditation.

The report stated the following in regard to the visit: 'In all cases, the meetings, conversations, and observations the evaluators experienced at St Andrew's were warm, validating, open, informative, and energizing. St Andrew's is a school that deserves to be proud of its unequivocal commitment to student learning at all levels within a warm, supportive school culture. In particular, the palpable positive energy in the Junior School, the enthusiastic commitment of faculty members to prioritize student well-being in a plethora of ways school wide, the engagement of faculty, parents, and students in the creation or revision of policy, the thriving sports and arts programs, the rigorous academic options, the extensive co-curricular opportunities, the broad and deep CPD, the experienced and forward-thinking leadership team and the unwavering commitment of the Board of Governors and Board of Management to support the core values and purpose of St Andrew's College are commendable. All of the above and more embody the four drivers

of the Accreditation process: alignment with purpose and direction, student learning, student well-being, and global citizenship. Those who founded St Andrew's 125 years ago would surely marvel at the progress and celebrate the school's successes.

The CIS/NEASC Report also included some areas that require attention prior to the arrival of the Evaluation Team that will visit the College in 2021. These recommendations include the need to generate a definition of internationalism/intercultural competence that captures the school's commitment to student awareness of these principles, some Board/leadership work including formalizing a School Improvement Plan and codifying the Board Policy Manual, and on-going attention to ensuring the school-wide curriculum is documented and articulated.

St Andrew's College will now proceed with the next stages of the Re-Accreditation process beginning with a Community Survey which will lead into a twelve month Self-Study period. The Evaluation Team Visit to reconfirm our accreditation status will take place during 2021.

### **IB Evaluation (following self-study process) and Inspection Visit**

On Wednesday, 4 December we received our IB Diploma Evaluation Report. A number of areas of the programme were identified as particular strengths in the report. These included the culture of open communication based on understanding and respect, the pedagogical leadership and the physical and virtual learning environment which support the programme implementation. The IB inspectors also informed the college that they had shared the effective practices they found in St Andrew's internally across the IB as a way of informing their colleagues about the expertise we have to offer. We received significant congratulations on the strong programme implementation that was evident in our self-study.

### **New Building Programme**

A Planning Application for our new building programme was lodged with Dun Laoghaire Rathdown County Council (DLRCC) on 31 May 2018. The plans for our building programme include a new Junior School, a Strength and Conditioning Centre, new changing rooms, a new classroom block, new science laboratories, a Library and Study Centre and extensive refurbishment of the existing school.

During the summer of 2018, a number of objections were lodged with DLRCC in relation to the application. The DLRCC responded with a number of recommendations and requests for information. Following a detailed response from our architects, ABK, we were granted planning permission for the development on 6

March 2019. One objection was received on behalf of a number of residents in Beech Grove. Following a review from An Bord Pleanála the College was granted full planning permission.

Covid-19 changed the life of the College dramatically from Thursday, 12 March onwards. This included an impact on the New Building Programme. We had begun to plan for the start of the building programme in June. When schools were instructed to close in March we put a temporary stay on the logistical planning. At a Board of Management meeting on Thursday, 2 April the Board of Management decided to pause work on the development. Planning should not be an issue as it is valid for a period of at least 5 years.

## **Curriculum**

The curriculum is designed to provide a liberal, balanced and comprehensive education. A programme comprising 30 academic subjects and a wide variety of sports and extra-curricular activities is offered. The majority of students take courses leading to the Junior and Leaving Certificate examinations, while others follow the International Baccalaureate programme. Support for Learning and English as an Additional Language services are provided. The Transition Year programme offers a multi-faceted course of study intended to help students choose the most suitable subjects for the Leaving Certificate. The school is fully accredited by the New England Association of Schools and Colleges (NEASC) and the Council of International Schools (CIS).

The College provides the following programmes of education for its students:

- The Junior Certificate Programme (3 years)
- The Transition Year Programme -compulsory for all students
- The Leaving Certificate Programme (2 years)
- The International Baccalaureate – (Diploma Programme – Fifth and Sixth Year)

## **Junior Certificate Programme**

The Junior Certificate is a 3-year programme. Students with their parent(s)/guardian(s) have to choose the subjects which are available at Junior Certificate level.

Details of each option available are outlined in a booklet which is prepared annually. If necessary, further information can be obtained from the subject representative at the Options Meeting held in January.

All students will study the following subjects:

- English
- Irish (except where officially exempted)
- Mathematics
- Geography
- History
- Science
- CSPE (Civic, Social and Political Education)
- SPHE (Social, Personal and Health Education)
- Religious Studies
- Physical Education

In addition to the above subjects, students choose two subjects from the following list:

- Art
- Business Studies
- Classical Studies
- Home Economics
- Music
- Spanish
- Technical Graphics

And one of the following modern languages:

- French
- German
- Spanish

The range of subjects offered is in keeping with the aim of the Junior Certificate programme in that it provides a broad and balanced curriculum to all students in the first years of post-primary school.

## **Wellbeing**

In the context of Junior Cycle reform, there is an increased focus on the need to ensure that the wellbeing of our students is at the forefront of school life. Accordingly, the NCCA (National Council for Curriculum and Assessment) have developed Wellbeing Guidelines. These guidelines govern what we, as a school, now set out to achieve. Wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community (The Guidelines for Wellbeing in Junior Cycle 2017).

The College has always placed a strong emphasis on the wellbeing of the school community. The introduction of a formal wellbeing programme will now complement the support structures already in place to support wellbeing. Through its policies and procedures, the College seeks to provide a safe, caring environment for all.

As part of this programme Junior Cycle students will have timetabled classes in CSPE, SPHE and PE. They will also partake in modules on digital literacy, morality and nutrition. They will also get involved in activities which address the wellbeing indicators.

## **Transition Year Programme**

Transition Year lays the foundation for Fifth and Sixth Year.

The aim of the year is to provide the skills and encourage the maturity necessary for the successful completion of the International Baccalaureate or the Leaving Certificate. A central theme of the year is autonomous learning. Students take responsibility for themselves and their future. They are given the opportunity to explore many subjects in areas including the Arts, Science and Technology and the Humanities.

It is also possible for students to explore the possibility of new subjects prior to making their Leaving Certificate or International Baccalaureate choices.

The St Andrew's College Transition Year Programme facilitates students in exploring their own talents, abilities and interests beyond the confines of the timetable.

## Leaving Certificate Programme

Half way through Transition Year, students, with their parents/guardians, must choose the subjects they are going to take in the Leaving Certificate. It is important to consider the implications these choices may have on future third level and career choices. There are 21 subjects to choose from within the Leaving Certificate programme in the school. Students will be required to choose seven/eight of these.

It is recommended that students choose subjects which will give them a good balance in order to keep as many options open as possible for future career choice. It is not recommended that students over-specialise, e.g. take all three Laboratory Sciences, or all three business subjects, unless they are sure that these really are the areas they want to get into when they leave school and that they are course entry requirements.

It is important to make a balanced choice of subjects. This would probably include:

- Irish
- English
- Mathematics
- A Continental Language
- A Science (Physics, Chemistry, Biology) – **if a requirement for your College course**
- And 2/3 other subjects.

*The following subjects are available:*

Irish	English	Maths
Physics	Chemistry	Biology
Agricultural Science	French	German
Spanish	Accounting	Business
Economics	Music	Art
Design & Communication Graphics	Classical Studies	Geography
History	Home Economics	Applied Mathematics
Religious Education		

## International Baccalaureate Programme

The school has offered the IB programme since 1982 and we have found it to be an excellent preparation for courses at universities and colleges all over the world in a wide variety of subject areas. We believe that

it provides an ideal training for students who are moving on to further education, and produces young adults with a broad academic base, enquiring minds and diverse social interests. The IB is different to the Leaving Certificate. In the IB students focus on critical thinking, understanding and processing knowledge. Their examinations test that they understand the concepts as opposed to just learning them. The IB is viewed globally by the top universities including the Ivy League as the premier academic programme for undergraduate success.

***Students entering 5IB are expected to enrol in six subjects in addition to studying Theory of Knowledge, participating in the CAS programme and writing an Extended Essay. These subjects are selected from offerings in groups 1 to 6 to ensure that all students are able to study at least one subject from each group. All students taking the Diploma programme must take 3 subjects at higher level, 3 subjects at standard level and complete an Extended Essay.***

Subject selection at this stage in a student's life involves making important decisions and should be made in consultation with parents, teachers and the guidance counsellor. These choices must take into account each student's

- ◆ long term education and career goals
- ◆ demonstrated skills and strengths
- ◆ current interests

## The IB Hexagon



## Student Progress and Reporting

Student progress is monitored on an on-going basis by teachers. Any matters of concern can be recorded by teachers in the student's school diary for signing by parents or issues can be recorded on the school's database, VShare.

Additionally, the school organises a parent-teacher meeting for each year group on an annual basis.

Below are the reporting structures. Whilst formal reports are sent at regular intervals, parents are encouraged to make contact at any point during the year with subject teachers or form teachers if they are concerned about their son/daughter's progress.

Year	First Term	Second Term	Third Term
<b>First Year</b>	Autumn (brief report)	Spring (brief report)	Summer (full report)
<b>Second Year</b>	Christmas (full report)		
<b>Third Year</b>	Autumn (brief report) Christmas (full report)	Trial (marks)	Letter from Year Team
<b>Transition Year</b>	Autumn (marks)	February (marks)	Summer (full report)
<b>Fifth Year / IB</b>	Christmas (full report)	Spring (marks)	
<b>Sixth Year / IB</b>	Autumn (marks) Christmas (full report) Trial (IB–full report)	Trial (marks)  Predicted Grades (IB)	

## Examination Results

The following numbers of students took part in State Examinations in 2019:

- Junior Certificate 164
- Leaving Certificate 134
- International Baccalaureate 30

We were delighted to celebrate the wonderful International Baccalaureate and Leaving Certificate results which saw 15% of our students scoring over 550 points in the Leaving Cert, 58% got over 450 points, 78% over 400 points and 86% of our students scored over 350 points. The average IB points was 33.

We extended particular congratulations to Rachel Diggin and Hugo Given who achieved the maximum points of 625 in the Leaving Certificate. Five students, Iseult Cambay, Caitlin Colbert, Rachel Diggin, Hugo Given and James Lai achieved over 600 points.

## Extra-curricular Activities

A wide range of extra-curricular activities is available to students of the College. It is expected that students will give serious consideration to participation in one or more of these activities which are widely advertised on official school notice boards and our website.

The following activities, with some variation from year to year, take place:

Ballet	Drama Club	Debate Club
Chess Club	Equestrian Team	One-Act Drama Festival
French Club	Spanish Club	Maths Club
Choir	Lego Club	Orchestra
Christian Union	Trad Group	Student Council
Grapevine (College Magazine)	Green Committee	The President's Award (An Gaisce)

Model United Nations (MUN)	Intercultural Week	Wine Dark Sea
Writers' Club	Instrumental Lessons	Young Scientist
Tea and Chats	Literature Aloud	Poetry Aloud
From Page to Stage	Philosophical Club	Cross Fit
Junk Kouture	Art	Russian Club
Guitar/Ukulele	Board Games	Writers Club

## Sports

Participation in sporting activities is regarded by the College as desirable for all pupils as it provides a means of complementing their academic and social development. While participation is the basic objective it must also be recognised that the pursuit and achievement of success in competitive sport is essential in maintaining the interest of the pupils and the morale of the teams.

It will always be necessary to strike a balance between the needs of pupils and teams which represent the College in local, regional or national competitions and the policy of maximising the numbers of students who can participate in the sports of their choice.

In order to accommodate the wide range of sporting interests among students, the College will seek to provide opportunities for participation in many different sports and activities.

## Sports Highlights 2019-2020

It has again been a very busy year for sport in the school, with, as always success and disappointment. However, due to the Coronavirus our winter season was not concluded and our summer season was greatly impacted also, but that does not discount the great work that has been done with teams and players over the course of the season to date and the following is a summary.

### Hockey

This year's Senior XI enjoyed a successful season if coming up short in a couple of finals. They reached the final of the All-Ireland's where they lost out on sudden death one v ones to High School having played out a

2-2 draw. They reached the final of the league and lost out 2-1 in a tight game against a strong Wesley side. In reaching the league final they secured qualification for next year's All-Irelands.

The Senior 2nd XI had a fantastic season winning the Senior B league for the first time in 15 years, beating St Kilian's 3-1 in the final.

The Junior A's won the League in spectacular fashion with a last minute winner against High School, running out 3-2 winners in the end. They had also reached the final of the Junior Cup when the season ground to a halt. The Junior B team reached the league semi-final but were well beaten by St Kilian's, the eventual winners. The Junior C team had a great season and were in the semi-finals of the league when the season finished abruptly.

The Minor A's had a good season and developed hugely as a team. They reached the final of the league where they failed to perform on the day and were well beaten 5-0 by a very good Wesley team. In the Cup they were beaten by Kings Hospital going out on sudden death one v ones having played out a 2-2 draw set.

The U-13 A's had a great season winning the league with a convincing 3-1 against Wesley in the final. They were also on course for the Cup when the season finished up.

Sam Hickmott (4th Year), Rhys Armah-Kwantreng (4th Year), Christopher Knatchbull (3rd Year), Charlie Byrne (3rd Year) and Jamie Forbes (4th Year) were selected for the Leinster U-16's. They finished second behind a strong Ulster side. Sam Hickmott captained the side.

Gavin Gleeson (6th Year), Sam Walker (6th Year), Josh Filgas (6th Year), Max Guilfoyle (5th Year), Theo Kohlmann (5th Year), Callum Hewat (4th Year) and Ryan Spencer (6th Year) played Leinster U-18's. They finished a disappointing second behind Munster who won the title for the first time in 15 years.

At national level Sam Hickmott, Rhys Armah-Kwantreng, Charlie Byrne and Jamie Forbes all received Irish trials with Sam and Rhys included in a 26 player training squad. Rhys was selected to play a three match series against England over the February mid-term where the side lost all three of the tests.

Sam Walker, Josh Filgas, Callum Hewat and Ryan Spencer all attended Irish trials with all four players selected as part of a reduced training panel. Unfortunately, Callum had to withdraw due to injury but all three of the other boys were selected to play for Ireland in a three test series in Lilleshall against England over the February mid-term with Ryan captaining the side in one of the games.

The Senior Hockey Girls squad started their season with a trip to Antwerp playing two club matches. Their first match was against Tempo HC where they were beaten narrowly on a scoreline of 3-2. Their second match was a much tougher affair losing to a highly clinical Dragons HC team. In addition, the girls supported the Irish Men (Ireland v England) and Women's teams (Ireland v Germany and Ireland v Belgium) at the European Championships. The squad also supported the Irish para hockey team, who are managed by past pupil and SAC Special Needs Assistant Andrew Gaw, in their pool match against the hosts Belgium. The team had a tough league campaign and struggled throughout but things came together for them in the Cup where they eliminated the favourites Wesley in the first round beating them on one v ones. They reached the quarter-finals with a 3-2 win over Santa Sabina before going out to the eventual winner Loreto Beaufort, going down 1-0 to a late goal.

The Junior A girls had a good league campaign, however, conceded a goal in the last minute of their final league game against Loreto Foxrock to lose 1-0. A draw in that game would have been enough to see them through to the quarter-finals. Having been eliminated 4-1 by a very strong Wesley team in the 1st round of the cup they went on to qualify for the Plate final which was due to be played on March 13th. The Junior D team had a great season winning through to the league play-offs but were knocked out by High School C. All the Minor teams competed well but failed to qualify through their sections with the Minor D team coming closest losing out in their final game of the season to Mt Anville.

The First Years had a good season with 4 of the 8 eight a-side teams topping their sections. The 11 a-side team reached the Cup semi-final but with the season ending abruptly didn't get to play it. Martha Duignan (3rd Year) has been selected to represent Leinster U-16's in the up-coming inter-provincials. Off the back of her displays at the Inter-Provincials she received an Irish trial and was selected to play for the Irish U-16 Girls in a series against England. She was named as one of two goalkeepers in the squad. They lost all three tests. Martha and Charlotte O'Neill have both been selected for next year's Leinster U-16's.

## **Rugby**

The Senior Cup Team had a mixed season. They had a slightly disappointing league campaign which meant they finished fifth place in their section, just outside the play-off places. That meant they entered the Vinnie Murray Cup which they had high hopes of winning. A disappointing performance in the first round against a Temple Carrig side who would go on to win the Cup saw their season end abruptly in early January going down in a tight game 25-22. Work has already begun with next year's Senior panel and a young side was entered in the Vinnie Murray Plate, a competition we won last year. On the day the team played a superior Mount Temple team who ran out comfortable winners.

The Junior Cup Team enjoyed a decent league campaign, qualifying through to the Junior League quarter-final against a very strong Newbridge side who had topped their section. In that game Newbridge ran out comfortable winners. Our strong showing in the League qualified us through to the Cup proper for the first time since 2010. We drew Blackrock College in the first round. A brave performance saw us compete well in the game, but Blackrock had too much for us on the day. Our U-14's have enjoyed an encouraging season and competed well throughout. We are hopeful that the work done with them this year by their coaches will stand them in good stead next season. Our U-13's have competed well and we hope they will develop further in the coming year.

On an individual level Cian Walsh enjoyed an outstanding season and has been selected for Schoolboy Trials with Leinster which is very impressive for a 4th Year student.

Jordan Larmour (Class of 2016) and Andrew Porter (Class of 2014) were both selected to represent Ireland at the 2019 World Cup in Japan. Both players enjoyed excellent tournaments in what was a disappointing tournament for the Irish team. Felix Jones (Class of 2005) played a key coaching role with the victorious South African rugby team (the Springboks) as a Defence Consultant.

## **Basketball**

Following on from the success of the Senior Boys team in winning the "B" All Ireland last year all our sides stepped up into the "A" divisions this year. The U19 Boys Basketball team who retained the bulk of last year's team acquitted themselves well but were beaten 70-63 by St Mary's CBS Portlaoise in an All-Ireland Cup preliminary round game in September. In the league they lost out narrowly to Coláiste Chiaráin by 5 points in the Dublin A League final. Following their 2nd Place finish in the Dublin League and for the first time in College history, the Senior boys team qualified for the All Ireland 'A' Play-offs which were held in January. With a number of 6th Years suffering from injury a youthful squad consisting mostly of Transition and 5th Year students lost to reigning All Ireland Champions, St Joseph's the Bish from Galway, and to St Oliver's, Drogheda. The U16 Boys' Basketball team found the step up to the "A" division more challenging. A brave performance against a Blackrock College side was not good enough to see them progress in the Cup and following that they progressed through the plate where they were beaten in the final by a very strong St Fintan's team. In the South Dublin League, they lost to Coláiste Eoin in the semi-final. The players will have learned a lot from the season and many of them gained valuable experience on the back end of the season playing up on the U-19's due to injuries.

At U-14 and U-13 level there were good numbers playing with both sides doing well when the season came to a premature end. The U19 Girls enjoyed a fine season winning the East Region C final and qualifying for the All-Ireland C final against a strong Methodist College Belfast team. This was our first time to qualify for the All-Ireland 'C' Cup Final, having been placed 3rd for the last two years. This placement now promotes the College to the 'B' school which is a huge achievement. Unfortunately, the girls lost in a very tough game but it marks the great work that has been done with the team over the last few years. First and Second Year Leagues ended abruptly with both sides progressing well in their leagues. It is a very promising crop of young players and their coaches have great hopes for them in the coming years.

## **Golf**

The Senior Girls Golf team of Lauren Biggar (5th Year), Evanna Hoey (4th Year) and Heather McCutcheon (4th Year) and the Junior Girls' Golf team of Martha McCutcheon (3rd Year) and Abbie O'Connor (1st Year) played in the Irish Schools Championship 2019/20 East Leinster Qualifier in Clontarf Golf Club. All the girls played well on the day but failed to qualify further.

The Senior Boys missed out on qualification for the quarter finals of the Leinster section of the Irish Schools Matchplay Championships at the qualifiers in Greystones which were held in September. The team of Dylan Holmes (1st Year), George O'Brien (4th Year) and Sam Varian (4th Year) finished 5 shots off the qualifying score but performed well as they played in awful conditions. The Junior Boys team of George O'Brien and Dylan Holmes missed out on qualifying for the knockout stages of the Leinster Schools by 7 points. They scored a combined total of 60 points in the qualifier at Delgany Golf Club in October. Sam Varian (4th Year) was part of the Dun Laoghaire Junior Cup squad in the GUI All Ireland finals which were held in Westport during September 2019. The team were beaten by the Munster champions, Tramore. Sam holed the winning putt in the Leinster final in July 2019 to beat The Island. Dylan Holmes (1st Year) won the Leinster Boys' U-13 Championship in City West with a gross score of 34 points off a handicap of 7. Dylan then went on to play in the China v Ireland Junior Golf Cup.

## **Cross Country**

Our Minor Girls' Cross Country Team won the East Leinster's in January 2020 in Avondale, Co Wicklow. Holly O'Brien came through in the last 20m of the race to win and she was closely followed home in fifth place by Rosanna Hickey. Ruby Mullen in thirteenth and Katie O'Reilly in fifteenth posted strong finishes and both qualify as individuals into the Leinster's in Santry on 12 February. Isabel Lydon and Emilie Duffy made up

the remainder of the team and both posted top-thirty finishes. In the past we have had teams qualify from the East Leinster's, but this is the first time that we have had a team win.

Hannah O'Brien and Rebecca Nolan both ran well in the Junior Girls race but failed to qualify in the top fifteen for the Leinsters. Luc Maher came thirtieth in the Minor Boys' race while Jack Fairmaner finished in sixteenth place in the Junior Boys' race missing out on qualification for the Leinster's by one place. Andrew McGilton (2nd Year) ran outstandingly well in the U-17 boys race finishing fifteenth to go through as the youngest qualifier from his event. In the Leinster's he finished 29th in a strong field. Previous to the East Leinster's he finished 2nd in the Blackrock Invitational on Tuesday, 14 January. In the Leinster's the Minor Girls' Cross-Country team ran superbly to finish 2nd as a team and go through to the All Irelands which will be held on Saturday, 7 March in Santry. Holly O'Brien (8th) and Rosanna Hickey (10th) also qualify as individuals. Ruby Mullen came home in 28th to complete the team score. Andrew McGilton (2nd Year) finished 29th in the Leinster's. In the All-Ireland's Our Minor Girls continued to making history running outstandingly well to come away with a bronze medal as a team to complete an amazing season.

## **Cricket**

Due to the Covid-19, our cricket season was affected but during the summer of 2019 Wilhelm De Klerk (3rd Year) captained the Irish Under-15 Cricket team in Middlesex and Scotland. Jamie Forbes (4th Year) played for the Irish Under-15 Cricket team, the Irish U17 Cricket team and played for the Irish Under-19 Cricket team in the Under 19 World Cup qualifiers in Holland.

Andrew Balbirnie (Class of 2009) scored 55 in the first innings of the test match against England played at Lords Cricket Ground in July 2019. He has since been named captain of the Irish Team. Louise Little (4th Year) was selected for the Irish Women's Cricket Squad to play in the WT20 World Cup from Tuesday 27 August until Friday 6 September. She was joined in the squad by Shauna Kavanagh (Class of 2010), Gaby Lewis (Class of 2019). Louise's sister Hannah (6th Year) made her debut for Ireland in the run up to the event but wasn't selected in the final squad. David Vincent (5th Year), Jamie Forbes (4th Year), Wilhelm de Klerk (3rd Year) have in recent months been named in the Ireland U17 Boys Squad. Sarah Forbes (5th Year) has been selected for the Ireland U19 Girls. David, Jamie, Wilhelm and Sarah have been named amongst 109 young cricketers to participate in a range of national under-age training camps.

## **Track and Field**

During the summer of 2019 Gavin Hefferon came first in High Jump, with a jump of 1.80m, at Athletics Ireland's All-Ireland Juvenile Championships in Tullamore. He followed up this result by winning the Dublin Indoor Championships in February 2020 with a new personal best and new school record of 1.96m.

At the same competition Andrew McGilton (2nd Yr) came 2nd in the U16 800m and Holly O'Brien (1st Yr) came third in the U-14 girls 800m to complete a very successful days athletics for schools athletes.

## **Sailing**

Over the summer of 2019 Sam Le Doux (3rd Yr) represented Ireland at the 2019 Optimist World Championships. After qualifying in 3rd place in Ireland he travelled to the Caribbean with the Irish Optimist World Squad from the 29th June to the 17th July to race there. Sam achieved an excellent 6th place in Silver fleet, coming 70th overall out of 255 world team sailors. In the nationals Sam finished 5th at the Irish Optimist Nationals Seniors.

Fiachra McDonnell (2nd Yr) represented Ireland at the 2019 Optimist European Championships in France. He also represented Ireland at the 2019 British Nationals in Weymouth. In addition, he was selected to take part in the Irish Team for the European Optimist Team Racing Championship in Italy. In the nationals he finished 9th at the Irish Optimist Nationals Seniors.

Peter Williams (2nd Yr) represented Ireland at the 2019 International Development Team in Holland.

Rian McDonnell (4th Yr) is the 29er racing boat National Champion 2019. He was the only boat selected to take part in the ISAF's competition in Europe, to represent Ireland, over the Summer of 2019. In addition to that, he represented Ireland at the 29er European Championships 2019 in Lake Garda, Italy.

Rachel Flood (3rd Yr) qualified and sailed in an International Development Team for Ireland in France during the Summer of 2019. In the Laser class Finn Walker (5th Yr) – finished 7th in the Irish Laser Radial Nationals 2019. Followed closely by Moss Simington (4th Yr).

Kei Walker (3rd Yr) finished 1st Silver Fleet in the Irish 4.7 Laser Nationals 2019 with Oisín Hughes (3rd Yr) finishing 3rd Silver Fleet in the same 4 day competition.

The school had a very strong Team Racing side assembled for the Leinster Team Racing Championships but unfortunately these were postponed due to unfavourable weather on March 10th and were rescheduled for March 25th but may not take place for this year.

## Rowing

Kendyll Vandlik (6th Yr) was chosen to represent Ireland for rowing during the summer.

Moss Simington (4th Yr) won the U-16 division at the Irish Indoor rowing Championships in January 2020.

He competed over 2 km and finished in a time of 6 minutes and 37.4 seconds.

## Transition Year

This year we have had 163 students taking part in the Transition Year Programme, 17 of whom were new to the college. Nowadays, Transition Year is the main point of entry after First Year. Some students move away or leave after Transition Year and, in addition, Transition Year is a time when new students can settle in and prepare for the demands of 5<sup>th</sup> and 6<sup>th</sup> Year and the IB programme.

In early August, just at the start of the academic year, the students travelled to Donegal (An Gartan Adventure Centre) and Mayo (An Uisce water adventure centre) for a three-day Irish Culture and Adventure sports experience involving surfing, cycling, Irish dancing, bog jumping and much more. On their return, the timetable-based activities started. Core subjects and extended core subjects (Business, Religious Education, Economics, Accounting, Geography, History, Physics, Chemistry, Biology) featured strongly with 4 regular assessment periods throughout the year underpinning the teaching and learning. In addition, large sections of the timetable consisted of 'option subjects' which included, for example, yoga, web design, journalism, film studies, philosophy, culinary arts, salsa dancing, architecture, ECDL and creative writing to name but a few.

Assessment continued to be an essential consideration throughout the TY year. Our core subjects (Irish, English, maths and languages), along with our extended core subjects (business, religious education, accounting, economics, geography, history, physics, chemistry and biology) operate a 'continual assessment' model, with four assessment periods throughout the year. The data from these assessments is conveyed home. In addition, our languages also have a strong oral emphasis with both Spanish and French having 'interactive' classes as options.

A main strand to the year and indeed the assessment structures centres around the Portfolio interviews which take place twice during the year. These aim to give a forum to the students to demonstrate their engagement in the TYP in all its facets, from academic, to creative, physical to psychological, It also showcases and explores volunteerism and collaboration projects. SACA support an Award Scheme centred around this portfolio assessment process.

## **Spanish Exchange**

Once again the TY students were offered the opportunity to participate in a Spanish language exchange. Eighteen Spanish guests visited us in September, whilst our students were due to visit Madrid in February for the return leg. Due to Covid-19, the return leg did not take place. Given the importance of oral language proficiency in the Leaving Certificate exams, this programme of language immersion is a very welcome part of TY and will hopefully resume in the future.

## **Ski / Krakow Trips**

Over the February mid-term break, more than 120 TY students were out of the country on the ski trip to Italy and the cultural trip to Krakow, Poland. Both trips were full of activity and were thoroughly enjoyed by all.

## **Work Experience**

There are two periods of work experience usually planned for Transition year, (February/March and May/June). However, this year, work experience was affected by Covid-19. Some individual placements did take place, but many were cancelled.

## **Other Transition Year Events and Activities**

Throughout the year, we invited guest speakers into the College to speak to pupils to provoke interest in a diverse range of subjects or to encourage students to become involved in a range of activities or organisations. Many of the speakers were past pupils or friends of the College. John O'Shea, Mark Pollock and Tom Clonan were among those who visited to give presentations. All received a warm reception from our TY group.

Friday afternoons offered a range of physical and sporting activities – Jump Zone, rock-climbing, soccer, golf, hill walking, orienteering, tennis, to name but a few.

During the course of the school year, students also participated in a range of activities outside the daily timetable. These included charity activities from local bake sales to national street collections and even an international fun run where more than 70 of our students ran through the streets of Dublin in the dark in aid of the Mark Pollock Trust. Our TY Uganda project continues to flourish with many activities including the Winter Fair and the U-Live concert. This year should have been the 17<sup>th</sup> year a group of SAC students to travel to Uganda to represent the College but was cancelled due to Covid-19. Despite this disappointment,

SAC did transfer €16,000 to our partner institutions in Uganda to help them through their struggle with the Covid crisis.

Other extra-curricular school activities of note this year were: SciFest, the Enterprise Fair, the Axa Road Safety event, and many more. As well as these developments, many of the well-established school and TY activities continue to flourish - MUN, Grapevine, One-Act Drama, Ski trip, Krakow Trip, Camping Trips, Gaisce, Junk Kouture and, of course the school musical. In addition, our team sports all featured prominently in the TY Programme.

This year, our well planned and well trialled programme was seriously tested when the Covid 19 lockdown arrived. Many of the usual and planned activities for the final term were cancelled, but the staff were creative and energetic in their attempts to deliver a meaningful and busy conclusion to our 2019/2020 Transition Year Programme.

## **COVID -19**

### **EXAMINATION CLASSES AND COVID-19**

All our examination classes, International Baccalaureate, Leaving Certificate and Junior Certificate were more affected than other year groups as a result of Covid-19.

#### **International Baccalaureate**

On 23 March, the International Baccalaureate Organization announced, that the May 2020 examinations, for the International Baccalaureate Diploma Programme and Career-related Programme would not be held this year due to the COVID-19 (Coronavirus) pandemic. The examinations had been scheduled to take place between 30 April and 22 May 2020. Depending on what the student's registered for, the student's will be awarded a Diploma or a Course Certificate which reflects their standard of work. This is based on student's coursework and the established assessment expertise, rigor and quality control already built into the programmes. The IB intends to release results to universities/institutions and schools as planned on 5 July 2020. All student coursework and associated predicted grades were uploaded by 20 April, in order to guarantee delivery of results by 5 July.

#### **Junior Certificate**

On Friday 10 April, the Minister for Education, Mr Joe McHugh, announced that the Junior Certificate was being cancelled. He offered the students the option of sitting their examination at the start of the Autumn

term. We took the decision to survey staff, students and parents/guardians to find out whether we should conclude the Junior Cycle in May or extend it into September. Overwhelmingly, all stakeholders voted to end the Junior Cycle at the start of the summer. We had already made the decision that all our 3<sup>rd</sup> years would sit summer examinations along with the other years.

### **Leaving Certificate**

Leaving Certificate Students were initially informed that they would be sitting their state examination in July. However, on Friday, 8 May The Minister for Education, Joe McHugh announced that the Leaving Certificate Examination was being postponed. Teachers were asked to provide their students with an Estimated Mark which would be submitted to the Department of Education. This mark would then be transferred into a Calculated Grade. The Minister informed students that their results would be published as near to the date as they would ordinarily be released. Students would have the opportunity at a later date to sit any paper they chose. There would also be an appeals process which would examine all the procedures and protocols which had been undertaken to arrive at an Estimated Mark and subsequently a Calculated Grade. The appeals process will not allow for any mark a teacher has provided to be altered.

### **LEARNING FROM HOME DURING COVID - 19**

Distance learning continued in many formats after the College closed on Thursday, 12 March. Throughout this time the College platform being used was Microsoft Office 365. This gave the staff and students the opportunity to use the 'Groups', 'Teams' and 'Flipgrid' facilities.

In the Senior School, teachers continued to use the 'Groups' facility and Microsoft Teams. Staff used the Teams facility to hold live classes and set work via the assignments tab. Using the 'meeting' option in Teams allows teachers to conduct a full class or just a check in with their students. During the lesson the teacher was able to share resources, deliver explanation of content and answer questions. Through additional training staff, as the weeks progressed, increasingly used the assignments tab to deliver work to students, have it returned and offered feedback. As the weeks have progressed more and more classes were being live streamed. The teaching of live classes has enabled staff to:

- Talk through documents (PowerPoint / Word / Pdf) via the screenshare facility,
- Hold discussions, set work and answer questions
- Teach new concepts and explain problems verbally
- Ask students to prepare and present a verbal presentation themselves
- Continue with the oral presentation of the MFL Classroom-Based Assessment online

- Introduce new Classroom-based Assessments, for example science and English to second years
- Conduct class tests

MS Teams has also provided scope for the setting, collecting, marking and feedback of assignments.

In addition to classes being run on Teams, all year teams continued to take their role in the pastoral care of the students very seriously and continued to make contact and engage as much as possible with the students. In addition to sending weekly assembly bulletins, form teachers emailed their students to ensure continued contact. Form teachers held virtual registrations every week. Weekly assemblies were held for year groups using teams also.

Throughout this time a great deal of support was provided by staff, both through the Digital Leaders team (DL Team) and peer-to-peer. The virtual staffroom give teachers the opportunity to avail of instructional webinars and peer produced help videos. The DL Team also provided 1:1 support to both staff and students. In addition, staff meetings, faculty meeting and team meetings (Year Digital, Form) have all been held online.

### Charitable Activities

Students and staff have been active fundraisers for, and participants in, many local and national charities this year. These have included:

Dublin Central Mission	The Salvation Army	St Vincent de Paul
Team Hope Shoebox Appeal	Sugarloaf Lions Club	Goal
The Caroline Foundation	Inner city Homeless	

In addition, the proceeds from this year's non-uniform days have been distributed to the following charities:

Brain Tumour Ireland	Spinal Injuries Ireland
Merchant Quay Ireland (Homeless)	The Hope Foundation
Peter McVerry Trust	The Gavin Glynn Foundation
Bothar	Unicef Ireland – Refugee Children

This year's Transition Year students have continued to fundraise for our Transition Year Uganda Project. Other years also carried out a variety of fund raising events.

## **Child Protection Procedures**

The Child Protection Safeguarding Statement and Risk Assessment was approved by the Board on 26 March 2019. All College staff completed Child Protection training online prior to the start of the academic year. In September 2019, The Student Council made a recommendation to amend the Child Protection Safeguarding Statement and Risk Assessment. They asked that the sentence which read 'to encourage all staff to undertake Child Protection training' be changed to 'ensure that all staff undertake child protection training'. This change was approved by the Board of Management at their meeting in October and the policy was duly amended.

The Board of Management annual review was conducted in March 2020. This review was conducted in accordance with the checklist set out in Appendix 2 of the Department's 'Child Protection Procedures for Primary and Post-Primary Schools'. The policy was sent to the PTA and the Student Council for their consideration as part of the review process. The policy was also emailed to all staff and parents to inform them that a review was underway, and staff and parents were asked to consider the document and revert to the Headmistress with any queries or comments as appropriate. The Board of Management approved the review on 2 April 2020. The newly approved policy was sent to all staff and parents of the College. The Child protection Safeguarding Statement and Risk Assessment is posted in the main reception area and in the Junior School reception and Collen building.

The Designated Liaison Person (DLP) is Mrs Joan Kirby, Headmistress. Ms Monica Lynott, Deputy Principal is the Deputy DLP.

## **Christian Union**

Christian Union in St Andrew's College is a student led group that meets weekly and provides students with an opportunity to explore questions of faith and spend time looking at different aspects of the Christian faith in an open and welcoming environment. Under the leadership of Aaron Speer (6M) the Christian Union held meetings every Thursday at lunch time. These meetings included guest speakers spread throughout the year who explored topics including; commitment, forgiveness, reconciliation, social responsibility and stewardship.

The highlight of the Christian Union calendar is the weekend retreat in Ovoca Manor, Co. Wicklow. The guest speaker on this year's retreat was Jonathan Byford from Kill O the Grange Church

and the theme was the role of the individual as an influencer. The students also availed of the many activities on offer and found time for reflection in the beautiful surrounds of the vale of Avoca.

## **Student Council**

The Student Council structure in St Andrew's College comprises Year Councils and a Whole School Council (WSC). Year Councils are in operation in Second, Third, Transition and Fifth Year. Elections for student representatives are held in May for the upcoming year. Students from First to Transition Year vote to elect two representatives from each form to the relevant Year Council. These councils then elect two representatives to sit on the Whole School Council. The Head Girl and Head Boy set the agenda and chair the WSC meetings. Minutes of the WSC are taken by the students, the teacher representative Ms Brianán McGrane distributes the minutes to Year Heads, Management and the Facilities Manager.

The Year Councils and the Whole School Council endeavour to maintain a positive line of communication between the school body and the management team with the aim of improving the day-to-day running of the College in many important ways. These councils are in a unique position to inform management of a student's perspective of life in the College.

The Whole School Council has represented the school at the Comhairle na nÓg Council which is organised by Dún Laoghaire-Rathdown County Council.

The year began with a plenary session of all Student Councils on the 25<sup>th</sup> September 2019. The aims for the Council in 2019-20 were discussed. They were - to highlight the motto "Always do the right thing" and to highlight by events the wellbeing indicators. It was decided to continue the themes from 2018-19 and that the Council would promote one indicator of wellbeing within each year group. First years were assigned *Active*, Second years *Aware*, Third years *Resilient*, Fourth years- *Connected*, Fifth years *Responsible* and sixth years, *Respected*.

The Council was very busy this year reviewing the policies of the school when asked by management, for example the Heathy Eating Policy. Recommendations made by the Council led to some changes in our Child Safeguarding Risk Assessment and Statement. The Student Council drew up an extensive action plan for our council from 2019-2024, this involved a planning meeting and meetings with management. The Student Council is very proud of this document and it is now included in the School Development Plan.

The Council held a number of successful events. Sixth years did a "tea and treats break" for all staff as a thank you on Thursday 13<sup>th</sup> February 2020. The council also ran a successful poster competition on the

school's motto "Always do the right thing". The results of this competition can be seen in posters around the school.

This year the Student council worked closely with the anti-bullying committee and were in the process of organising a team building event for friendship day which was to be held on the first of May. Extensive planning had taken place for this student led day, unfortunately due to the Covid 19 lockdown plans had to be put on hold. Even in these strange times the council has held meetings by using teams. Working with the anti-bullying committee, from our homes, the Council was involved in organising several virtual table quizzes for second and fourth years to take place before the end of term.

## **Bullying Awareness**

We started the year by setting up our anti-bullying committee with representatives from all years, who contributed to ideas for ensuring a school environment as free from bullying as is possible in a school of our size. This year, there were 52 students on the anti-bullying committee spread across years 2 – 6. The committee met every 2 weeks to come up with ideas such as poster competitions, assembly topics, practical ideas to help students and new ideas for speakers and Friendship Day.

The focus was to try to make sure that the new students settled in well and that there were very few students having break or lunch on their own. A rota was drawn up whereby students would walk around at break and lunch monitoring areas. A fun map of the school highlighted areas where students could go and hang out with other students from the same year group. The staff anti-bullying committee was split into year groups and events were organised for each year.

In September we were very lucky to get a place on the Pieta House Resilience programme where facilitators came to the school and gave lessons in resilience to 2nd year students. This is an evidence based six-week programme for second year students aimed at equipping students with emotional resilience tools. Skills training programmes aim to increase protective factors such as coping skills, problem solving, decision making, and cognitive skills. There was very positive feedback from all stakeholders for this programme. As a follow up to this, Pieta House were due to come in to speak to teachers in May. This will hopefully be facilitated when the school re-opens.

In October, posters were put up all over the school with a list of teachers and their email addresses in a drive to promote "Need to Talk?" Pastoral Care was discussed at every assembly and students were reminded that there if there were times when they felt overwhelmed, the teachers on the list were all people they could

contact. The Guidance Department were also involved in this initiative. Staff members were reminded that if they were worried for a student they were to report it straight to management.

In December, we organised an inaugural 5th/6th year anti-bullying themed quiz which was a great success and received wonderful feedback. Renowned author and psychotherapist Stella O' Malley came in to talk to the staff on a whole school approach to anti-bullying. All 1st and 2nd Year students were given a kindness calendar in March. The feedback on this was very positive and will be done next year for more than one month.

In April, Stuart Wilson was due to talk to the parents about cyber-bullying. This went ahead online and he also spoke to 6th years students. Our Friendship Day was due to fall in Wellness Week on Friday April 1<sup>st</sup>. In lieu of this, the anti-bullying committee organised some year quizzes.

Finally, a recurring success for this year was our Tea and Chats room held every Tuesday and Thursday during lunch time. We moved room this year and the atmosphere and energy from the room on these days is something to behold. We also held raffles at Christmas and Mid-Terms and the feedback was phenomenal from staff and students alike. A very big reason for the success of this room is the students running it namely: Chrissie Byrne, Sophie Rice, Tom Kelly, Ellie Bradley, Sarah Brownlee with help from their peers on the anti-bullying committee.

## **Mentor Programme**

This year's report must begin by acknowledging the work Mary Devally, former mentor coordinator, put into setting up and developing this important programme. Her systems were in place to step into.

Promotion work was done early through the 4th Year Form teachers and their students to launch the idea and its importance within the pastoral care of 1st Year students as they make the transition into secondary school. It also provides a responsible & caring role for Fifth Year students as role models.

Beginning before Easter when approximately 40 voluntary names are sought to attend and guide on the first induction day. More than 50 students volunteered to attend on a Saturday and some initial contact was made. The formal job description and application process followed, and we ended up with 120 applicants, from which 115 mentors were accepted. Many wrote that their motivation was based on their memory of how important it was for them in First Year and how they wished to 'give back'.

Following reminders in the summer, almost all of them attended a training day in August first and later to be matched up with their respective first year 'Mentee'. This task of training, registering and allocating was

facilitated by the same team who helped Mary in previous years, Ms Sloan, Ms Teehan & Ms Glynna. A specially designed Mentor badge or pin was distributed so they could show pride in the role. Mentors met their charges, toured the school and located lockers where the struggle to open the combination locks prove a test even for a fifth year veteran. A lot of work is put into placing Mentor & Mentee lockers in the same area so they meet each morning, break & lunch. They offer practical tips and advice, build some trust over lunch before they commenced a 'fun challenge' game which finishes off their first encounter with school in a positive and enjoyable way. This sets up the role as one where the first year see the mentor as a support, & sympathetic person.

Some late applicants joined the team of Mentors and were often paired up with new arrivals to first year or even second year.

In the early part of the year, mentors had several formal meetings with their charges through the form period in registration. We put a 'theme' to these meetings to focus on issues that the first year team felt was arising. Locking lockers, Friendship, Participation in extracurricular activity and prior to Christmas the issue of Organisation & Study. As time passed, this contact lessened as the first year became more independent.

Despite the apparent independence, the importance of maintaining contact was stressed as the, 'eye on the ground,' of a mentor is more likely to see isolation, exclusion or bullying. The mentors are trained and reminded to pass on any concerns to the first year team of form teacher, year-heads, Deputy Principal or Mentor Coordinator in strictest confidence. They know not to try to solve a difficulty themselves and know that it is a responsibility of school management. Several times in the year this proved most useful and the intervention helped solve an issue early.

Through this some very fine Mentors emerged as potential leaders for future roles such as Prefect. This information was passed on to the prefect co-ordinator. It must be recorded that this was an exceptionally good group of mentors who took their role seriously and only very few fell away as the year passed.

In the new year we set a date for a Wednesday close to Valentine's day to have the well established Quiz which brings to two together in groups where they enjoy a final activity together, with a 'love' theme.

The effort to link the first year form team with the Mentor is a useful resource and support particularly as the Mentor is often more likely to see and be able to communicate in a way that a staff member cannot.

Formal feedback was not done this year as the school was suspended but generally, there was positive verbal comments from staff and first years on many occasions.

Even in isolation in our homes a concern was expressed from one Mentor that a contact might be made to see how their first year charge was dealing with distance learning and to see if they could help with the organisation or processing of work. A fitting end to this year.

## **Plastics Committee and Sustainability**

Due to the success of the plastics committee in 2018/2019 term we decided to amalgamate the plastic committee and green schools. Our first meeting was in September which had a turnout of 41 students. The committee has increased and reduced over the course of the year dependent on other activities and commitments that students had. There are, currently, 75 members in the committee. The group meet almost every week at either break or lunch time. All updates and events are shared on an email group to ensure that all students are up to date on activities and to ensure that they have ample opportunity to get involved with projects to take action. This group is student led and facilitated by Simon Moore, Sue Adams, Kirsty McArdle, Sile O'Callaghan and Eoin Fahey. The students led multiple projects over the course of the year to raise awareness about the environment.

## **Plastic-Free SAC**

The plastic-free SAC project continued from last year. Building on the success of eradicating plastic bottles from school the students continued to raise awareness about the topic by speaking at school assemblies, selling the SAC school bottles throughout the school year but also to the incoming first years during the 1st year induction week. Awareness was also raised through the committee's Instagram page, on the school television screens, in the newsletter and through the environmental notice boards and posters. We also received a donation of a plastic sculpture from the art students at IADT. This is a 'sea monster' made from materials salvaged from the sea to highlight ocean pollution.

## **Recycling**

The students did several bin audits to measure the amount of plastic that has been reduced. This was compared with the bin audit from 2018. There was no plastic found in the bins in school. This was a major success for the committee and confirmation that their campaign was a success. However, the results of the bin audit showed that the bins weren't being used properly. Students spoke at assemblies to teach their peers about bin etiquette. The students also made a video about how to use the bins correctly. This was shown on the Instagram page, in classes, at assemblies and on the school TV's. Students also spoke to staff at a staff meeting about these issues and asked for the teachers to support them in this quest.

## **Environmental Awareness Fridays**

In October and November, the committee decided to split up into groups to create awareness about different topics. The school calendar was split up between the groups so that each group had a time and space to create awareness about their chosen issue. Over the course of 5 weeks groups created awareness about their topic through Instagram, school TV's, posters and at an activity table outside the library every Friday. The activity table had interactive games and information about each group environmental topic. The environmental committee from the junior school were invited to take part in the activities each week. Topics highlighted were; ocean awareness, sustainably food, biodiversity loss and fast fashion.

## **Swap Shop**

In December Jenny Morris led a swap shop at the TY Christmas fair to create awareness about fast fashion. Jenny invited groups to donate clothes to the fair. At the fair Jenny set up a stall for students to swap or buy clothes any of the second-hand clothes that were donated. This was a highly successful initiative that resulted in a continued revolving clothes swap shop that can be accessed any time in room 2.04. There is currently a rail of second-hand clothes in this room that students can access and swap their clothes at any time.

## **Sustainability Week**

Sustainability week was held in January. There was an activity and awareness drive daily at lunchtime throughout the week. This included recycling bin education, rubbish relays, swap shops, plastic awareness, biodiversity awareness, sustainably products for sale (straws, shampoo bars, soap, plastic free sanitary wear, bamboo tooth brushes and the SAC water bottles), Mr Moore and Ms McArdle ran workshops on how to make bird boxes, bug hotels and bees wax food wraps. Instagram, TV's and assemblies were used to springboard awareness about events and environmental issues. Duncan Stewart came in to speak to the TY's about climate change.

## **Parental Involvement**

### Parent Events

The College organised the following information meetings for parents in 2019/2020:

- Parent / Subject Teacher Meetings for First, Second, Fifth and Sixth Year groups

- Information Meeting for parents/guardians of students involved in the Transition Year Spanish Exchange Visit
- Information Meeting for parents/guardians of Transition Year students travelling to Uganda
- Information Meetings for parents/guardians of students involved in School Trips during the year
- Induction Meetings for First Year parents/guardians – August 2019
- Parent Information Evenings for the following Year groups – Sixth, Fifth, Transition, Third, and Second Years – August and September 2019
- Information Talk by Mr Stuart Wilson for parents/guardians August 2019
- Study Skills Presentation by Amazing Brains for Second Year Parents/Guardians – September 2019
- First Year Parent and Form Teacher Meeting – October 2019
- First Year Student Enrichment Talk – November 2019
- Information Meeting for parents of incoming First Years (2020) – November 2019
- Information Meeting for parents of incoming First Years (2020) – January 2020
- Options Evenings for First, Transition and Fifth Years – January 2020

All meetings were well attended by parents.

## School Events

Parents were invited to attend a variety of school functions and events throughout the year. In 2019/2020 these included:

- PTA Coffee Mornings for all year groups
- Coffee Mornings for international parents and host parents of Junior and Secondary School students
- PTA Debs Reception – September 2019
- 125 Ball – September 2019
- International Night – November 2019
- SciFest Second Year Science Fair – November 2019
- Annual Prizegiving Evening – November 2019
- College *Musical* – November 2019
- Transition Year Winter Fair – December 2019
- PTA Christmas Social Evening – December 2019
- 125 Carol Service – December 2019

- IB Art Exhibition – January 2019
- PTA Charity Lunch – February 2020
- Transition Year Enterprise Showcase - February 2020
- Transition Year U-Live Concert – February 2020
- One-Act Drama Festival – February 2020

## School Development Planning

### School Policies

All policies that make up the school plan are available on the College website: [www.sac.ie](http://www.sac.ie)

The following have been the main developments in school planning in 2019/2020:

- The on-going review of SAC policies
- The on-going work on the Junior Cycle Curriculum Plan
- The on-going work on the introduction of the Well-Being Programme
- The on-going review of subject development plans in all departments
- The on-going work on School Self-Evaluation with the continuing work of Literacy and Numeracy Core Teams, the Digital Strategy and the Assessment Strategy
- The formal revision of the following policies:

Code of Behaviour for students	Policy on Dignity and Respect
Secondary School SFL Policy	Garda vetting Policy
Secondary School Parent Meetings Policy	Protected Disclosures Policy
Attendance and Punctuality Policy	SNA Policy
Code of Professional Conduct for Teachers' Policy	Critical Incident Plan
Irish Language Policy	Concussion Policy
Uganda Selection Policy	Work Experience Policy
Secondary School Assessment Policy	Complaints Procedure Policy

Policy on Equal Status and gender Equality	Child Safeguarding Risk Assessment and Statement
Supporters' Policy	Practices and Procedures in relation to the SAC Child Safeguarding Risk Assessment and Statement
School Trips Policy	Coaches' and Specialist Teachers' Policy
Library – Policy on Acquisitions	Support For Learning Policy
Electronic Devices Policy	Policy on Substance Abuse
Policy in relation to Food Supplements	EAL Policy
Student Support Policy May 2019	Student Wellbeing Policy
AUP (for staff)	AUP (for students)
Code of Conduct for Support Staff	Guidance Policy

## School Self Evaluation

### Teaching and Learning – Assessment for Learning

During this academic year, the School Self-Evaluation committee chose Assessment for Learning as the next three-year strand based on feedback from the Department of Education Inspectorate.

The committee began the year by providing every classroom in the school with an Assessment for Learning Toolkit. Contained in this toolkit was a variety of strategies to promote teaching and learning in relation to assessment for learning such as traffic lights, questions, Post-It notes etc. The aim was to ask all teachers of first years to implement at least two of these strategies in every class. A presentation was given at the first staff meeting in August where staff filled in an online survey in the data gathering stage of the school self-evaluation process.

As part of this process, all 1st Year students were issued with a set of traffic light assessment 'smiley faces' to use in class. This assessment for learning methodology is a very effective way of measuring a student's progress and can be easily incorporated into all subject lessons. When teachers have finished teaching

a learning intention, a new concept or definition, they ask the students to show their 'smiley faces'. A green 'smiley face' indicates that the student fully understands the material; an amber/yellow smiley face indicates the student is having a little difficulty with the material. If there are a lot of amber/yellow faces, the teacher then uses higher-order and lower-order questioning to help the students understand the area in which they are having difficulty. Finally, if the students show a red smiley it means they really don't understand the material. The teacher is then able to revisit the material in a differentiated way to ensure the student or students fully grasp the learning intention.

The School Self-Evaluation Committee also surveyed the first years twice and will analyse these results in order to proceed into the second year of this strand.

### **Teaching and Learning – Oral Communication**

The oral communications strand of School Self Evaluation commenced its second year of the three year cycle in 2019/2020. The first year of the cycle had concluded with the committee circulating strategies to improve oral communication amongst the staff. At the start of the 2019/2020 academic year, the committee asked all subject departments to embed a small number of strategies to enhance student oral communication.

Subject departments were given the autumn term to trial and embed strategies. Thereafter, the committee investigated the success of these strategies. A survey was composed and distributed to teachers to explore the extent to which oral communication strategies were being used and the consequent success of those strategies. The findings suggested a very high level of staff engagement with these strategies and an eagerness to use more strategies to enhance oral literacy skills. The survey showed that 90% of staff had used oral communication strategies in the current academic year.

The committee conducted a focus group with second year students to glean a clearer picture of how oral communication has been progressing in the school. This focus group suggested that students experience a very wide and consistent use of oral communication strategies across classes. However, for some students oral communication in the classroom remains a source of apprehension.

In the third year of the cycle, the committee aims to reinforce successful strategies and focus on new techniques to assist students who are apprehensive about oral communication. The committee intends to distribute further strategies to improve oral literacy skills to achieve this in the new academic year.

## Literacy

The committee was committed to the continued implementation of the College's literacy strategies. We continued to prioritise increasing student engagement with the College Library, reading for pleasure and the student-led literacy committee. We hoped to increase the number of students who read for enjoyment, to increase the use of student voice in the school's literacy initiatives and to promote comprehension and critical thinking strategies in the College.

Literacy remains prevalent in the College's co-curricular programme. There are a number of staff-led and student-led initiatives that promote literacy. This includes the Model United Nations, Debate Club, French Debating, Writers' Club, Poetry Aloud, Grapevine, One Act Drama, From Page to Stage, The Wine Dark Sea, etc.

The previous literacy cycle identified the promotion of the school library as a priority. Our College librarian, Ms K Ryan, has continued to implement a number of initiatives this year. The library is part of the First Year Wellbeing programme. During this class students learn to create, appreciate and critically interpret a wide range of texts. All first-year students were introduced to a number of literary genres. They also had a 'blind date with a book', which was run by Ms K Ryan in conjunction with the successful Fifth Year Mentor Programme, encouraging vertical literacy promotion. As per previous years, based on information from their English teachers, students were issued with a book based on their reading level chosen for them by their Fifth-Year mentors. Furthermore, Ms Ryan has continued to use the STAR rating system in the library catalogue to encourage students to read more challenging literature. This has been run alongside the successful Accelerated Reader programme which students and parents can access through the College website. First Year students read 96 million words in their Wellbeing classes using the Accelerated Reading Programme.

There are a number of other whole-school literacy initiatives which occurred in this academic year. We have continued with the 'Book in the Bag' initiative for Junior Cycle students. This is where students are encouraged to have a book of their choice in their bag at all times. When a subject teacher finishes a module or topic with some time left in the lesson, students are encouraged to take out their book and read it for the remainder of that class.

The Word Challenge was continued and developed this year by the Student Literacy Committee. This is a monthly competition that marries literacy and critical thinking by posing a verbal challenge which students are invited to solve, alongside a quote of the month and word of the month submitted by students.

The student literacy committee increased to two students per year and this year we had a literacy prefect who was in charge of organising monthly games and events.

Writers Club has also developed a Writers' Wall in room G.04 which displays work from famous writers and our students' work on a monthly basis.

First, second, TY and fifth year students participated in a Short and Tweet competition in which they had to write a short story in 280 characters or fewer. We celebrated World Book Day on 5th March with 'Drop Everything and Read'. All students and staff in the College dropped what they were doing at 11.00am and read a book of their choice for one class period. The St Michael's House, 'Bring A Book, Buy A Book' sale took place on the same day with all monies raised going towards St Michael's House, Dun Laoghaire.

Finally, another literacy event run by the Library is the annual book sale held to develop the library at Rubirizi Secondary School in Uganda. This takes place every December during the Winter Fair.

## **Numeracy**

This year marked the fifth year of promoting numeracy at St Andrew's College. The key focus has been to progress and ingrain a cross-curricular approach to numeracy, thus providing students with context and opportunities to engage with numeracy outside of maths lessons. To help students recognise the use of mathematics within language classes, sciences, arts etc. Another focus was to have a numeracy prefect who, along with Mr. Goode was in charge of promoting numeracy throughout the school.

The efforts to develop the first floor of the Collen building into a 'maths area' was a big part of the numeracy plan this year. Developing the maths display of mathematical terms at the stairs entrance, the window stickers and the TY activity to decorate the maths room doors with geometric terms was undertaken.

Before the school closure, display boards were bought for each maths room door and these will display maths challenges or information. Some maths clocks and posters were also obtained for each room. The development of this area will continue next year.

The 'Accelerated Maths' programme was looked into but after speaking to another school's maths department it was decided not to pursue this. Alternative programmes such as 'Manga High' and 'Kumon' are now being investigated.

It was agreed that 'maths week' would return for next year and the activities of 'Pi Day' and a maths scavenger hunt were planned to be run this year. It was agreed that there would be a gradual approach to

whole-school numeracy approaches this year. It was observed that students could benefit from the skill of being able to calculate (and approximate) percentages (and round appropriately) and therefore teachers will be asked to give exam scores as fractions where possible and allow students to calculate their percentage.

## Digital Learning

The Digital Learning Team (DLT) has continued to work separately, but alongside the SSE to contribute to the School Improvement Plan. With the guidance of the Digital Learning Framework, the Digital Learning Plan for St Andrew's was created at the end of 2018-19 school year.

The DLT collaboratively identified a focus by choosing one domain and standard from the Digital learning Framework for 2019/2020; two from the area of *Teaching and Learning* and one from *Leading Teaching and Learning*:

### Post-Primary – teaching and learning

#### DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Teachers value and engage in professional development and professional collaboration	Teachers engage in professional development and work with colleagues to help them select and align digital technologies with effective teaching strategies to expand learning opportunities for all students.  Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.	Teachers engage in professional development, lead and support colleagues in selecting and aligning digital technologies with effective teaching strategies to expand learning opportunities for all students.  Teachers collaboratively effect change at a whole-school level to innovate and improve educational practice, through the embedding of a range of digital technologies in teaching and learning.
Teachers contribute to building whole- staff capacity by sharing their expertise	Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment.	Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students.

**Post-Primary – leadership and management**

**DOMAIN 2: MANAGING THE ORGANISATION**

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	The principal and other leaders in the school ensure appropriate policies, procedures and safeguards are in place to ensure the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.	The principal and other leaders in the school oversee the implementation, communication and ongoing review of appropriate and relevant policies, procedures and safeguards that pertain to the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.

The Digital Leaders Team has grown to have twelve members and they have received CPD training to upskill in their use of Teams and areas of Microsoft 365.

The Digital leaders delivered training to their department on how to create a collaborative workspace to encourage and enhance the use of technology within their departments. There were also a number of drop in training sessions organised during lunchtime for staff to share their expertise in an area of digital technology.

Following the school closure, there were a number of webinars developed, along with screen recordings and help sheets. There was also a digital staffroom set up for ongoing collaborative support among staff on sharing expertise to enhance digital learning.

The staff will be re-surveyed online by the DLT to assess the progress that has been made around the two domains and standards.

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Students engage purposefully in meaningful learning activities	Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.	Students use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.

The next teaching and learning domain that the DLT are to focus on in the coming year is:

The Leading teaching and Learning domain is still to be decided.

The proposed standard will focus on the incoming first year students and the development of a digital learning induction program for the use of the school platform of Microsoft 365. The first year students will be surveyed when they join the school in August 2020 and resurveyed at the end of the year.

The Digital Learning plan is being updated and will include the aforementioned as well as the specific actions that will be implemented for 2020/2021 to improve Digital Learning Practice in the chosen areas.

## Staff Development

St Andrew's College staff has attended a wide range of CPD training throughout the year. Conferences/workshops attended by staff included the following:

FTA Congr�s National 2019	Post Primary HRA Using Fitness Monitoring in PE	PEAI Annual Conference 2019
In-Service Training Junior Cycle for Teachers	Senior Cycle RSE	Using AFLS Primary and Post Primary
Agricultural Science PLC	Cluster Day – Classics	Economics Seminar
Annual CAI-T Conference	Advanced Solidworks	Dyslexia Courses Ireland
DCU Choral Leadership Day 2020	National Seminar Day Leaving Certificate Art Evaluation	History CBA 1 Exemplar Material
History CBA 1 Prep	YEOTY Training Day	Create Music Using Digital Learning Technologies
Senior Cycle and Leaving Certificate PE Planning	JCT Classics Cluster Day	Home Economics Workshop
The Biochemistry of Respiration	JCT History	Second Subject Workshop Business Studies

Second Subject Workshop History	Introduction to SPHE	PDST Music
CSPE CPD JCT	IB Professional Development IB DP Category 2 English A Literature	French Embassy Pedagogical Training – Music in the French Class
PDST Chemistry 8 <sup>th</sup> Annual BAST Summer School for Chemistry Teachers	Graphics CPD 2019/2020	Junior Cycle for Teachers - CSPE
Musical Futures Professional Development Training	BASF Summer School for Chemistry Teachers	ISTA National Conference
IB Diploma Programme Economics Category 2	Choral Leadership Music Day	Instrumental + Analytical Chemistry Workshop – Royal Society of Chemistry LC Teacher Enrichment
PDST 'Plugged In' Music Technology	IB DP Category 2 French B	Applied Suicide Intervention Skills Training
Junior Cycle Science Chemistry Workshop	How to Teach Online: Providing Continuity for students	2019 Autumn – Biology – Biochemistry of Respiration
Junior Cycle for Teachers Classics Conference	PDST Economics Seminar	ISTA National Conference
Musical Features Course	Online IB Music Course	IB Chemistry Category 2

MSc in Group Analytic Psychotherapy	GC supervision, psychotherapy supervision and workshops on psychotherapy and guidance counselling	Amgen Biotech Experience – Scientific discovery for the classroom (LC Biology)
NEASC Webinar Reopening Schools safely	Policy Forum for Ireland – Next steps for improving mental health care in Ireland	Whole School Guidance – Wrapping up the Academic Year 2019/2020
Institute of Physics CPD – The Virtual Physics Laboratory Webinar	IB Theory of Knowledge Workshop	IGC Conference, Galway
GC Supervision, Psychotherapy Supervision Workshop	ICEP Europe Understanding Autism	ISTA Dublin Branch Analysis and Discussion of the 2019  Leaving Certificate Biology Paper

## Significant Student Achievements

### Academic Achievements

**UCD Entrance Scholars Award for Academic High Achievers** were awarded to Samuel Byrne, Caitlin Colbert, Hugo Given, Isabel Hernandez Kearns, Gemma Heron, Luke Horgan, Emily McCarthy, Sadhbh O'Mahony and Lia Quinn.

**A Trinity College Entrance Exhibition Award** was awarded to James Lai.

The award of an **Ad Astra** scholarship was awarded to Hugo Given (Academic), Amy Elliott (Elite Athlete) and Cian Murphy (Elite Athlete).

## National Junior Olympiad

Arising from their high achievement in mathematics and science in the Junior Cycle examinations, Clarisse Boisbourdin-Davison and Sprihaa Singh were invited to participate in the National Junior Olympiad competition in Dublin City University on Saturday, 2 November.

## All Ireland Linguistics Olympiad (AILO)

Following their excellent performance in the preliminary examination in the 2020 AILO competition, Eoghan O'Mahony (4McK) and Isabel Schmidt (6ON) went through to the National Finals which were held remotely in schools on Wednesday, 11 March. Eoghan was awarded a Bronze Standard Certificate and Isabel gained an Honorable Mention.

## BT Young Scientist 2020

Fifth Year Student Giulia Baratta was awarded a '**Highly Commended**' at the 2020 BT Young Scientist & Technology Exhibition with her project '*Toxicological investigation of pesticides using paramecium as a model organism*'.

## Senior Chemistry Olympiad

Aaron Speer (6M) came in the top 15 of the Senior Chemistry Olympiad in TCD on Saturday, 15 February. Aaron qualified for the selection panel from which the Irish team will be selected.

## History Teachers Association of Ireland (HTAI) Senior Cycle Quiz

Well done to the 6<sup>th</sup> Year history team who were awarded 3<sup>rd</sup> place at the annual HTAI Senior Cycle history table quiz on Monday, 20 January. The team members were Adam Kelly, Iremide Awosika, Safia Antoun and Eleanor Smyth.

## Student Enterprise Awards

Transition Year student, Austeja Andrunaviciute was awarded first place in the County Final of this year's **Student Enterprise Awards** with her entry **AA Custom 3D Prints**.

Caoimhe Higgins, (First Year), has been shortlisted for the final of the Environmental Protection Agency's *The Story of your Stuff* competition which will take place in May. *The Story of Your Stuff* is a competition

for second-level students aimed at highlighting sustainability, climate action and environmental protection. Students were invited to use their creative talents to tell the story of

## **Chess**

### **Millfield International Chess Tournament 2019**

This year saw St Andrew's field a full team of 12 students at the Millfield International Chess Tournament. The school finished an impressive fourth place in the Major Division. The students who attended Rory Vaughan (1st Year), Conor McFadyen (1st Year), Maelys Raud (1st Year), Leela Brook (TY), Daire Malone (TY), Brian Ward (TY), Ewan O'Mahony (TY), Ben Holman (3rd Year), Fionn Lynch Rybaczuk (2nd Year), Eoghan O'Mahony (TY) and Philip Talbot (TY) and Matthew O'Regan (2nd Year).

### **St Andrew's College Chess Classic**

The St Andrew's College Chess Classic weekend took place, from Friday, 20 September to Sunday 22 September 2019. The Classic had 109 participants and the Funday Sunday had 54 participants. The Inaugural Blitz had 20 participants.

### **LSCA Leinster Chess Leagues 2019/2020**

On Friday 29<sup>th</sup> November, St Andrew's College had 3 teams compete comprising of 16 students, (11 boys and 5 girls) in the first round of the Leinster School's Chess Leagues in Patrician Secondary School, Newbridge. The Senior A Team, which comprised Ross Beatty (6<sup>th</sup> Year), Eoghan O'Mahony (TY), Brian Ward (TY), Philip Talbot (TY) and Daire Malone (TY) finished 9<sup>th</sup> in the Senior Category. The Senior B Team which consisted of Matthew O'Regan (2<sup>nd</sup> Year), Leela Brook (TY), Aoife Haines (TY) and Emilie Higgins (TY) finished 13<sup>th</sup> in the Senior Category. The Junior team which had two 2<sup>nd</sup> Years and five 1<sup>st</sup> Years were Stanislav Saminov, Conor McFadyen, Fionn Lynch, Mark O'Connor, Scott Lowry, Maelys Raud and Ruby Gargan. They finished 18<sup>th</sup> in the Junior Category.

### **Leinster Chess Z Secondary Schools Finals**

14 First Year students attended the Leinster Chess Z Secondary Schools Finals which took place on the 6<sup>th</sup> March 2020. The students who attended were: Savannah Corrigan 1SMCA, Scott Lowry 1MN, Robert Talbot 1JS, Luke Leavy 1MCCS, John Celano 1MCCS, Lucille O'Mahony 1JS, Grace Colville 1JS, Alexander Wardlaw 1MCCS, Andy Cadle Byrne 1MCCS, Elliot Tiernan 1KMCA, Michael Power 1MCCS, Alasdair Ryan McKee

1MCCS, Ethan Browne 1NE, Alexander McGrath 1NE. One of our teams came 7th and Savannah Corrigan, 1SMCA, was awarded a 2<sup>nd</sup> prize medal in the Individual Girls category.

### **Easter Chess Tournaments 2020**

The SAC Chess Club held two virtual mini chess tournaments over the Easter Holidays. The tournaments were held using a platform called lichess.org and Microsoft Teams.

### **Young Economist of the Year**

The Young Economist of the Year competition is an inquiry-based research competition for students of 1<sup>st</sup> – 6<sup>th</sup> Year in the area of Economics. The competition is sponsored by the PDST in association with the Irish Economics Association (IEA), Maynooth University, NUI Galway, UCD, UCC, Trinity College, Limerick University, the Central Bank of Ireland, and the Irish Government Economic and Evaluation Service (IGEES).

Students prepare a project with an emphasis on the quality of the investigation and economic analysis using digital technologies. Students can submit individual or group entries, with no size restriction on the size of the group. The entries are then judged by a panel of economists and educationalists from a range of universities (named above) and economic institutions. This is the first year that St. Andrew's College has entered the competition. The College had 17 entries, both teams and individuals, from 1<sup>st</sup> -6<sup>th</sup> Year.

Our 17 entries have received, 7 Gold Medals, 3 Silver Medals and 7 Bronze Medals. Gold medal winners were Sebastiano Joyce and Tom McCormack (1<sup>st</sup> Year), Giulia Baratta (5<sup>th</sup> Year) Fergal Francis and Saskia Kirkland (5<sup>th</sup> Year) Grace Westrup and Matthew McCrea (5<sup>th</sup> Year) Amit Weitzman and Frida Älfvåg (5<sup>th</sup> Year) Phineas Godfrey (6<sup>th</sup> Year) and Giorgio Mucciacito Franco (6<sup>th</sup> Year). Silver medals were awarded to Shiv Suresh, Haoyang Jiang, Giorgio Pittoni (TY), Clodagh O'Brien (5<sup>th</sup> Year) and Anna Beale (5<sup>th</sup> Year). Bronze Medals were awarded to the following teams: Jake Justiniano, James Carthy, Jamie Forbes, Rhys Armah Kwantreng, (TY), Anna Smyth, Leah Rossiter, Katie L'estrange (TY), Clara Spring, Lucy Drummond, Lisa Nateus (TY), Shireen Kamali, Evanna Hoey, Ella Brennan (TY), Amy Webb Cooke, Philip Talbot, Evie Hannigan, Saskia Heneghan (TY) and Guy Fields (TY).

### **Prize Giving Ceremony**

807 people attended our annual Academic Prize-Giving Ceremony on Wednesday, 11 November in the O'Reilly Hall, UCD. The Guest of Honour was Mr Connor Green, a past pupil of the College, Class of 1997. Connor is a consultant orthopaedic surgeon at the Children's University Hospital in Temple Street and Cappagh National Orthopaedic Hospital. Connor delivered a humorous and engaging speech

where he spoke about his time in St Andrew's as a past pupil and his journey to becoming a Doctor. He recounted all the various careers he had considered before doing medicine and he stressed the importance of learning something new every day. His speech was well received by all attendees who enjoyed hearing about his life choices and the importance he places on being part of a team.

Mrs Kirby also spoke about service and the importance the College places on community and giving. She congratulated all our academic prizewinners for their excellent efforts but also drew attention to the fact that what we provide in the College is not just access to academic excellence but rather an all-round education so that our students leave us well prepared to take their place as global citizens.

Mrs Kirby introduced a new St Andrew's College prize, the Academic Medal. This prize will be awarded annually in recognition of academic excellence. It will be presented to those students who have achieved 600 points or higher in the Leaving Certificate Examination or 41 points or higher in the International Baccalaureate. This year it was awarded to eight students, Sam Byrne, Iseult Cambay, Caitlin Colbert, Rachel Diggin, Hugo Given, James Lai, Emily McCarthy and Bikem Pastine. Mrs Kirby also welcomed former Deputy Principal and teacher of history and English, Mr Ronnie Hay to the Prize Giving Ceremony. Four of Mr Hay's former students from the Class of 1982, Shane Boyd, Ian Cummins, Norman McDonald and Richard Teversham sponsored a prize - The Ronnie Hay Cup, which will be awarded annually to a 6th Year student who has displayed a genuine interest in the study of history and has completed an engaging and well researched Leaving Certificate Research Study Report or IB Extended Essay. This prize was presented by Mr Hay to Caroline Doyle. Notable prizewinners included the winner of the Haslett Memorial Exhibition, James Lai. Hugo Given won the Lorcán Miller Memorial Prize and Rosie McFadyen was awarded the Council of International Schools Award for International Understanding.

## **College Musical**

The School musical Les Miserables took place over four nights commencing on Monday, 25 November. A cast of 72 students took part in the shows with many more students assisting behind the scenes. Many weeks of rehearsals took place with students and teachers giving up their weekends to make sure that the performances were perfect. All the shows were sold out and were thoroughly enjoyed by everyone lucky enough to book a seat.

Ms Sawyer ensured that the singing and the orchestra were of the highest standard. The orchestra included 11 students who learned 31 pieces for the show and produced a stunning sound. While Mr Williams, as director, made sure that the acting was of the superb quality we have come to expect from our school

musicals. Ms Noone and Ms Moran assisted Ms Sawyer and Mr Williams and attended every rehearsal. Ms Garvey, Mr Hill and the Art department prepared a marvellous set.

In essence, the musical was a school community endeavour as a large number of teachers helped out backstage with make-up, hair, costumes and photography, while the PTA provided interval refreshments every night. The shows were a resounding success and ably demonstrated all the exceptional talent we have in the college.

## **November Service**

In the month of November, we take time to remember those whom we have met on life's journey and who have now passed on to eternal life. We may be remembering someone very dear to us – a mother, father, brother or sister, a grandparent, a daughter or son, a dear friend or relation, - and we may also call to mind people who walked alongside us in life's journey for only a brief time, but who touched our lives deeply. We remember those who have died during the past year, and all our loved ones who passed on to their eternal reward.

This year we chose to create a sacred space in the college Chapel for staff and students to reflect on loved one's they have lost along life's journey. We took the opportunity to light a candle, and engage in silent prayer or reflection.

## **Seachtain na Gaeilge**

Seachtain na Gaeilge ran from Monday 9th March to Friday 13th March. On Monday, 9th March the Irish department decorated House Area 1. On Monday, 9th March the First Years did a spelling Bee 'as Gaeilge'. The winner was Chloe O'Sullivan.

On Tuesday and Wednesday mornings, there was traditional music performed at the 2nd year and 3<sup>rd</sup> Year assemblies respectively. A 'sos gaelach' was also held in the staffroom for all staff members. The staffroom had been decorated and refreshments were made available. Staff were encouraged to use their 'cúpla focal.'

On Thursday morning, there was traditional music performed at the 1st year assembly. A whole-school céilí was to be held in the Senior Hall. Students danced to Ballaí Luimnigh, Ionsaí na hInse and An Dreoilín. The students had been learning the dances in Irish classes leading up to the céilí. Transition Year students did table quizzes in their Irish classes. Each 2nd year class made posters based on seanfhocail (proverbs) in class.

Plans for Friday which included scóráil sciobtha (speed dating) in the senior hall had to be cancelled as the school closed due to Covid-19 on Thursday 12 March.

## **Model United Nations**

This year is the 37th year of Model United Nations in St. Andrew's College. We participated in seven external MUN conferences this the year. Five of them were one and a half day conferences in Dublin – Terenure College MUN in September, Rathdown School MUN in November, Mount Anville School MUN in December, Blackrock College MUN in December and Wesley College MUN in February. Like previous years, we attended two international conferences, the first was The Royal Russell International Model United Nations, in London which was attended by 43 students and was held in October and then in January we attended The Hague International Model United Nations with 41 students.

Practice meetings are held throughout the year. Students met for an hour on Monday, Tuesday and Thursday after school and for two hours on a Saturday afternoon. The Monday meetings were added to our schedule last year to facilitate students who play sport and therefore may not have been able to attend both the Tuesday and Thursday meetings. Typically, a student should make two out of the three after school meetings and should attend on Saturdays prior to the international conferences and SAIMUN. The weekly meetings are organised and chaired by 6th year students. It is through these meetings that students hone the various skills needed for successful MUN.

### ***St. Andrew's International Model United Nations (SAIMUN) – 6 – 9 April 2020 – Royal Marine Hotel, Dun Laoghaire.***

This year SAIMUN 2020 was cancelled due to COVID19. This is the second time in its history it has been cancelled – the other being in 2001 because of foot and mouth disease. The theme for the conference this year was migration. The student officer team of sixth year students Oscar Doyle, Evie Kelly and Martha McKinney Perry had been appointed to run the conference. Natacha Byrne and Aisling Beecham from Fifth year had been appointed as President and Registrar of the international Court of Justice.

**Online MUN:** Once the school closed in March we met with the 6<sup>th</sup> year students to discuss the possibility of hosting MUN online. By the end of the Easter break we had held our first online MUN. It involved only students from St. Andrew's College and was hosted on Microsoft Teams two evenings a week – Tuesday and Thursday from 7.30pm – 9.00pm. It began with Fifth and Sixth year students and after a couple of weeks these were joined by Third and Fourth year students. Online training sessions were organised for the new

delegates. Just under 100 students took part in our online MUN. It is planned to continue to hold our online MUN into the summer as long as restrictions on movement continue.

*Summary of conferences:*

- Terenure College MUN (27<sup>th</sup>, 28<sup>th</sup> September): This conference was held over a Friday evening and all-day Saturday. We were represented by 28 students from Fifth and Sixth Year. We were awarded an outstanding delegation award and seven individual distinguished delegate awards.
- Rathdown School MUN (8<sup>th</sup>, 9<sup>th</sup> November): Represented by 28 students from Fourth, Fifth and Sixth Year, they won seven individual distinguished delegate awards.
- Royal Russell School MUN (19 – 23 October): Represented by 43 students' from Fifth and Sixth Year. We won an outstanding delegation award and a highly commended delegation award and 17 individual distinguished delegate awards.
- Mount Anville School MUN (6th, 7th December) The inaugural MADMUN conference was held this year We were represented by 28 students from Fourth, Fifth and Sixth Year. We won the outstanding delegation award.
- The Hague International MUN (THIMUN) (24 January – 1 February): This was the 52<sup>nd</sup> THIMUN conference and the 37<sup>th</sup> year St. Andrew's College has attended this conference. We were represented by 41 students from Fifth and Sixth Year among nearly 3000 students from all over the world. We represented Belgium, Malta and UNESCO. Natacha Byrne and Aisling Beecham were the advocates for Iran in the International Court of Justice case against the USA which they successfully prosecuted. Evie Kelly was a President of a committee. The Hague MUN does not present awards.
- Blackrock College MUN (31 January – 1 February): Represented by 14 students from Third and Fourth Year and two Sixth year committee chairs. This was predominately attended by new delegates as the majority of our experienced delegates were away in The Netherlands.
- Wesley College MUN (28<sup>th</sup>, 29<sup>th</sup> February): We were represented by 31 students from Third, Fourth, Fifth and Sixth Year. We were awarded five individual distinguished delegate awards.

In total 140 students from St. Andrew's College participated in MUN in the school this year which is a large number considering we did not have our own conference.

St Andrew's College participated in the Wycombe Abbey advisor training day which was held online in early June. Our MUN Director was a speaker on the topic of *Building and Developing Student Leadership*.

## **International Night**

The 2019 International Night took place on Wednesday, 20 November and was a great success. The number of students taking part in the event exceeded 250, comprising of students from both the Junior and Senior School. Ruth Devane and Shauna O'Reilly coordinated the event this year.

Food stalls from 23 different countries and regions displayed an amazing array of their traditional cuisine from all over the world: Australia, Belgium, Colombia, Ecuador, France, Hungary, India, Ireland, Italy, Japan, Malta, Morocco, New Zealand, Portugal, Russia, Singapore, South Africa, South Korea, Spain, Sweden, USA, Venezuela and Vietnam.

In excess of 160 students from the senior and junior school represented 48 different countries in the annual ceremony of flags. Over 40 staff members volunteered to assist the running of the night and the events during Intercultural Week. Between student involvement, staff assistance, food stall managers and general attendance the total number involved was approximately 780.

This year's format for International Night was an opening ceremony with welcome music and the ceremony of flags, this was then followed by the food stalls and ever-popular activity booths. This format was developed 5 years ago and has created more of a festival atmosphere for the evening.

Mrs Kirby, Headmistress, opened the event and our presenters were Head Girl, Evie Kelly and Head Boy, Ross Beatty. The Junior School involvement was coordinated by Sylvia Miajlovic and Meadhbh Hassett.

As always, the generous and unwavering support from the PTA was greatly appreciated; without their donation and assistance on the night, many of the events would not be possible.

## **Intercultural Week**

Intercultural Week was held this year from 18-22 November. A large number of students participated in and assisted with the running of many diverse events intended to showcase our international student body and the diverse cultures of our school.

Activities were set up before school and took place during break and lunch. Some activities included an international disco, samba drumming, international games in the library and the firm favourite – karaoke in the senior hall to close the week. Our 5IB students organised and executed our first International Afternoon

Tea in the senior hall as one of the week's fundraising efforts; it was enjoyed by many senior school students and staff.

Sodexo designed a very successful Intercultural Week menu to pair with the different days during the week.

This year's chosen charity was 'Concern' and a total of €533.20 was raised by the fundraising committee. A representative from 'Concern' collected a cheque from the charity committee in February and made a short presentation to the students on how this money will benefit many families across the globe.

## **Wellbeing 2019-2020**

Over the past year, a vast amount of work has taken place with regards to healthy eating. Student surveys, along with meetings and cooperation from Sodexo, has led to a transformed canteen menu with an emphasis on healthy nutritious food and snacks, more vegan and vegetarian options and the removal of all vending machines in school. Our draft healthy eating policy is currently under review. Staff and parents will be surveyed on healthy eating and the canteen in September 2020.

The Road Safety Authority shuttle bus visited us early in September 2019. It gave Transition Year, Fifth and Sixth year students an enjoyable and fully interactive road safety educational experience. A highlight for the sixth years was the 'roll over simulator' which emphasised the importance of wearing your seat belt. In March, our First Year students received a road safety presentation and workshop from An Garda Síochána. Even though our second year GOAL mile run was postponed twice, in December and early January, due to the weather conditions, it finally went ahead in late January.

Unfortunately, we had to postpone our Wellbeing Week which was due to take place in April; some events that will be rescheduled include; Circus skills, nutrition, dart and water safety workshops, plus E-Safety delivered to First Years by our Fifth Year students. We will also reschedule our annual Copper crawl, sponsored dog walk, positive mental health, resilience and coping skills workshops and many friendship day activities.

## **PTA**

The PTA continued their valuable support of the College throughout the year. They assisted with events such as the P6 Musical, MUN, the One Act Drama, Scifest, Intercultural week and International Night. The PTA also had a central role in the organisation of the 125 Ball, held in September to celebrate the 125 year anniversary of the College. This year the PTA arranged for a number of speakers to give talks to parents. In November, Dr Tony Humphries, Clinical Psychologist and Author, delivered a talk about a number of issues

relevant to teenagers. Unfortunately, a talk planned for April with Mt Stuart Wilson had to be cancelled due to the school closure. The PTA also held a number of second hand uniform sales during the year.

In addition, the PTA organised a Parents' Lunch in February to fund raise for four different charities. All the charities have an association with St Andrew's College. They were Down Syndrome Centre, the Irish Wheelchair Association, ACTS and Children in Hospital Ireland. Unfortunately events such as the Table Quiz in March, the PTA Staff Breakfast before Easter and the Golf Day all had to be cancelled along with other end of year events in which the PTA plays a role, such as the Junior School Tennis Evening and Senior School Sports Days. The PTA Christmas Social was also very popular and well attended.

### **PTA Legacy Pieces**

This year the PTA marked the 125 Year anniversary of the College by presenting the college with two legacy pieces. The first, a painting, was presented to the College at the PTA Christmas Social in December. The artist Shane Berkery, a past pupil (class of 2011) was commissioned by the PTA to do the painting. His painting depicting a girl from the senior school and boy from the Junior School now hangs outside the Library. Following the annual Carol Service, the PTA Chair Ms Krysia Lynch, on behalf of the PTA, presented a legacy piece of sculpture to the College. This beautiful piece of artwork was designed by Calnan-Anhoj (Michael Calnan and Gunvor Anhoj). It is now placed in the Library and is visible to all visitors as they enter the school.

### **SACA**

Another busy year kicked off with the St Andrew's College Gala Dinner to celebrate the 125<sup>th</sup> anniversary of the college. The Gala Dinner was organized jointly by college staff, the PTA and SACA as a whole college celebration. The AGM took place in October. Dara McClatchie was elected President and Siobhan Hutchinson was elected Honorary Secretary for 2019/20. Also in October, the annual dinner took place at the Clayton Hotel in Ballsbridge. The guests thoroughly enjoyed watching 'a year in the life' of the college – a film that was made for the 125 Gala Dinner and which SACA members were delighted to see. The classes of 1959, 1969, 1979, 1989 and 1999 were particularly celebrated. It was the first year that the 20 year reunion was amalgamated with the annual dinner and this proved to be very successful.

December saw the 5 and 10 year reunions kick off with a reception at the college which was well attended. Again, this format had changed slightly – the 10 year group joined with the 5 year group and this was very successful. In January SACA held their annual table quiz with all proceeds raised being split between the Transition Year Uganda Project and CHEEERS, a charity run by past pupils Stuart Garrett and Rosie Plunkett.

The annual SACA rugby lunch took place on Friday 6 March at Wanderers RFC. SACA was delighted to welcome former Ulster, Ireland and Lions player Stephen Ferris who entertained us alongside past president Alan Lewis, both ably kept in line by past president Paul McClatchie. The event was very well attended and the feedback was particularly positive. €6,000 was raised and split between the college sports' department and The Caroline Foundation in memory of past pupil and teacher Nicola Walker.

Unfortunately, Covid-19 restrictions necessitated the cancellation or postponement of all further events for the academic year. These included the St Stephen's Green and Clyde Road Lunch, the Career Evening to be held in conjunction with the college guidance department, the annual business event, and the summer drinks. The Transition Year awards, the gift presentation to the 6<sup>th</sup> year students and the awarding and presentation of the Alumni Cups all went ahead but with a different format. SACA worked with the college to ensure that the 6th year gift of a bespoke t-shirt was created and distributed. It is hoped that the Golf Event scheduled for 11 September will proceed as planned.

During the restrictions in place due to Covid-19, the SACA President wrote to alumni a number of times to underline the importance of social distancing; to offer the help and support of SACA to any member who needed it; separately to "cocooning" alumni to reiterate that support and to communicate a list of useful resources; to retired college staff to similarly offer the help and support of SACA and to assure them that they are a much valued part of our community.

Despite the lack of physical events, SACA's social media channels have gone from strength to strength and proved to be an invaluable way of staying in touch with and keeping links between alumni. Facebook has the most followers at 2,991 (23% 18-24 years old; 27% 25-34; 36% 35-54; 11% 55+). It has a weekly reach of about 19,000. Instagram has 1,713 followers (28% in the 18-24 category; 30% 25-34; 30% 35-54; 5% 55+). It garners approximately 17,000 impressions per week.

Twitter has 987 followers. Their data is calculated on a monthly rather than weekly basis – there were 44,700 impressions in the month to 27 April 2020. (All social media figures are based on data for the month to 27 April 2020)

## **Facilities**

- A new science resource room was formed by remodelling existing rooms.
- A chemistry laboratory was remodelled and refitted
- A junior school vegetable garden was formed for class visits

There are no further additions to be recorded outside of routine maintenance.

There was no significant spend in the Summer of 2019 pending details and timings of the proposed new building developments.

## **Financial Report**

The College strives to ensure that adequate financial resources are available to carry out its educational mission, maintain and improve its existing facilities and generate sufficient funds to service existing school building loans. Whilst the financial environment remains challenging, the College is fully aware of the financial pressures that parents experience and accordingly seeks to minimise fee increases whilst maintaining services to our students.

The College has a rigorous approach to cost control and the elimination of any unnecessary expenditure whilst ensuring that educational excellence is maintained. Substantial infrastructural investment continues to be made in order to enhance the environment within which students and staff operate and to maximise efficiency in energy usage.