



# St Andrew's College

## Secondary School

### Annual Report June 2021

#### Board of Management Members

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Mrs Sandra Tiernan BA (Hons) (TCD), HDipEd

Ms Louise Marshall, MEd (TCD), BEd (QUB) (Headmistress)

Mr Ivan Schuster, BA (NUI) (Secretary to the Board)

## Introduction

This report has been prepared to cover the period from 1 September 2020 to 31 August 2021.

## School enrolment

At the beginning of the 2020–2021 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 other nationals.

## Faculty

In 2020/21 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 Patron – the Board of Governors. 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 6<sup>th</sup> 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 an online Whole School Opening Service on Friday 25 September where the theme for the year was shared with the students. The motto chosen was ***'Be Responsible. Protect One Another.'***

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.

As the world deals with the Covid-19 pandemic, this motto was chosen in order to focus the students' minds on the importance of following all the rules and regulations which have been put in place to protect us. The students are reminded of their personal responsibility to follow all safety measures in order to keep one another safe and free from Covid-19.

## **COVID-19 Return to School**

Prior to the return to school in August, the College prepared detailed documents, which were ratified by the Board of Management at a meeting held on Thursday, 20 August. These documents were sent to parents/guardians prior to the start of term.

*St Andrew's College COVID-19 Response Plan for the safe and sustainable reopening of the Secondary School*

*St Andrew's College Secondary School Practices and Procedures Guide to Return-to-Learning 2020-2021*

On Friday, 4 September the following two documents were shared with parents:

*COVID-19 Return to School Safely Induction for Students*

*COVID-19 Safety Procedures, Students' and Parents' Responsibilities and Pre-return to School Checklist*

These documents contain the main aspects of the parent and student presentations which were held at the start of term. The documents are 'living' documents which were amended and updated pending government advice throughout the year.

## **COVID-19 Staff Training**

A COVID-19 training day for all school staff took place via Microsoft Teams on Wednesday, 26 August 2020.

## **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 College hosted a very positive Preparatory Evaluation Visit from 18 – 21 November 2019. Subsequently, we were contacted on 14 January 2020 to inform us that the

College has been successfully granted candidate status for CIS/NEASC re-accreditation. We then proceeded with the next stages of the re-accreditation process beginning with a Community Survey which took place in early 2020. Subsequent to receiving those survey results, we began our eighteen month Self-Study period which forms the basis of our Team Evaluation Report.

### Self-Study Process

As part of the Self-Study process, a number of committees were established in 2020 to explore various aspects of College life. Each committee was chaired by a member of College staff. The overarching Self-Study Committee itself is chaired by Deputy Principal, Rob Micallef. The committees were made up of over seventy members of faculty, support and administrative staff in both the Junior and Senior schools. The findings of these committees will drive improvement in the College.

| Domain   | Section   | Committee Chair |
|----------|---|-----------------|
|          | Self-Study Committee  | Rob Micallef    |
| Domain A | Purpose and Direction   | Maeve Costigan  |
| Domain B | Governance, Leadership and Ownership                              | David Jones     |
| Domain C | Curriculum<br>Junior School                                       | Sarah McCormack |
| Domain C | Curriculum<br>Junior Cycle – Senior School                        | Nicky King      |
| Domain C | Curriculum<br>Senior Cycle – Senior School                        | William Hehir   |
| Domain D | Teaching & Assessing for Learning<br>Junior School                | Sarah McCormack |
| Domain D | Teaching & Assessing for Learning<br>Junior Cycle – Senior School | Gary Quinn      |
| Domain D | Teaching & Assessing for Learning<br>Senior Cycle – Senior School | Nikki Carter    |
| Domain E | Student Learning & Wellbeing                                      | Gillian Wallace |

|          |  |                  |
|----------|--|------------------|
|          | Junior School & Junior Cycle – Senior School                 |                  |
| Domain E | Student Learning & Wellbeing<br>Senior Cycle – Senior School | Declan Flattery  |
| Domain F | Staffing   | Derek Bohan      |
| Domain G | Premises and Physical Accommodation                          | Ivan Schuster    |
| Domain H | Community & Home Partnerships                                | Matthew Hickmott |

CIS-NEASC required the College to submit Part 1 of our Team Evaluation Report (general information on the College, including detailed financial information) and Domain A (College Purpose & Direction) in early March 2021. These reports have been submitted and accepted by CIS-NEASC as being ‘in good order’. The remaining sections of the report will be submitted eight weeks prior to the Team Evaluation Virtual Visit.

### **The Team Evaluation Virtual Visit**

The Team Evaluation Virtual Visit to reconfirm our accreditation status will take place from 13 – 19 November of this year. Planning has already begun in this regard, as the requirements on the College are quite extensive. The Team Evaluation Virtual Visit will be conducted by six CIS-NEASC evaluators at a distance, carrying out video/audio interviews, viewing recorded and live video of the College premises, its teaching and operation, according to an established schedule agreed between the College and CIS-NEASC.

### **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 2020 onwards. This included an impact on the New Building Programme. We had begun to plan for the start of the building programme in June 2020. When schools were instructed to close in March 2020, we put a temporary stay on the logistical planning. At a Board of Management meeting on Thursday 2 April 2020, the Board of Management decided to pause work on the development. This continued through the academic year 2020-2021.

## **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 – 5<sup>th</sup> and 6<sup>th</sup> 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 5<sup>th</sup> and 6<sup>th</sup> 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

Halfway 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 Modern Foreign 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>1<sup>st</sup> Year</b>      | Autumn<br>(brief report)   | Spring<br>(brief report)                         | Summer<br>(full report)  |
| <b>2<sup>nd</sup> Year</b>      | Christmas<br>(full report)   |  |                          |
| <b>3<sup>rd</sup> Year</b>      | Autumn<br>(brief report)<br>Christmas<br>(full report)                       | Trial<br>(marks)                                 | Letter from<br>Year Team |
| <b>Transition Year</b>          | Autumn<br>(marks)  | February<br>(marks)                              | Summer<br>(full report)  |
| <b>5<sup>th</sup> Year / IB</b> | Christmas<br>(full report)   | Spring<br>(marks)                                |                          |
| <b>6<sup>th</sup> Year / IB</b> | Autumn<br>(marks)<br>Christmas<br>(full report)<br>Trial<br>(IB–full report) | Trial<br>(marks)<br><br>Predicted<br>Grades (IB) |                          |

## Examination Results

The following numbers of students took part in State Examinations in 2020:

- Leaving Certificate 164
- International Baccalaureate 25

### Junior Certificate

- On Friday, 10 April the Department of Education and Skills announced the cancellation of the Junior Cycle Examinations in June 2020. St Andrew's College students continued to work on the Junior Cycle Curriculum and sat online house examination at the end of the summer term.

### Leaving Certificate Calculated Grades

- Calculated Grades for the Class of 2020 were published online on Monday, 7 September 2020.
- The average points for the 136 students registered for Leaving Certificate 2020 was 471. 78% of students achieved 400 points or greater, 38% of students achieved 500 points or greater, 20% of students achieved 550 points or greater and 5% of students achieved 600 points or greater. We extended particular congratulations to three students who achieved the maximum 625 points; Martha Bolger Webb, Aaron Speer and Samuel Walker.

### International Baccalaureate

- Following the cancellation of the 2020 IB examinations, due to the Covid-19 pandemic, 25 students were awarded the International Baccalaureate Diploma and, following appeals, 22 students were upgraded. The highest points awarded to one of our students, from a potential 45 points, was 43 points.

## Extra-curricular Activities

The following activities, with some modifications in order to comply with Covid-19 took place in the current academic year:

|                                   |                                      |                    |
|-----------------------------------|--------------------------------------|--------------------|
| Basketball                        | Chess Club                           | Choir              |
| Christian Union                   | Choir                                | Debating           |
| Fitness                           | Grapevine (College Magazine)         | Green Committee    |
| Healthy Eating and Nutrition Club | Hockey                               | Intercultural Week |
| Model United Nations (MUN)        | Reading Club                         | Rugby              |
| Student Council                   | The President's Award<br>(An Gaisce) | Wine Dark Sea      |
| Writers Club                      | Young Economist                      |                    |

## 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 2020-2021

This has been a year like no other with regard to sports in the College. For the first year in living memory there have been no competitions due to Covid-19. However, our core sports have continued and participation levels have been good.

Over the first term up to Christmas Rugby, Basketball and Hockey training took place for all years. With restrictions on numbers, all sides were reduced to one training session per week with some year groups split over two days. All year groups trained separately which made it impossible to coach our Senior and Junior sides as a unit. The sessions were structured around skill acquisition and fitness with no competition allowed. This ran very smoothly without incident.

With the return of school in April we planned a summer sports programme structured around tennis, Cricket/Fielding Games and Strength and Conditioning. This ran for the remainder of the term as they are sports which lent themselves to social distancing.

It has been a difficult year for all concerned in the area of sport and we hope to return to competitions and normal trainings in September.

## **Transition Year**

This year has been extraordinary. The Transition Year programme is traditionally all about a balance between classroom based learning and outside classroom experiences and it has been a challenge to retain this variety whilst working under Covid restrictions.

During the summer and in early August, we were constantly assessing which aspects of the planned programme were viable and which were not. Unfortunately, the start of the year, trip to Donegal (An Gartan Adventure Centre) and Mayo (An Uisce water adventure centre) were not possible, so the year commenced with timetable-based courses but did include an extensive Friday afternoon set of physically active 'off campus' activities. Core subjects and extended core subjects (Business, Religious Education, Economics, Accounting, Geography, History, Physics, Chemistry, Biology) featured strongly with 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. Many of these required rethinking, but almost all planned courses were successfully implemented.

As schools nationwide closed down after Christmas, the TY Programme went 'on-line', but this was relatively seamless, with staff and students well prepared and informed as to what to expect. All classes continued and creativity flourished. It must be said that the students were, by and large, great; they remained engaged and embraced the efforts of the staff to deliver a meaningful TY experience under difficult conditions.

As schools re opened and TYs came back to campus, it was lovely to see the social aspect of the St Andrew's experience recommence. The TY programme this year has been far from what we would have wished but between students, teachers, coordinators and management and of course supported by parents, what has occurred has been very positive.

## **Supporting the Safe Provision of Schooling (SSPS) – Inspection**

A Department of Education SSPS inspection conducted by Ms Ailbhíne Ní Bhroin took place on Friday, 4 December 2020. The SSPS Is carried out to provide assurances that the Department's guidelines are being implemented and to support schools in implementing them.

Ms Ní Bhroin met, and had a tour of the school, with the Headmistress, Ms Louise Marshall. Meetings were also held with the Lead Worker, Mr William Hehir and Assistant Lead Worker, Ms Mary McDowell, in addition to meeting with a selection of staff members.

The inspector reviewed the St Andrew's College COVID-19 Policy Statement, the school's Risk Assessment and the school's contact log and arrangements for signing in and out. In addition, the inspector observed physical distancing arrangements, COVID-19 signage, sanitising units and the isolation unit.

A level 1 Child Protection inspection also took place. The inspector confirmed that she was satisfied that the school met all the requirements for this level of inspection i.e.

1. The name of the DLP and Child Safeguarding Statement is prominently displayed near the main entrance to the school
2. The Child Safeguarding Statement has been ratified by the Board and includes an annual review and risk assessment
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

In her summary verbal report, Ms Ní Bhroin mentioned that she felt very safe in the school and commended the work that had been done to ensure the safety and protection of all students and staff.

## **COVID–19 January 2021**

On Wednesday, 30 December, due to rising numbers of Covid-19 in the national population, the Government announced a delayed return to school from Wednesday 6 January to Monday 11 January 2021. A further Government announcement on Wednesday, 6 January indicated school closure would continue until Monday, 1 February 2021. All classes had a Form Teacher meeting at 8.55am on Monday, 11 January. During this lesson, Form Teachers outlined for students the guidelines around distance learning and stressed the important of following the timetable, developing a structure to their day, being organised and maintaining a good balance with exercise, nutrition and positive sleep patterns all forming part of the discussion.

The Distance Learning Plan was sent to all parents/guardians for the return to school on Monday, 11 January.

This was the first time that our 1<sup>st</sup> Year students had a period of online learning with the College. However, in preparation for this possible event, all new students undertook an ICT induction at the start of the academic year which included an introduction to the TEAMS platform, email and using the ‘assignments’ part of the site. In addition, their teachers explained where and how to access an online lesson. Information regarding this was resent to parents on Friday, 8 January 2021.

## **Leaving Certificate and Junior Certificate Examinations 2021**

On Wednesday, 17 February, the Minister for Education, Norma Foley (TD), announced that Leaving Certificate examinations for 2021 would go ahead and that students would also be offered a Calculated Grade. Minister Foley also announced the cancellation of the 2021 Junior Certificate examinations. The Minister issued a statement setting out the broad parameters of arrangements for this year’s Leaving Certificate examination.

The Department of Education and Skills Press Release outlining the new arrangements for 6<sup>th</sup> and 3<sup>rd</sup> Year students was sent to all 6<sup>th</sup> Year students and parents/guardians of 3<sup>rd</sup> and 6<sup>th</sup> Year on Thursday, 18 February. In addition, the Senior Management Team wrote to all 3<sup>rd</sup> Year parents/guardians confirming that the Trial Examinations would go ahead as planned online for 3<sup>rd</sup> Year students on Monday, 22 February. The letter outlined in detail the reasons why these assessments would take place, considering the cancellation of the Junior Cycle State Examinations in June.

## Return to School

6<sup>th</sup> Year students returned to school on Monday 1 February 2021

5<sup>th</sup> Year students returned to school on Monday 15 March 2021

All other years continued remote teaching and learning until Friday 26 March 2021

All years returned to school on Monday 12 April 2021

## Charitable Activities

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

|                    |                    |
|--------------------|--------------------|
| The Salvation Army | St Vincent de Paul |
|--------------------|--------------------|

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

|  |                         |
|--|-------------------------|
| Walk Des Home - Vallely Family Appeal    | Spinal Injuries Ireland |
| Children Health Foundation Temple Street | Focus Ireland           |
| Operation Smile                          | Breast Cancer Ireland   |
| GOAL                                     | Merchants Quay Ireland  |

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

## Child Protection Procedures

The Child Protection Safeguarding Statement and Risk Assessment was approved by the Board on 23 March 2021. All College staff completed Child Protection training online prior to the start of the academic year. In September 2020, 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 2021. 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 23 March 2021. 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 Ms Louise Marshall, 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. This year has unfortunately adversely affected our ability to meet as a multi-age group so students in the 4<sup>th</sup> Year bubble met with Ms Woods and the 6<sup>th</sup> Year bubble met with Ms Jenkinson. The 6<sup>th</sup> Years were given a copy of 'The Message Solo: New Testament and Journal' and went through some of the Bible studies which then formed the basis for discussion. During the remote learning period, the 6<sup>th</sup> Years continued to meet with Ms Jenkinson where there was a time of reflection and prayer. Our motto has been along the lines of Jeremiah 29:11. "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future".

## **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 2<sup>nd</sup>, 3<sup>rd</sup>, Transition and 5<sup>th</sup> Year. Elections for student representatives are held in May for the upcoming year. Students from 1<sup>st</sup> 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 meetings are retained in files on the WSC Teams Page for the attention of year heads, and senior management.

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.

This year due to Covid restrictions, WSC meetings took place on MS Teams at least once a month. The year began on 24 September with an initial meeting in which the students were asked to give some consideration to any initiative that could be pursued from the 5 Year plan 2019-24. Students considered ways of promoting the college motto "Ardens Sed Virens" during the academic year. The Council was very busy in their first term planning and organising a Midterm Halloween Mask competition for 1<sup>st</sup> Year, 2<sup>nd</sup> Year and TY students. 3<sup>rd</sup> Year students participated in a 'hybrid' table quiz. Both activities were a good success and considered fun and creative during Covid restrictions. Students gave leadership in promoting the Covid 19 safety protocol of the college, when they undertook to deliver an intercom message to the student body in November and student reps encouraged year groups to follow the health and safety guidelines. The Whole School Council worked on preparing and delivering a presentation, #GRMA campaign for the Final Christmas Assembly - an initiative supported by the ISSU to show gratitude to all involved in keeping schools open and safe places during the Autumn term.

Students reviewed policies of the school when asked by management. Recommendations made by the Council led to some changes in our Child Safeguarding Risk Assessment and Statement. Students have provided their perspective on the meaning of Internationalism, Global Mindedness and supporting Inclusion for Accreditation documentation.

The college WSC is a member of the Irish Second Level Students' Union (ISSU), students attended the Dun Laoghaire - Rathdown Regional Council of Schools Regional meetings and General Assembly during the year. One of our student reps is currently a delegate on the ISSU and provides feedback from regional meetings to the WSC.

In conclusion, the year 2020-21 has posed many challenges for the WSC with Covid restrictions and protocols in place. However, the WSC representatives have continued to be energetic, enthusiastic and committed in their role as student leaders representing the student voice in the college.

## **Bullying Awareness**

This year began with a more challenging approach to anti-bullying due to Covid-19. The College has a strong staff committee with representatives from all departments. The student anti-bullying committee moved online and the committee began the year by meeting the 6<sup>th</sup> Year Student Officers online in August for a brainstorming event on how to best approach anti-bullying this year.

At a whole staff meeting in February 2020 Stella O'Malley had talked to us about the concept of promoting a culture of Upstanding in the school. We decided to proceed with this idea and began by having a staff and student video made and sent out to the entire school community. From here, each week was dedicated to a new theme in relation to promoting this new culture. We had assemblies, talks, discussion and SPHE classes were focused on our endeavour to promote and teach this culture.

We made videos and an infographic on *How do I Upstand*. This was placed in every class and corridor in the school. Although a challenging time, this idea of Upstanding will continue to be the theme for years to come. The next challenge was to try to figure a way to continue to provide Tea and Chats for the students. Since its foundation this room has always been a student led room but this year it had to change to being teacher led. We continued to offer Tea and Chats for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> Years and it continued to be a roaring success. During the lockdown of 2021 we moved tea and Chats online for 3<sup>rd</sup> and 6<sup>th</sup> Years and even had a few staff chats on MS Teams.

Pieta House did a refresher course with the current 3<sup>rd</sup> Years building on from their Resilience programme which was offered last year when these students were in 2<sup>nd</sup> Year. This course was completed over three weeks in mid-April.

During the lockdown of 2021 we organised a band called New Rules to play to 1<sup>st</sup> to 4<sup>th</sup> Year students and then they did a Q and A session on living in the pandemic, minding one's health and mental health and issues dealing with cyber-bullying. It was a very successful event and we received a lot of emails from the student body showing their gratitude for this.

We also organised another singer to talk to the 4<sup>th</sup> Years called ThisisNamaste. She also spoke about mental health issues, where to go to find help and how to try to think about different types of careers.

Another teacher was trained in Mental Health First Aid bringing the teacher total to 8 and new posters were designed by Ailbhe Garvey and placed up around the school to continue the “Need to Talk” initiative which we began last year.

We also had our inaugural Stand Up Week in the College in November. Ms Noone and the 4<sup>th</sup> Year chamber choir recorded a fabulous song for the week called “At this Table”. Assemblies focused on being nice to one another, kind and inclusive. It was a great success.

Finally, we ran a whole school, online anti-bullying quiz in December 2020. This was organised by the student anti-bullying committee and Geraldine Taylor. It was a great achievement to do this online and was also a great way to end the Christmas term.

## **Mentor Programme**

The Mentor Programme began, as in previous years, with promotion through the Transition Year lecture days and through the support of the form teachers. We had the opportunity to tell the students face to face, of the enormous value or importance of the role of Mentor and how it forms an essential strand of the pastoral care of 1<sup>st</sup> Year students as they make the transition into secondary school.

The intention was to gather approximately 40 willing and interested potential mentors to assist with the first orientation day. This did not materialize as we were plunged into lockdown and we were unable to give mentors the first taste of responsibility.

We forged ahead remotely with the distribution of the job description and the application process. As the programme is well regarded by students, there was a good response and a respectable list of around 100 Mentors was drawn up. Many wrote of their memory of how valuable the mentor was to them when they, themselves, started in 1<sup>st</sup> Year and wished to be that person for others and to ‘give back’.

This year was going to be like no other and as we returned, there were many constraints. The main problem being the inability to mix groups or ‘bubbles’. (1<sup>st</sup> Years with 5<sup>th</sup> Years)

Normally Mentors would attend on the 1<sup>st</sup> Year's first day and have a training morning, following which they would be paired up with their charges. This year the training was remotely done through teams and was not as personally engaging, nor did it allow us to meet the team eye to eye. We realised that it would be difficult to see the members who would stand out from the very start.

The Mentors were allocated one or two 1<sup>st</sup> Year 'Mentees' each and our first attempt at an encounter was also through Teams, when they were in their form group and the Mentors spoke to the class openly, but remotely. The essence of the Mentor role is when they met regularly and slowly build a friendship or connection. This usually happens every morning at their lockers, which are normally, strategically located near to one another. This year there were no lockers. Normally the padlock combination is the first support the Mentor offers to help them set it up. 5<sup>th</sup> Year students were located in one area and the 1<sup>st</sup> Years in another, no passing by each other. This year we all wore protective masks with only our eyes showing, nobody knew what the other looked like or identified them on the corridor, as this year they did not meet. Contact was set up through the e-mail system of the school and a series of 'Themes' or 'Specific Objectives' were set to give the mail some focus, for example; Locker Use and Security, The importance of Extra-curricular activity and sport or relationships and communication. Some connected well while others did not and although we encourage Mentors to persist, it is not something we can force. Approach to exams was an area which we tried to assist with and clearly the Remote Teaching was having an impact on everyone, 1<sup>st</sup> and 5<sup>th</sup> Years alike. Mentors pass on valuable tips and advice and are a good sounding board for 1<sup>st</sup> Years who are contending with so many new systems which they have to grapple with for themselves. We were unable to set up fun events, normally finishing with a 'Table Quiz' on St. Valentine's Day, which generally marks the point when the 1<sup>st</sup> Year pulls away and the support has done its job, and the contact lessens.

The Mentor continues to monitor their charge as issues such as friendship, inclusion or exclusion, bullying or stress are issues which continue to occur and a Mentor or student peer is best placed to spot it or hear of it and are advised to pass it on to the 1<sup>st</sup> Year Team, Form Teacher, Year Head or Mentor Co-Ordinator in strict confidence. They know not to try to solve such a difficulty themselves and know that this is the responsibility on Management. Often we hear of such things observed and it has contributed to better wellbeing or contentment for a student. Again, this year was different and not nearly as effective and this was a disappointment for the Mentors who would have loved to be more proactive.

Feedback from mentors at the end of year and assessment of those who might display good leadership or responsibility was not very possible. Even so, some have emerged as people who clearly are school citizens we can be proud of and ones who contribute to the spirit of or ethos which the college wishes to promote.

In the final term we proposed one final contact as the 1<sup>st</sup> Years returned from Remote Learning and attempted to prepare for the final part of the first year and the preparation for assessment or final exam. Support and advice was shared.

## **Green School/Environment Group**

The GS/EG (Green School/Environment Group) committee continued to meet up online throughout lockdown. We continued to raise awareness through our social media platforms and planned for the return to school. We boosted followers by advertising the Instagram page on SAC formal Twitter and Instagram pages. We currently have 230 followers. The page has been highlighting issues around the SDG's (Sustainable Development Goals) and Environmental issues. The project has been supported through Instagram and some students have given a presentation to the 4<sup>th</sup> Year sustainable development classes. The students have also presented their project online to 5<sup>th</sup> and 6<sup>th</sup> class students in Kill of the Grange National School.

Students have engaged with climate strike initiatives by making posters and posting them online.

The transport survey results: We are surveying the whole student body to see how they get to school prior to Covid and today. We are looking into new ways of travelling. 312 students have responded so far, and a summary of the results received thus far can be seen on this link.

[https://forms.office.com/Pages/AnalysisPage.aspx?id=PDqgN6i\\_80O8W-oEPFA340VRsNRd5nJOmqRekH-ViQRUNUc2Qk9FWUw1MTE4SlpFRUIzVDIGQVBWTi4u&AnalyzerToken=rVW2Qg7NEhI4s54MfsFLr2zinFF165GI](https://forms.office.com/Pages/AnalysisPage.aspx?id=PDqgN6i_80O8W-oEPFA340VRsNRd5nJOmqRekH-ViQRUNUc2Qk9FWUw1MTE4SlpFRUIzVDIGQVBWTi4u&AnalyzerToken=rVW2Qg7NEhI4s54MfsFLr2zinFF165GI)

Support for SAC plastic free school continues through online awareness. Some students choose not to take the bottles of water in the packed lunches from the canteen and widespread use of reusable bottles is evident especially after the school supplied new water fountains in the house rooms.

The plan for the end of the academic year of the GS/EG was to achieve the following.

1. 1000 Tree Project – We looked to plant 'Pocket Forests' with a total of 1000 trees. We reached out to the school community with the possibility of planting trees in areas of land that they own. (or possibly some of the tiny spaces in the school).
2. To develop biodiversity in the school grounds an example was to cover some of the roof areas if possible, with 'Green Roofs' / Plants e.g. wildflowers on the roofs to attract pollinators.

3. To establish a 'green policy' for the school.
4. To take part in the 'Global Air Project' (<https://www.globe.gov/about/overview>) Please see website for information.
5. We will be distributing 200 tie-dye masks, made by 4<sup>th</sup> Year students, for a donation to the Seal Sanctuary in Courtown, Co. Wexford.
6. Various beach and park cleans occur on an ongoing basis. eg. IB - CAS has a requirement for a community project such as this.
7. To create a plastic Art installation of plastic waste in conjunction with the Art department.
8. There is a drive to get students to cycle/walk to school. DLR have put in many cycle lanes and students have responded in numbers to them by opting for the bike.
9. We ran a WOW/COW (Walk on Wednesdays/Cycle on Wednesdays) for students from Blackrock station to try and encourage this.

## **GS/EG**

There are, currently, 65 members in the group and it meets regularly online. All updates and events are shared on an email to the group to ensure that all students are up to date on activities and 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 and Sile O'Callaghan. The students led multiple projects over the course of the year to raise awareness about the environment.

1<sup>st</sup> Year held a competition for encouraging cycling and walking to school before Christmas and 10 of the best responses were selected as winners.

## **SAC still Plastic-Free**

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 virtually and selling the remainder of the school bottles. Environmental awareness was also raised through 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.

## Parental Involvement

### Parent Information Evenings

Parent Information Evenings were held for all year groups on the dates below. All meetings were held on Zoom and contained a welcome for the Headmistress plus a COVID-19 Induction presentation by the relevant Deputy Principal and a year specific induction delivered by the Year Head. Parents had an opportunity to ask questions in the 'chat' function as the evening progressed and there was the opportunity for further questions at the end of the Year Head presentations.

|                      |                      |
|----------------------|----------------------|
| Monday, 24 August    | 3 <sup>rd</sup> Year |
| Tuesday, 25 August   | 2 <sup>nd</sup> Year |
| Wednesday, 26 August | 6 <sup>th</sup> Year |
| Thursday, 27 August  | 1 <sup>st</sup> Year |
| Monday, 31 August    | 5 <sup>th</sup> Year |
| Tuesday, 1 September | Transition Year      |

- 1<sup>st</sup> Year Parent and Form Teacher Meeting – October 2020
- 1<sup>st</sup> Year Student Enrichment Talk – November 2020
- Information Meeting for parents of incoming 1<sup>st</sup> Years (2021) – November 2020
- Information Meeting for parents of incoming 1<sup>st</sup> Years (2021) – January 2021
- Options Evenings for 1<sup>st</sup>, Transition and 5<sup>th</sup> Years – January 2021
- 6<sup>th</sup> Year Information Evening – January and February 2021
- IB Information Evening – January 2021

### School Events

Parents were invited to attend a variety of online school functions and events throughout the year. In 2020/2021 these included:

- PTA Coffee Mornings for all year groups
- Coffee Mornings for international parents and host parents of Junior and Secondary School students
- International Week – January 2021
- Annual Prizegiving Evening – November 2020 – pre-recorded
- Carol Service – December 2020 – pre-recorded

## 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 2020/2021:

- 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  | Admissions Policy – Senior School  |
| St Andrew’s College Mission Statement   | Philosophy and Learner Profile   |
| Acceptable Usage Policy for Students  | Distance Learning Policy   |
| Attendance and Punctuality Policy   | Uganda Selection Policy  |
| Physical Education Policy   | SPHE Policy  |
| St Andrew’s College Health and Safety Control of Covid-19 Policy for Students | Concussion Policy  |
| School Nurse Policy   | Diabetes Policy  |
| Continuous Professional Development Policy                                    | First Aid Policy   |
| Homework Policy   | Child Safeguarding Risk Assessment and Statement   |
| CCTV Policy   | Practices and Procedures in relation to the SAC Child Safeguarding Risk Assessment and Statement |
| Anti-Bullying Policy  | E-Safety Policy  |

|  |  |
|--|--|
| Staff Handbook   | Support For Learning Policy                |
| Guidance Policy  | EAL Policy                                 |
| Acceptable Usage Policy (for staff)                                      | St Andrew's College Covid-19 Response Plan |
| Practices and Procedures regarding the St Andrew's College Response Plan |  |

## School Self Evaluation

### Teaching and Learning – Assessment for Learning

During this academic year, the School Self-Evaluation committee continued with Assessment for Learning for year two of the three-year strand. It had to be curtailed due to Covid-19 and so we presented to staff in October methods to focus on what could be used during the pandemic in order to improve assessment for learning and reach our targets.

As part of year one we handed out traffic light smileys to the 1<sup>st</sup> Years but in October 2020 we suggested that staff change this to a thumbs up, thumbs in the middle and thumbs down. In this way teachers can still revisit lessons taught and differentiate them in order to improve the students' grasp of these concepts.

At a staff meeting on our return to school this April, we re-surveyed the staff and also the current 2<sup>nd</sup> Years to see how things went given the more difficult teaching conditions.

### Teaching and Learning - Oral communications

We are in the final year of this three-year strand working with the current 3<sup>rd</sup> Year. Mr Gary Quinn presented to staff on different ways to encourage oral communication given the pandemic and change the layout of each classroom. We re-surveyed the staff in April and completed a focus group with the current 3<sup>rd</sup> Year cohort to embed oral communication strategies in every department's schemes of work in August 2021.

### Literacy

This year the committee were committed to the continued implementation of the College's literacy strategies. The Student Literacy Committee, supported by Ruth Devane, organised a very successful Book-Tasting event. Both staff and students promoted books, from a variety of different genres that they loved

and wanted to recommend to the school community. These recommendations were shared with the whole school community through our school website and social media platforms.

Ms Devane and the Student Literacy Committee moved their offering online and met on a regular basis in MS Teams to come up with student-led ideas for promoting literacy throughout the school. The embedded literacy strategies in each subject plan are also ongoing.

The closure of the Library in September 2020 and school closure due to the Covid-19 pandemic has affected literacy and the promotion of the school library (identified as a priority in the previous literacy cycle).

- The Library acquired Renaissance Learning's 'MyOn' ebook system which contains fiction, non-fiction and Spanish language ebooks. Students were set up with personal accounts (logins) and it was demonstrated to 1<sup>st</sup> Year - TY students via English, Spanish and SFL classes.
- World Book Day - As school was closed students were encouraged to DEAR at home via the school website.
- Ireland Reads - students were encouraged via [www.sac.ie](http://www.sac.ie) to take part at home in this new campaign from Irish libraries, CBI and others to get the whole country reading (Feb 2020)
- A 'Welcome to the Library' video was made for incoming 1<sup>st</sup> Years, the text of which was put on the Library section of the school website.
- 1<sup>st</sup> Year students in 2018-2019 read 96 million words and there were 53 'Word Millionaires'. 1<sup>st</sup> Year students in 2019-2020 read 70 million words and there were 15 'Word Millionaires'. Up to April 2021, 1<sup>st</sup> Year students have read 109 million words and there are 36 'Word Millionaires'. Not only are there more 'Word Millionaires', but students are also 'Word Multi-Millionaires'. Both scores are school records!

## **Numeracy**

This year marked the sixth year of promoting numeracy at St Andrew's College.

The key focus this year has been developing the Mathematical Society, an online group of students from all years who have been meeting regularly online to discuss maths and the promotion of numeracy in the school. This year, the meetings have been held online with students from Junior Cycle, Leaving Certificate and the IB sharing ideas about maths and numeracy in the school. Several ideas have emerged from the group, some of which are planned to be implemented when year 'bubble' restrictions are lifted. The main

ideas which have been implemented this year have been the promotion of numeracy through posters, designed by the students and displayed in each of the bubble areas, and competitions ran by the group where students answered numeracy questions displayed around the school.

The main project, which is currently being undertaken by the group, is the development of a numeracy website for St Andrew’s College. Currently, a number of students are working on the design and the content of the website as well as ideas for the website promotion and launch. The idea was discussed with Mr Micallef and it was decided that, in order to give students control over the content, it would be best to host the website externally (with the supervision of Mr Goode). As this would incur some costs, a full, costed proposal will be brought to management in the summer term. It is hoped that the website can be online by the end of the school year and will form a central part of next year’s numeracy projects. A library initiative introduced has been 'Operation Cloak & Dagger' (codes and code breaking) introduced to 1<sup>st</sup> Years which was very well received.

## Digital Learning

The Digital Learning Team (DLT) continues to work in line with the Digital Learning Framework to create the Digital Learning Plan (DLP) for St Andrew's, which is reviewed and updated on an annual basis.

The DLT made the decision to extend and continue the focus of the domains and standards chosen for the DLP 2019/2020 into the DLP 2020/2021, due to the impact of Covid-19 restrictions.

Therefore the 2020/2021 DLP focused on the following:

|   |                                |
|---|--------------------------------|
| <p><b>Domain 4 of Teaching &amp; Learning: Teachers' Collective/Collaborative Practice</b></p> <p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>Teachers value and engage in professional development and professional collaboration</li> <li>Teachers contribute to building whole-staff capacity by sharing expertise</li> </ul> | <p>Extended from 2019/2020</p> |
| <p><b>Domain 2 of Leadership &amp; Management: Managing The Organisation</b></p> <p><b>Standard:</b></p> <ul style="list-style-type: none"> <li>Establish an orderly, secure, and healthy learning environment, and maintain it through effective communication.</li> </ul>   | <p>Extended from 2019/2020</p> |

|   |   |
|---|---|
| <p><b>Domain 2 of Teaching &amp; Learning: Learner Experiences</b></p> <p><b>Standard:</b></p> <ul style="list-style-type: none"> <li>Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</li> </ul> | <p>Introduced in 2020/2021<br/>* due to the impact of Covid-19 on this academic year, this standard will now carry through to the 2021/2022 DLP</p> |
|---|---|

The Digital Leaders Team – the team that focuses on upskilling and training staff on their use of digital technology in teaching and learning, and the Digital Learning Team - the committee that reviews and evaluates the DLP on an annual basis, have combined this year to form one team known as the Digital Learning Team.

This year the staff have become more competent in their use of Microsoft 365 and Teams for both in-school learning and distance learning. A three year rollout plan has been created for updating staff devices and fifty staff devices were distributed this year 2020/2021.

All new staff had an induction on how to use the school platform and VSware at the beginning of the year and were provided with guidance and training when distance learning was reintroduced in January 2021 (the first time for any new staff at St Andrew’s College). The Digital leaders provided ongoing individual and group training to colleagues by hosting live webinars, individual calls and meetings, as well as instructional videos and instructional documents on the use of Teams and Class notebook, as well as other useful apps for teaching and learning. As more staff have become more competent with their use of digital technologies, we have also run voluntary online drop-in workshops where colleagues shared their expertise in an area of digital technology, they found useful in their teaching.

The virtual staffroom on Teams continued to develop this year to provide clear communication on all areas of school business to all staff through designated channels e.g., wellbeing, Covid-19 updates, examination support, headmistress noticeboard etc. The channel for digital technology support is constantly monitored where any issues or concerns are dealt with as soon as possible. This provided an ongoing support to all colleagues and has also encouraged an informal and collaborative sharing of expertise.

Furthermore, all 1<sup>st</sup> Year, 2<sup>nd</sup> Year and new students were provided with an induction or refresher on the use of the school platform at the beginning of the year. Due to covid-19 restrictions, the student devices were re-distributed throughout the school and assigned to individual year groups at the beginning of the year. Student devices have not been in use since the return to school post-distance learning due to the new variant of covid-19 and cleaning concerns.

A survey was re-distributed in April 2021 to staff to evaluate the actions implemented in the DLP for the last year, and a student survey on the learner experience domain was carried out for the first time for the new domain introduced this year. The Digital Learning Team will provide a summary of these results and meet this term to focus on the 2021/2022 plan for next year.

## 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:

|  |   |   |
|--|---|---|
| Home Economics Workshop - JCT  | Home Economics ATHE Annual Conference   | Home Economics ISTA Webinar   |
| PDST – CPD Event<br>The Biochemistry of Respiration                            | Mountain Training Ireland<br>Wilderness First Aid Level 3                             | Leaving Certificate English – Approaching the short and long composition tasks          |
| Junior Cycle – Ideas for Planning, Teaching and Assessing the prescribed texts | Mental Health First Aid-<br>Youth Mental Health First Aid Course (4 <sup>th</sup> Ed) | Engaging with Learning inside and outside the Junior Cycle Music Classroom              |
| Alternative Strategies for Classroom Music Teaching                            | Graphics – Classroom Based Assessment – JCT Webinar                                   | Junior Cycle RSE (Online)   |
| ABE Programme - Amgen Biotech Experience                                       | National Workshop 5 for Agricultural Science  | CSPE Workshop   |
| Graphics Workshop  | Applied Maths – National Seminar 2  | Bett – Microsoft Teams for Remote and Hybrid Learning                                   |
| ISTA - Teaching Science Remotely   | Apple Education – Creativity in Learning with I pads                                  | Wriggle Digilearn Workshops - Efficient and Effective Remote Teaching with Microsoft Ed |
| ATS Annual Conference  | Jigsaw – Self-care/Mental Health for Teachers   | PDST Senior Cycle Economics Day   |

|   |  |  |
|---|--|--|
| DCU FUSE Anti-Bullying and On-Line Safety Programme   | Rape Crisis Centre<br>Bodyright – Sexual Violence Awareness Programme      | Harvard X<br>GSE2x: Leaders of Learning      |
| IBDP TOK Bootcamp                                     | ATI JCT Workshop   | PDST Senior Cycle Economics Day              |
| Contemporary Drawing and Painting Online Short Course | JCT Architecture in School Initiative by the Irish Architecture Foundation | Leaving Certificate Art Curriculum           |
| IB - English B (Category 2)                           | Leaving Certificate Applied Mathematics                                    | Droichead Professional Support Team Training |

## **Significant Student Achievements**

### **Academic Achievements**

#### ***Trinity College Entrance Exhibition Award***

The following students from the Class of 2020, Nicky Gray, Martha McKinney Perry, Katie O'Keefe and Tara Rossiter were awarded the TCD Entrance Exhibition Award at an online award ceremony.

***UCD Entrance Scholars Award for Academic High Achievers*** was awarded to Samuel Walker.

#### ***Technological University Dublin***

The College of Business Entrance Scholarship was awarded to Gavin Gleeson and Lawrence Proseckin.

#### **Hong Kong Global Youth Science and Technology Bowl 2021**

Giulia Baratta (Class of 2021) was awarded second place at an online Award Ceremony held by the Hong Kong Global Youth Science and Technology Bowl in June 2021. Her project was entitled '*Toxicological investigation of pesticides, using Paramecium as a model organism*'

The Global Youth Science and Technology Bowl is an international student science project competition in biology, chemistry, physics and engineering, organised by the Hong Kong Federation of Youth Groups.

## BT Young Scientist 2020

Ms Emma Buckley (Teacher of Biology, Home Economics and Science) was awarded the Educator Award for the chemical, physical and mathematical category at the BT Young Scientist & Technology Exhibition. The BT Educator of Excellence Awards are awarded to the teachers who have given outstanding support and encouragement to students participating in the Technology/Chemical Physical Mathematical/Social and Behavioural/ Biological and Ecological sciences section at the Young Scientist and Technology Exhibition over the past number of years. Noémie Leeder (6RI) was awarded 2<sup>nd</sup> Place in the Individual Senior Chemical, Mathematical and Physical category with her project 'Comparing the vulnerability of beads formed by entrapping yeast cells by cross-linking sodium alginate and different masses of gelatine, with CaCl<sub>2</sub> to chelation by EDTA'. Also, Weichen Huang (2KMCA) was awarded 1<sup>st</sup> Place in the Junior Individual Technology category with his project 'On the Detection of COVID-19 with Chest X-rays Using Deep Learning Models'.

In addition, the following students were presented with Highly Commended awards for their projects:

Alöis Plissonneau (1ME), *How would Using Non-Euclidean Paper Transform Traditional Origami Models?*

Ellie Walsh (2MN), *How pollution in rivers affects river wildlife.*

Matthew O'Regan (3GE), *Is Sheldon Right? An Analytical Deconstruction of Different Forms of String Theory and Their Applications As Part of A Unified Theory.*

Zara Griffin (3BE), *Goats milk vs Cows milk: why can some people consume goats milk but not cows milk?*

Anna Smyth (5McK), *The Effects of Temperature on a Hydrogel Based Drug-Delivery System.*

## IADT Short Story Competition

Transition Year student Varshika Mecheri was one of 3 winning entries to an Institute of Art and Design Technology writing competition on the idea of HOPE. Varshika's prize was a €100 One for All voucher and, when public guidelines allow, a tour for Varshika's Form of the National Film School followed by lunch at IADT for the students.

## Chess

The St Andrew's College Chess Club has had a very busy year this year, even with the challenges presented by COVID. Unfortunately, many of the regular chess events, such as the St Andrew's College Chess Classic, the Millfield International Chess Tournament, the LSCA Leinster Chess Leagues, and Chess Z Chess Events, as well as our own Monday lunch time chess tournaments could not take place this year. However, the chess

club did go online, with great success. Every Thursday evening, since the start of term, the club has had a chess tournament at 7.00pm.

The tournaments were held using a platform called lichess.org and Microsoft Teams. Our students joined a Chess Club Microsoft Teams page, and there we shared a link to our private 'lichess' tournament. Simultaneously we were 'live' on Microsoft Teams, so the students were able to talk to each other and have a laugh and joke while playing each other in chess.

The tournaments were organised by our chess captains Eoghan O'Mahony (5<sup>th</sup> Year), Brian Ward (5<sup>th</sup> Year) and the chess co-ordinator, Mr James Doyle. Between September and the Easter Holidays, the club hosted 19 tournaments, with 1583 games and 86,240 moves being played. There were 54 students participating 457 times throughout the year, giving an average turn-out of 24 students each week, up 20% on 2019/2020. These tournaments will continue on Thursday evenings throughout the summer term. In May 16 members of SAC Chess Club also took part in the Moves for Life Online All Ireland Chess Championships

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

The Young Economist of the Year competition is an inquiry-based research competition for students from 1<sup>st</sup> to 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. Entries are judged by a panel of economists and educationalists from a range of universities (named above) and economic institutions. This is the 8<sup>th</sup> year of the competition which has been growing steadily since its inception.

This is the second year that St Andrew's College has entered the competition. The school had 41 entries, up from 17 last year, from all year groups, 1<sup>st</sup> to 6<sup>th</sup> Year, mentored by Mr James Doyle (teacher of Business and Economics).

Prizes, including 10 bronze medals, 15 silver medals and 16 gold medals were awarded to our students. 10 of the 16 gold medallists won further prizes at the Young Economist of the Year Awards ceremony which took place on Thursday, 20 May, including 4 first places (see below):

### **IGEES Category for Projects on Government Economic Policy:**

6th Year Winner and Overall Winner: Saskia Kirkland

As part of her prize, Saskia will meet the Minister for Public Expenditure and Reform, Michael McGrath next week to present her project.

### **Senior Environmental and Sustainability Award:**

1<sup>st</sup> Place: Fergal Francis and Saskia Kirkland (6<sup>th</sup> Year)

### **Junior Environmental and Sustainability Award:**

3<sup>rd</sup> Place: Erin Egan (2<sup>nd</sup> Year) Highly Commended: Zara Griffin and Amelia Flanagan (3<sup>rd</sup> Year)

### **Year Group Prizes**

**1<sup>st</sup> Year:** 1<sup>st</sup> Place: Eoin Kinsman

**2<sup>nd</sup> Year:** 2<sup>nd</sup> Place: Melisende Duignan

Joint 3<sup>rd</sup> Place: Rachel Connolly

Joint 3<sup>rd</sup> Place: Fiala Ní Múrchú

**3<sup>rd</sup> Year:** 1<sup>st</sup> Place: Johnny Doyle and Oskar McDermott

**5<sup>th</sup> Year:** 2<sup>nd</sup> Place: Mia Ricci and Grace McFadyen

**6<sup>th</sup> Year:** 2<sup>nd</sup> Place: Matthew McCrea and Grace Westrup

## **International Economic Olympiad**

International Economics Olympiad is an annual international competition for high school students in the areas of Economics and Finance. Students, in teams representing their country from all over the world compete in areas such as financial literacy, economics and case studies. This year the competition will be hosted by Latvia but held remotely from July 26 – 1 August 2021.

To be selected to join the Irish Team, there are two qualification rounds to join the Irish Panel. From this, a shortlist of ten students will be selected. These students will take part in a range of training activities over the summer months. Five of these students will represent Ireland in the main International Economic Olympiad. The remaining five students will take part in what is called the 'Open Olympiad', a secondary competition for panel members that did not make the team to compete in the main Olympiad.

St. Andrews College had 5 students that progressed to the 2<sup>nd</sup> round of the Irish Qualifiers, after successfully completing the exam in Round 1. They were Matthew McCrea (6IB), Saskia Kirkland (6R), Fergal Francis (6IB), Mia Ricci (5IB), Jeremy Bacigalupi (5IB). The second round was a financial literacy game, which assessed the student's aptitude to financial and economic matters.

Congratulations to Matthew McCrea (6IB) who was selected to be on the Irish panel of 10 students from around the country. He will either represent Ireland in the International Economic Olympiad, or the Open Olympiad and will attend a lot of training throughout the summer.

## **Prize Giving Ceremony**

This year's Prize Giving Ceremony was somewhat different to every other year. Due to current Covid-19 restrictions we were unable to hold our usual event in the O'Reilly Hall in UCD. We would ordinarily have an attendance of over 800 people for this ceremony and it holds a special place in our annual diary. We decided to replicate the proceedings as far as possible and film the event in the College, to be forwarded to parents/guardians at a later point. All social distancing requirements were adhered to while the students received their prizes and speakers delivered their addresses.

The Guest of Honour was Mr Eoin Colfer, writer and current parent of the College. Eoin spoke about books and the importance of reading and learning the power of the story. He recounted the ways in which this emerged for him as a student and young man. He commented that even with the advent of movies, then video games and more recently the internet, books have never been buried. He said he believed that this was because buildings like St Andrew's exist where a love of reading is encouraged and where children will always be safe from judgement. He also told our community that we should have no regrets in life and that while this may only be ninety per cent possible, he advised us to grab every opportunity.

Ms Marshall, in her address, spoke about how the school had adapted to the pandemic and she commended all the work which had been done to reorganise the physical space for staff and students. She reflected that, most importantly, the ethos and spirit of the school remains unchanged and that the essential business of teaching and learning, alongside all the extra-curricular activities continues albeit with some adaptations. She noted that this 'altered' prize giving symbolised 'our collective desire to persevere as a school community'.

Although the Class of 2020 could not attend to accept their prizes, they were acknowledged, and every winner's name was called out. The Percy Cup; Mary Arnott Collen Trophy and Alumni Cups were delivered

to the winners; Alex Orr; Matthew McGrath; Evie Kelly and Ross Beatty respectively, by Ms Maeve Costigan (Deputy Principal for 6<sup>th</sup> Year 2020) and a photo was taken of each winner with their trophy.

These photos are being included in the filmed event. All prizes for the Leaving Certificate class of 2020 were based on the Calculated Grades submitted by the College in June 2020 to the Department of Education and Skills. The Academic Medals for 2020 were awarded to the students who had received the highest grades (6 subjects) in the Leaving Certificate and the best mark in the International Baccalaureate. The winners this year are Martha Bolger Webb, Martha McKinney-Perry, Yasmin Ryan, Aaron Speer and Samuel Walker.

The film was sent to parents/guardians when it was finalised.

## **Remembrance Service**

This year the annual Remembrance Service was held online on Wednesday, 11 November 2020. The ceremony commemorates all those who lost their lives in both World Wars and, in particular, St Andrew's College students who made the ultimate sacrifice. Wreaths were laid at the war memorial by the Headmistress, Ms Louise Marshall, Ms Dara McClatchie, President of SACA, Tilly King (Head Girl) and Matthew Mc Crea (Deputy Head Boy). The Rolls of Honour were read by the Head Boy and Head Girl. The Rolls detailed the names of the 91 past pupils who died in World War I and the 36 who lost their lives in World War II. Their sacrifice and the sacrifice of all those who lost their lives in these two wars is commemorated annually at this important College event.

## **In November We Remember**

During the week of Monday, 23 November to Friday, 27 November, Form Teachers discussed the annual In November, We Remember reflections with all students during registration. Discussions by the teachers were led by the following:

In the month of November, we take time to remember those whom we've 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 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.

Students were given an opportunity for a moment of silent prayer and reflection.

## **Seachtain na Gaeilge**

Seachtain na Gaeilge was run through MS Teams this year, except with 5<sup>th</sup> Years.

On Monday 22 March, all Transition Year Irish students attended an online interactive webinar, SeóBaile. This was facilitated by Conradh na Gaeilge. During the webinar, the students learnt about world languages with an emphasis on Irish, language rights and job opportunities with Irish. They also learnt about the online presence of Irish and participated in quizzes. Ms Keddy did Taispeáin agus Inis (Show and Tell) with her 5<sup>th</sup> Year students. The students discussed various things about their own life. Ms Murphy's class produced many pieces of literature, such as poetry and short stories. These have been submitted to the Wine Dark Sea. Ms O Shea ran a baking competition with her 2<sup>nd</sup> Year class online. The winner was Patrick Fanning (2KMCA). This was done through anonymous voting. Ms O Shea also ran a yoga class through Irish with her students. 1<sup>st</sup> Year students took part in a comórtas postaeir based on vocabulary covered during distance learning.

In all other classes a Tráth na gCeist was held through MS Teams in breakout rooms or with Kahoot. Additionally, various gearrscannáin were also shown to students through MS Teams.

## **Model United Nations**

The year started as it left off in June with online MUN. The students were very eager and quickly we had a large number of 4<sup>th</sup> and 5<sup>th</sup> Year students logging in twice a week to participate in MUN debates, which were led by the 6<sup>th</sup> Years.

By the end of September, we were able to have socially distanced in person MUN in the senior hall on Wednesday afternoons. This rotated between 4<sup>th</sup> and 5<sup>th</sup> Year students being present every second week. MUN is by its nature a social activity and it was lovely to have the students debate in person. MUN was provided with funding this year by World Wide Global Schools project which is run by The Department of Foreign Affairs through Irish Aid. We used some of this funding to purchase additional sound equipment so that the students could be heard from their seats in the large hall while still wearing their masks.

In November our Transition Year students provided the Administration team for the THIMUN Singapore MUN. They fully embraced the 5.00am starts required for the Singapore time zone. St Andrew's College hosted and led the Student Officer workshops for both THIMUN Singapore and THIMUN The Hague.

In December, MUN started for 3<sup>rd</sup> Year students. This was done through Teams and there was a dedicated evening for 3<sup>rd</sup> Year MUN every week. Throughout the year about one hundred 3<sup>rd</sup> students participated in MUN.

January is the month for THIMUN and we had 40 students involved as delegates and administration team. This was a very successful event with many 4<sup>th</sup> and 5<sup>th</sup> Year students gaining valuable MUN experience.

In February, we participated in the Epsom College online MUN conference. This is a fantastic MUN experience for our students where they have an opportunity to meet and debate with many students from other UK schools which again provided great experience for our students.

March was the Claregalway MUN which was a small, very well organised MUN where we had a large number of students including many first time delegates and some student officers.

Throughout these months the weekly MUN meetings continued. The students enjoyed the chance to see each other online throughout this lockdown.

In April we launched our online SAIMUN. We used this event as an opportunity to introduce MUN to 2<sup>nd</sup> Year students. As it was online, we were able to have as many of our students as we wanted. About sixty 2<sup>nd</sup> Years took part in the online MUN and through the training and leadership provided by the 5<sup>th</sup> and 6<sup>th</sup> Year students, they were quickly up to speed with the rules and procedures of debate.

SAIMUN was held on Zoom over the weekend of 7-9 May. There were training workshops held the weekend before the conference. There were about 200 participants from St Andrew's College and other schools from Ireland, UK, France and Turkey.

The 6<sup>th</sup> Year Student Officer team for the conference was

Secretaries General: Lucy Deacon and Natacha Byrne  
President of the General Assembly: Aisling Beecham  
Presidents of The Security Council: Tilly King and Matthew McCrea  
Deputy Secretaries General: Saskia Kirkland and Olivia McKeivitt  
Deputy President of the General Assembly: Isabelle Kearney

The committee chairs were a mixture of 5<sup>th</sup> and 6<sup>th</sup> Year students and there was a very able 4<sup>th</sup> Year administration team.

Despite the difficulties we faced this year MUN continued as a successful activity in the College. Nearly 300 students participated in MUN in some form this year, which is our highest participation numbers in many years. The online debates, which in the end were being held four evenings a week for the different year groups proved popular.

Even with the success of online MUN, we are looking forward to face to face MUN where the different year groups can hopefully mix with and learn from each other. 42 students are signed up to attend the Royal Russell MUN in October 2021.

## **International Night**

International Night and Intercultural Week in their usual formats were unfortunately not possible this year due to COVID-19. However, we took this unique opportunity to get creative and managed to work together with the whole school community to adapt both events to continue our yearly celebrations of our amazing diverse culture.

Intercultural week was adapted this year to ensure that diversity and different cultures were focused on and promoted in our school. Our primary aim was to celebrate the international minded spirit of St. Andrew's College while adhering to the school policy and current public health guidelines. This year we had to delay our celebrations to January 2021, during a period of remote learning. We initially planned for an in-school celebration but further adapted our plans so that they could continue online.

The International Photography competition open to all parents/guardians, students and staff was a great success with many beautiful entries submitted (all displayed on the school website). The theme this year

reflected the community spirit and activism we have seen in our students and wider school community: “It’s in your hands to make a difference”. The PTA generously donated a budget for printing and displaying these photos, as well as prizes for our winner and runner up entries. The full list of prize winners is available on the SAC website (<https://www.sac.ie/news/?pid=501&nid=1&storyid=3085>). We look forward to displaying this art work in school at a later date. We are so proud to have produced an amazing video piece which aimed to explore the diversity and internationalism that is intrinsic in our school’s culture. 5<sup>th</sup> Year student Lana Knight filmed and edited the video, and our 6<sup>th</sup> Year Intercultural Prefect, Saskia Kirkland, introduced it. We collected messages from our whole school community in many different languages and we are delighted to have this piece of work to look back on in future years. The video included students, teachers, admin staff, cleaners and kitchen staff all expressing their intercultural experiences in life.

This video was shown to all students in registration. It is available to view on the school’s Vimeo account <https://vimeo.com/503144825>.

## **Wellbeing 2020-2021**

Strict Covid-19 restrictions in school and remote learning inhibited many of our usual wellbeing activities, however, we still managed to hold our annual GOAL mile run for 2<sup>nd</sup> Year students in December.

Remotely, a Healthy Eating and Nutrition Club for 1<sup>st</sup> and 2<sup>nd</sup> Year students has been very popular. Each Wednesday, a new recipe and live demonstration video was provided, with many students attempting and posting their creations.

All 1<sup>st</sup> Year students took part in a School Spirit Challenge before Easter. This involved running 1894 metres during their last remote learning physical education classes, to represent the year our school was founded. Our school moto ‘Ardens Sed Virens’ describes the resilience our school community has shown and must continue to show, therefore students were asked to demonstrate this resilience by completing their 1894m run. All students who submitted a time were entered into a prize draw and the top three times for boys and girls were announced.

All 3<sup>rd</sup> Year students (as part of their physical education classroom-based assessment), learned to write, implement and review a six-week personal physical activity plan.

Every Friday afternoon, Transition Years took part in a virtual mountain challenge. This took them to mountains in Wicklow, Kerry, Cork, Galway, Mayo and County Down.

6<sup>th</sup> Years took part in a virtual 'sunrise social' walk every Friday morning at 8.10am. Wednesday afternoons offered a mindfulness and meditation session. An online healthy eating forum where recipes and cooking demonstrations could be shared was provided. Weekly live physical education classes in circuit training, yoga and dance were provided for all 5<sup>th</sup> and 6<sup>th</sup> Year students throughout remote learning. A guest speaker, past pupil, Josh Percival gave a fantastic health, nutrition and habits presentation to 6<sup>th</sup> Years on February 9, during physical education class. Josh graduated with first class honours in both a BSc Exercise Science degree and an MSc in Exercise Physiology. Josh is currently undertaking another MSc in Clinical Nutrition and Dietetics at UCD. Staff mindful meditation sessions ran on Monday evenings during remote learning.

## **PTA**

The PTA continued their valuable support of the College throughout the year. As parents/guardians were unable to visit the school, the PTA sought ways to reimagine how to provide support to both the College and the parent body. This year the PTA arranged a number of Webinars to give talks to parents.

In February Psychotherapist, Stella O'Malley held a Webinar which addressed how to engage with young people and foster good mental health practises despite the current limitations of COVID-19 restrictions. In May the PTA organised two Webinars. The first one delivered by Dr Mike McKillen and Dr Damien Ó Tuama addressed safety around cycling. The second one on 20 May was delivered by Psychotherapist Joanna Fortune and focused on surviving the summer. She looked at positive ways to connect with young people during the Summer Months. These Webinars were well attended and gave great support to parents/guardians. The usual face to face coffee mornings went online and were well attended by each parent group making the virtual format a huge success.

The PTA also provided support to a number of school activities. These included Scifest, Junior School Performing Arts Festival, Intercultural week, Junior School Christmas Cards, Senior School Music and Dance Festival, Junior School P6 Class Graduation and 6<sup>th</sup> Year Valedictory. The PTA held an online Table Quiz on 11 February 2021. This very successful event was facilitated by Tablefish which is a Table Quiz platform operated by past pupil, Chris Lee, Class of 2009. In June the PTA held a second-hand uniform sale in the car park. This allowed the valuable second-hand uniform sale to go ahead while allowing for Covid-19 regulations to be maintained.

## **SACA**

Little did we think when we sat down to enjoy the Annual Rugby Lunch on 6 March 2020 that it would be the last time we could gather in person for quite some time.

Despite this, SACA has worked hard since then to host online events, to grow and develop the social media community and to support its members and the college.

The AGM was held via zoom, which in fact enabled many more members than would usually attend to join the meeting as distance was not a factor. Dara McClatchie was elected president for a second term. Graham Weir was elected vice President and Siobhan Hutchinson Honorary Secretary. Unfortunately, SACA had to postpone 'in person' events - the annual dinner, St Stephen's Green and Clyde Road lunch, Career Evening for current students, annual golf outing, business networking event, 5 and 10 year reunions, TY awards lunch, summer drinks, presentation to the class of 2020.

In January, the annual SACA Table Quiz went online and was a huge success. €5,285 was raised for the TY Uganda project and CHEEERS, a charity established by SACA members which works with Kisizi hospital.

Despite having been only one event so far this academic year, the increasingly strong social media network has meant that we have been able to keep in regular contact with our members. Our numbers on Instagram, Facebook and Twitter have seen steady growth while Jenny Kinmonth and Paul McClatchie have successfully focussed on increasing our LinkedIn presence.

## **Facilities**

We made many temporary Covid-19 mitigation modifications to the College during summer of 2020.

- New temporary partitioning was installed and use of internal spaces were changed
- 7 extra prefabricated classroom modules, located aside the rugby pitch were

## **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.

The Minister for Education and Skills published “The Roadmap for the Full Return to School” on the 27 July 2020 setting out the requirements for the safe and sustainable re-opening of schools in the context of Covid 19. The recommendations of the report necessitated a major capital outlay to reconfigure the College to comply with recommended social distancing guidelines, including the construction of 12 new classrooms. Enhanced cleaning and hygiene protocols and extra supervision outlined in the Roadmap have also resulted in a significant increase in the day- today running costs of the College.

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. 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.