



St Andrew's College

Annual Report May 2013

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Introduction

This report has been prepared to cover the period from 1 September 2012 to 31 August 2013.

School enrolment

At the beginning of the 2012–2013 school year enrolment was 1258 (637 boys and 621 girls). There were 266 students in the junior school and 992 in the senior. Of the total, 952 were Irish nationals, 56 were US citizens and 250 were third-country nationals.

Faculty

In 2012-2013, there are 118 full-time and 27 part-time faculty members, including 123 Irish citizens and 23 third-country nationals. The mixture of nationalities adds to the international character of the College.

Facilities

The school buildings and grounds are owned by the College. Facilities include 69 classrooms, 21 tutorial rooms, 6 laboratories, a science garden, 4 art rooms, 2 home economics rooms, 2 libraries, 20 resource rooms, 4 computer laboratories, a chapel, 2 assembly halls, a large dining hall, a modern sports hall 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.

In 1992, a dedicated Sixth Form Centre was opened. It comprises 4 large classrooms, an adjoining private study room and an open area for Sixth Year interaction and activities. The College also has a designated Guidance Suite, Study Centre and Support for Learning Centre. A new building, housing 14 classrooms, the entire art department, and a fitness centre, was opened in September 2010. We have parking for approximately 120 cars.

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 recreational activities is offered. The majority of students take courses leading to the Junior and Leaving Certificate examinations, while others follow the International Baccalaureate programme. Special Needs and EAL 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 - 5th and 6th 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 three subjects from the following list:

Art
 Business Studies
 Classical Studies
 Home Economics
 Music
 Technical Graphics

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.

Transition Year Programme

Transition Year lays the foundation for fifth and sixth year.

The aim of the year is to provide the skills and encourage the maturity necessary for the successful completion of the Leaving Certificate. A central theme of the year is autonomous learning. Students will take responsibility for themselves and their future. They will be given

the opportunity to explore many subjects in areas including the Arts, Science and Technology and the Humanities.

It will also be possible for students to take up a second European language and to explore the possibility of new subjects prior to making their Leaving Certificate choices.

The St Andrew's College Transition Year Programme will also facilitate students in exploring their own talents and abilities beyond the confines of the timetable.

Leaving Certificate Programme

Half way through Transition Year students with their parents/guardians, must choose the subjects they are going to take in the Leaving Certificate. It is important to consider the implications these choices may have on future third level and career choices. There are 21 subjects to choose from within the Leaving Certificate programme in the school. Students will be required to choose seven/eight of these. **No student will be prevented from entry into any third level course by the options structure.**

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

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

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

The following subjects are available:

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

International Baccalaureate Programme

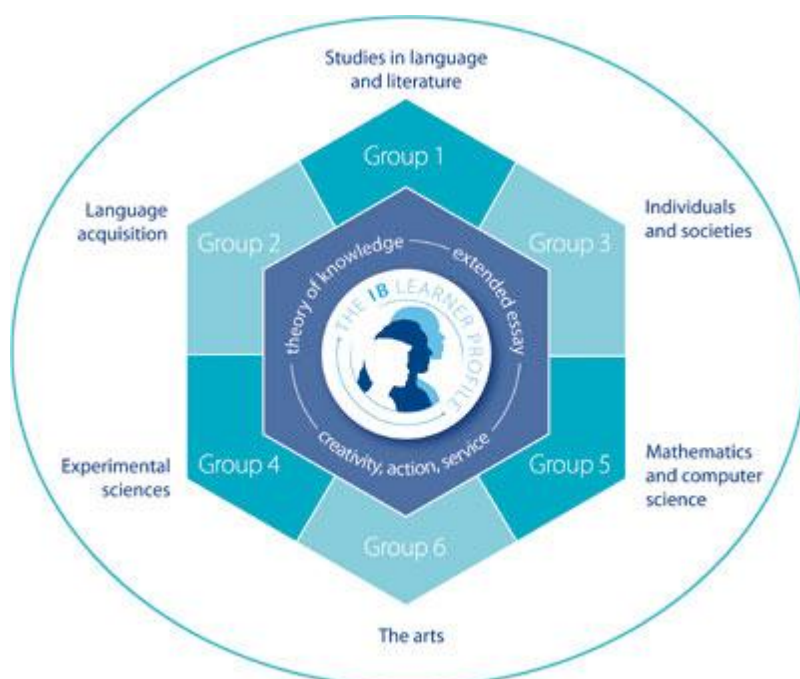
The school has offered the IB programme since 1982 and we have found it to be an excellent preparation for courses at universities and colleges all over the world in a wide variety of subject areas. We believe that it provides an ideal training for students who are moving on to further education, and 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 will be 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 will be 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



PERSONALISED LEARNING AND PERSONALISED EDUCATION

First Year

Target setting and tracking

Progress cards are in all students' journals. Marks and grades are recorded by students and checked by form teachers regularly. Spot checking by Year Heads takes place every few weeks after the first six weeks and periodically by the Deputy Principal.

Study Skills

Each form group is given a study skills session during the first week in November. They are taught the skills behind mind mapping etc. In conjunction with form teachers, the Year Heads train the students how best to develop their own revision plan for the Christmas exams. All students benefit from peer teaching which is encouraged as an active revision tool. Each student gets a study booklet with study tips and outline of topics to be revised for the Christmas exams.

Fifth Year Academic Mentors for First Year are identified, as requested by Deputy Principal and/or Year Heads.

Second Year

At the beginning of the academic year the students are invited to attend a meeting with their form teacher. At that meeting the students review their summer grades and reports and set initial targets for the first term. This process involves all Second Years.

During the first term, both the Deputy Principal and the Year Head with responsibility for Second Year review the targets with the students, selecting initially those students who received a grade 'C' or lower for effort in one or more subjects on the previous summer's report.

Following a review of the Christmas examination results, the Second Year team identifies a number of students who, in the opinion of the team, would benefit from some specific assistance with their studies, and general guidance with regard to the organization of their work.

Consequently, we ask one of our teachers to act as a mentor and study skills adviser to the identified students for a pre-determined number of weeks. The mentor teacher will meet with the student initially to discuss the implications of the Christmas report and to set agreed targets. Mentor and student will then meet to set weekly targets in certain curriculum areas.

Students will be expected to complete the agreed assignments and place them in their folders, ready for the next arranged meeting. Once the work has been completed, parents should view and sign it, to ensure that they are contributing to the process.

The aim of this initiative is to help students raise their levels of achievement, to guide them in planning study and revision programmes, and to encourage them to focus on goals that we, and they, agree are achievable.

Third Year

In Third Year students needing support are identified before the start of the academic year. The following areas are considered for attention:

- Individual Subject
- Organisational Skills
- Study skills
- Motivation

The Year Head and Deputy Principal liaise to ensure that support is provided by the subject teacher, form teacher, Support for Learning Department, Guidance Department, etc. depending on the area identified as needing attention.

Target Setting

Students now compete with themselves, **not** with their peers. Students, in consultation with their form teacher, set their own target mark for each subject.

Students record their test and assessment grades and marks in the special pages provided at the back of their student diary. They are encouraged to try to improve their marks if they are not reaching their targets. Sometimes targets need to be looked at again. The Form teacher and Year Head monitor this.

If concerns arise -

Mr Conaty, Third Year Head, may get the students to check in with him at 8.30am

Teacher mentors may be organised.

Meeting with parents may be organised

Extra tuition may be provided.

Individual student / Deputy Principal Meetings

Mrs Kirby, Deputy Principal for Third Year, and Mr Conaty, Third Year Head, meet all Third Year students to look at their targets, check study plans and see where support is needed.

Transition Year

In Transition Year, students are assigned a tutor and tutorials take place once a week. During this class, students will discuss their core subject area progress, write up details of

their completed challenges, and complete their Transition Year diaries. Tutors monitor completed lecture notes and assist students in planning for the various projects they are doing throughout the year. Preparation for portfolio assessments, which take place twice a year, is also monitored by the TY tutor during the weekly tutorials, with assistance and direction being given to support individual students with the execution of their work.

Senior College

Personalised Learning has been defined as *the tailoring of pedagogy, curriculum and learning support to meet the needs and aspirations of individual learners.*

Within St. Andrew's College, personalised learning is a key component of the Senior Cycle programme. At the 5th Year Information Evening and 6th Year Information Evening we illustrate to the students and parents how we will implement it.

Primarily, it starts with each individual student filling in their target grades for their first main assessment period which will be in October. Students are encouraged to ask their subject teacher and form teacher what grades they should aim for. Students will often be motivated by their subject teachers to aim a little higher and be ambitious in what they want to achieve

After October, individual students will get feedback from their teachers on whether their goals are being met as set down by the target grades they filled in. The key is each student aiming specifically for what they want to achieve. The feedback is very important, and each individual student will set new targets for their Christmas exams, in conjunction with their subject teacher based on the October results.

A key component of personalised learning is the constant contact students have with their subject teacher and form teacher. This is further emphasised with each student meeting his/her form teacher in late January and early February. These are individual planned meetings where the students and form teacher discuss for 15-30 minutes how best the student can improve on existing grades. Most students will be meeting their targets; some, however, may not be and the form teacher will send a note regarding these students to the Year Head.

At this time, the Year Head will meet the students who have been highlighted by the form teachers as needing extra assistance. The makeup of this group is usually students who are finding the academic challenges of 5th Year difficult, and those students who feel that they are not achieving the high grades they should be attaining. Additional support is also offered through a short-to-medium term intervention programme of 6-8 weeks duration, where some of these students will individually get additional assistance from the SFL department in the subjects they are finding difficult.

Those students who may not be entitled to additional SFL assistance, will work with the Year Head on an individual basis, meeting him/her once very week until the summer exams.

Some students might be added to this list as the year progresses, and others taken off as their grades improve. This individual support programme is designed to offer personalised support. Students appreciate the merits of a personalised approach to learning and gain from the benefits it brings.

Students will again start filling in their target grade sheets for Easter and summer exams. This is important as it keeps each student focused on the grades they want to obtain. Essentially, every 6 weeks there is an assessment period, which enables the teachers to implement a Personalised Learning Programme effectively by highlighting those students who are finding the exams difficult.

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.

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

Reports on students' academic performance are issued to all parents in December, to the parents of 3rd and 6th year students in April following mock examinations and to the parents of 1st, 2nd, 4th and 5th year students at Easter and in June. 3rd year students also receive a report in June. In addition, Certificates of Achievement are presented to 4th year students each May.

Meetings between teachers and parents can also be arranged on an appointment basis should the need arise.

Examination Results

The following numbers of students took part in State Examinations in 2012:

Junior Certificate	146
Leaving Certificate	147
International Baccalaureate	29

Our Sixth Year students performed extremely well in the Leaving Certificate and International Baccalaureate examinations in June 2012.

There was a substantial increase in the number of As and Bs awarded at higher level. This year, 60% of all scripts submitted at higher level were awarded an A or B grade. 70% of students achieved more than 400 points, while almost half were awarded over 450 points, an 8% increase on last year. At the top end, almost 30% of students gained more than 500 points. Average points this year also show an increase of 22 points, producing an impressive total of 445. These results are especially significant when one considers that the College does not require an academic entry qualification and does not interview prospective students prior to offering places. Results in the International Baccalaureate reflect a similar level of performance, with average converted points reaching 420.

Extra-curricular Activities

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

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

Ballet	Debate Club	<i>Model United Nations (MUN)</i>
Book Club	Drama Club	<i>Model European Parliament (MEP)</i>
Chess Club	Equestrian	One-Act Drama Festival
Christian Union	Games Club	Orchestra
Choir	<i>Grapevine</i> (College Magazine)	The President's Award (An Gaisce)
Club Gaelach	Grapevision (Video & Photography Club)	Young Scientist
Creative Writing <i>Wine Dark Sea</i> (College publication)	Intercultural Week	Student Council
Crossfit	Literature Aloud	Green Committee

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. However, there is a limit to the number of sports which can be provided by the College.

Sports Highlights 2012 - 2013

Hockey

This year was a record breaking year for Boys' Hockey. At senior level, we won the Leinster Senior League and Cup, the Whiteside Trophy and the All-Ireland Schools Tasmanian Shield. At junior level, we won the Leinster League and Cup. At minor level, we won the Leinster Cup and All-Ireland Schools John Waring Trophy. The U-13s won the Leinster League and Cup making it 10 out of a possible 11 trophies won at "A" level. Our Senior 2nd XI also finished an unprecedented 3rd in the "A" league, a truly fantastic achievement. Girls' hockey remains

strong, with the Senior Girls reaching the League semi-final. Our second XI won their league for the first time as did the fifth XI. Our Junior team reached the League and Cup semi-finals with both our First Year A and B sides reaching League finals.

Rugby

Rugby fell a little short of our expectations. Narrow defeats for a young Senior XV saw them disappointed with both their league and cup campaigns. Our Junior side, comprised largely of Second Years, had a tough year. We hope the experience of playing at that level will stand to them going into next year. We hope to see our sides performing to the best of their abilities next year.

Basketball

We have an incredibly strong group of players in the school at the moment who have achieved amazing success this year. Our senior boys won the South Dublin League for the first time in 15 years and we followed up that success with our Junior team winning the South Dublin League also. The Minors topped that success by not only winning South Dublin League but also the Dublin League. They competed in the All-Ireland competition and won two of their three games before being eliminated by the eventual winners.

The girls had a good year also with the Cadets winning through to semi-finals. There are great numbers playing in both the girls and boys sides with the game at an all-time high in popularity.

Sailing

Our sailing team qualified for the National Team Racing Championships in Schull having finished 3rd in Leinster. A young team travelled to this event and raced the fancied sides on the first day beating the two teams who finished ahead of them in the Leinster competition and pushing the fancied Cork sides hard. Unfortunately, because of the bad weather, the second day of the competition was cancelled which denied them the chance to climb higher than their 5th place finish.

Equestrian

Our show-jumping team is going from strength to strength, and this year qualified for the national championships in Wexford. We look forward to hearing how they get on after last year's third place finish.

Golf

Golf is thriving in the school. Our Junior Boys team reached the final of the Leinster Strokeplay Championships for the third year in a row finishing 5th. Our Senior Boys team reached the last 16 of the Leinster Schools Matchplay. We had great interest again in Girls Golf and fielded full Junior and Senior Girls golf teams for the Irish Schools Strokeplay Championships.

Cricket

Our cricket teams did very well again this year, with the boys sides at Senior, Junior, Minor and U-13 level all through to the knockout stages of their competitions. Our Senior As were beaten in the cup final. Senior Bs were beaten in the semi-finals of the League by the eventual winners. The Junior As were beaten in the Cup Final, but our U-14s and U-13s beat St Mary's in the final. The U-13 B team lost in the final.

Our senior girls won the Senior Cup, beating Wesley in the final, and our U-13 A girls lost in the final of the Cup.

Tennis

Boys tennis continues to make progress. With five teams entered in Leinster Leagues, both our Junior and Minor sides qualified for League semi-finals. The Junior A team beat Castleknock College 4-1 in the final Leinster Division II. The Minor A team were beaten 3-2 in the semi-final of Leinster Division II.

The girls also competed well, with our Junior team being beaten in their final pool game.

Athletics

Once again, we have had strong teams competing in the East Leinsters Cross Country, with three athletes going forward to compete in the Leinsters. Our athletics team performed well in the East Leinsters in Ringsend, with a number of athletes going forward to compete in the Leinsters. Our annual sports day on 14 May was a great success.

Strength and Conditioning

The strength and conditioning programme continues to draw huge numbers all year round. Not only is it popular with athletes looking to gain an edge for team sports but it has proved most successful for attracting students who are just looking to get in shape and get active.

Transition Year

This year we have had 157 students taking part in the Transition Year Programme eleven of whom are new to the college.

The year started in late August with a variety of orientation activities and a three-day Irish Culture and Adventure sports trip to the Aran Islands and Donegal. Upon our return, the timetable-based activities started. These can be broken down into three categories:

Core Subjects : Irish, English, Maths, Modern Language

Extended Core Subjects : Science, History, Geography, Business.

Choice Subjects : there are more than 15 option subjects ranging from Yoga to martial arts, philosophy to politics, film studies to creative cookery.

During the year, there are two periods of work experience (February and May). Students sought and arranged work placements to gain experience and insight into the adult world of work. Diaries and post-placement reports encouraged students to reflect upon their experiences. Placements included hospitals, veterinary clinics, hotels, schools and newspaper offices (including *The Guardian* newspaper in London). We noticed this year that several students shadowed barristers and attended court hearings. Two students were accepted by the Defence Forces and the Irish Naval Service. Students also travelled to The United Kingdom, Italy, Germany, Canada and the United States for their work experience placements.

Throughout the year, we invite guest speakers into the College to advise pupils on career choices, to provoke interest in a diversity of subjects or to encourage students to become involved in a range of activities or organisations. Many of the speakers are past pupils of the College.

Friday afternoons offer a range of physical and sporting activities - trampolining, rock-climbing, fencing, soccer, kayaking, tennis, to name but a few.

During the course of the school year, students also participated in a range of activities outside the daily timetable. These included charity activities from local bake sales to national street collections and even international fun runs. Our TY Uganda project continued to flourish with many activities including the winter fair, the U-Live concert and a 5km sponsored run. This year, the project was the subject of an RTE *Nationwide* program that was aired nationally.

Other extra-curricular school activities of note this year included a Chinese language and culture course, an innovative social awareness programme linking St Andrews to St Augustine's School for adults with intellectual disabilities, anti-bullying ambassador training and the formation of a Green Schools committee.

As well as these new developments, many of the well-established school and TY activities continue to flourish - MUN, *Grapevine*, One-Act Drama, Ski trip, 50k walk, Gaisce, and, of course, our team sports.

Overall, The Transition Year programme has been very successful this year and continues to garner favourable support and comment from students, parents and teachers.

Charitable Activities

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

Age Action Ireland	Cystic Fibrosis Research Trust	Marie Keating Foundation
Aidlink	Down Syndrome Ireland	St Michael's House
Alzheimer's Association	ISPCC Blue Shield	Newbridge Respite Centre
ASH Animal Foundation	DPSCA	Oesophageal Cancer Fund
ASHA	Dublin Central Mission	Ruhama
Autism Red Rose Week	Dublin Simon Community	Run in the Dark for Mark
Aware	Forgotten Children's Appeal	Salvation Army
Barnardos	Gates Foundation	St Vincent de Paul
Bone Marrow Trust	Hospice Foundation	Suas Educational Project
Bray Lakers Sports & Recreation Club	Irish Cancer Society	Support Africa Foundation
British Legion	Jack & Jill Foundation	Tearfund
Capstone Global Library	Lauralynn Foundation	The Simon Community
Children's Sunshine Home	Lesotho Fund	
Crumlin Children's Hospital	Make a Wish Foundation	

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

Age Action Ireland	Cystic Fibrosis Research Trust	Newbridge Respite Centre
ASHA	Irish Cancer Society	Oesophageal Cancer Fund
Bray Lakers Sports & Recreation Club	Lesotho Fund	Support Africa Foundation
Children's Sunshine Home	Marie Keating Foundation	Suas Educational Project

This year's Transition Year students have continued to fundraise for our Transition Year Uganda Project.

Information Technology

The College has continued to invest in the ICT programme throughout the course of this academic year. Over the summer, we increased the wireless network and added a dual hub into many of the classrooms within the College. In order to facilitate teaching and learning staff members were provided with their own mobile device and a piece of software called 'air play' was installed on each classroom computer. This allowed the teacher to mirror his/her device to the interactive whiteboard. In addition to this we have made available a laptop and iPad trolley, each holding 24 devices. As a result, teachers have been able to introduce new technology-based teaching methods to deliver content from K1 all the way up to 6th Year.

Over the course of the year, the e-learning committee has met to discuss the one-to-one programmes and the newly formed e-safety working group has worked hard to implement a programme to raise the awareness of safety when using technology. There has been a range of different workshops and talks given to both students and parents that have aimed to raise the profile of e-safety. For example, 1st Years participated in a social awareness day where e-safety and netiquette were discussed, 2nd Years all completed a workshop based on internet safety and the new 3rd Year CSPE programme examining the issue of cyber-bullying was introduced last term. In addition, parents of 1st and 2nd Years were invited into the College for a talk on the issue of using Facebook and what to look out for.

Child Protection

The Child Protection Policy was approved by the Board on 27 March 2012.

The next Board of Management review will be conducted in June 2013. This review will be conducted in accordance with the checklist set out in Appendix 2 of the Department's 'Child Protection Procedures for Primary and Post-Primary Schools'.

Child Protection is listed for discussion as an Agenda Item at all Board of Management meetings. The full child protection policy can be viewed on the St Andrew's College website at www.sac.ie. A hard copy is available upon request from the College Office.

The Designated Liaison Person (DLP) is Mr Arthur Godsil, Headmaster and the Assistant DLP is Mrs Joan Kirby, Deputy Principal.

Student Council

The Student Council was elected again in February of this year. It comprises two representatives from each year group in the secondary school and is led by the Head Boy and Head Girl. These representatives liaise with the individual Year group councils. Every Year group has a council which comprises 12-14 students.

The Student Council has met once a month and members of the Council have participated in the following activities:

- Assessed the suitability of an e-Safety survey to be completed by all students of the College
- Attended a conference in Drimnagh Castle entitled 'The ability of student councils to reduce the amount of bullying in schools'
- Attended an anti-bullying conference in St Andrew's College
- Joined the ISSU (Irish Secondary Students Union)
- Raised general student concerns with regard to the campus.

Parental Involvement

Parent Evenings

The College organised the following information meetings for parents in 2012/13:

- Parent Teacher Meetings for 1st, 2nd, 3rd, 5th and 6th Year groups
- Parent Evenings for the following Year groups – 6th, 5th, TY and 3rd - September 2012
- Second Year Parent Meeting – October 2012
- 1st Year Parent and Form Teacher Meeting – October 2012
- Study Skills Evening for Third Year parents with talk by Mr Rory Mulvey of Student Enrichment Services – October 2012
- CAO Information Presentation for 6th Year parents - November 2012
- Options Evenings for 1st, 4th and 5th Years - January 2013
- An Evening for First and Second Year Parents and Guardians on the use of Facebook and Technology in General - April 2013

All meetings were well attended by parents.

School Events

Parents were invited to attend a variety of school functions and events throughout the year. In 2012/13 these included:

- PTA Introductory Evening for parents of all new students
- PTA Debs Reception
- International Night

- Annual Prizegiving Evening
- Transition Year Winter Fair
- Carol Service
- Transition Year U-Live Concert
- One-Act Drama Festival
- Secondary Department Music Concert
- PTA Table Quiz
- Literature Aloud
- Coffee Morning for international parents and host parents of Junior and Secondary School students
- IB Art Exhibition
- Music and Dance Festival Prizewinners Concert
- Boys' Hockey Dinner
- PTA Summer Social Evening/BBQ
- Launch of *The Wine Dark Sea*
- Transition Year End-of-Year Ceremony – May 2013
- 6th Year Valedictory Evening – May 2013

School Policy Development

All policies that make up the school plan are available on the College website:

www.sac.ie

The following have been the main developments in school planning in 2012/2013:

- The on-going review of SAC policies
- The on-going review of subject development plans in all departments
- The on-going work on School Self-Evaluation with the formation of a Literacy and Numeracy committee
- The formation of a number of committees as part of our Accreditation process in advance of our 2014 Accreditation visit
 - Committee A has completed its work on reviewing the school's guiding statements
- The formal review of the following policies:

2012/2013	The SAC ICT Policy
	The SAC Garda Vetting Policy
	The SAC Nurses' Policy
	The SAC Students' Handbook
	The SAC Staff Handbook
	The SAC Admissions Policy

Staff Development

In the past academic year a large percentage of SAC staff have attended some form of CPD training. In some departments all members of the department have attended professional development courses. These include the mathematics (project maths), Irish and PE (First Aid) departments.

In addition, the Guidance and SPHE departments have been represented at a number of conferences and training sessions throughout the year. Members of staff have attended seminars in relation to School Self-Evaluation, Literacy and Numeracy and the New Junior Cycle. Other conferences/workshops attended by staff included seminars on issues such as cyberbullying, promoting self-esteem, suicide prevention and a number of other teenager-related issues. Staff from the history, PE, English, art, European Annexe and Classical Studies departments have participated in CPD. We also have a small number of staff pursuing master's and other diploma courses.

To support the staff in the use of technology there has been a range of different types of training offered. There have been two senior school whole staff iPad training sessions as well as on-going Frog training. There has been two training sessions on using the ibooks author software to produce ebooks. In addition, bespoke individual ICT training has continued

Approximately 40 - 50 members of staff have attended courses outside the College in the past academic year with many of these teachers attending more than one or two seminars/sessions. Many more members of staff have attended internal training in the area of ICT, with all members of staff having access to CPD provided by the College on staff conference days.

Financial Report

The College continues to operate in a way which ensures that adequate financial resources are available to carry out its educational programme and maintain its existing facilities.

This has been achieved despite the major financial challenge which Department of Education and Skills measures have created for fee-charging schools in general and for those under Protestant management in particular.

During 2012/13 the College continued to reduce costs whilst ensuring that educational services are maintained at their current level. Expenditure on infrastructural projects was targeted towards reducing costs in areas such as heating and lighting. These projects also resulted in the enhancement of the comfort level within which the students and staff operate.

The College also had to make provision for the increased expenditure arising from loans taken out specifically to finance construction of the new building.