

St Andrew's College

Annual Report June 2014

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Introduction

This report has been prepared to cover the period from 1 September 2013 to 31 August 2014.

School enrolment

At the beginning of the 2013–2014 school year enrolment was 1261 (626 boys and 635 girls). There were 267 students in the junior school and 994 in the senior. Of the total, 998 were Irish nationals, 58 were US citizens and 205 were third-country nationals.

Faculty

In 2013-2014, there are 116 full-time and 29 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 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. 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

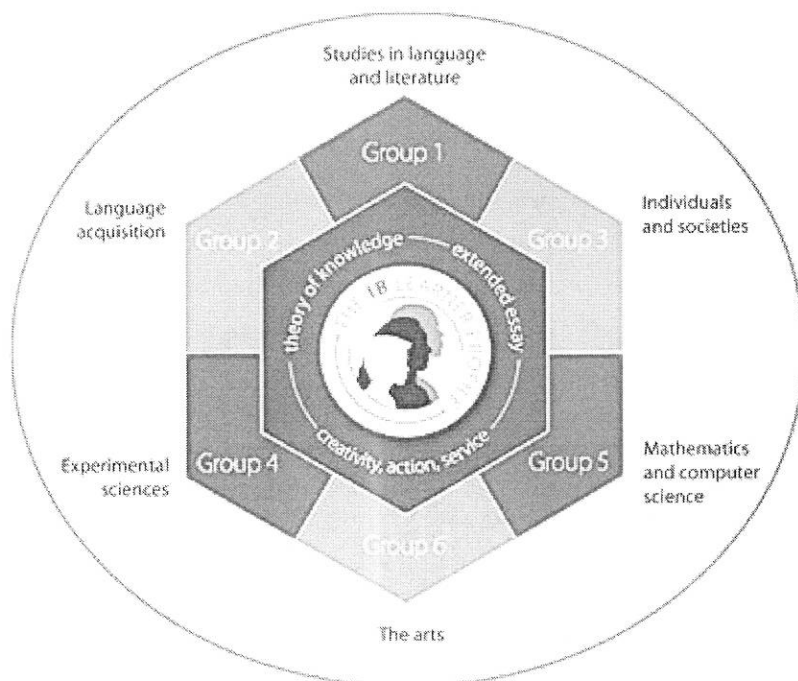
The school has offered the IB programme since 1982 and we have found it to be an excellent preparation for courses at universities and colleges all over the world in a wide variety of subject areas. We believe that it provides an ideal training for students who are moving on to further education, and 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. On occasion targets need to be reviewed and revised. 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 2013:

Junior Certificate	154
Leaving Certificate	148
International Baccalaureate	36

Our Sixth Year students performed extremely well in the Leaving Certificate and International Baccalaureate examinations in June 2013. Three students achieved the maximum result of 625 points. This year's results were the best ever in the College.

Approximately 70% of our student cohort achieved over 400 points. In addition, 30% achieved over 500 points. While it is pleasing to note that so many students continued to perform at the highest level, it is worth noting that our points average this year was 440, a considerable achievement. St Andrew's College does not have selective academic entry and all our students are encouraged to work to the best of their ability so that they can fully realize their potential.

Extra-curricular Activities

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

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

Ballet	Drama Club	Model European Parliament (MEP)
Chess Club	Equestrian Team	One-Act Drama Festival
Choir	Grapevine (College Magazine)	Orchestra
Christian Union	Grapevision (Video & Photography Club)	Student Council
Coireal Comhrá	Green Committee	The President's Award (An Gaisce)
Computer Club	Intercultural Week	Wine Dark Sea
Creative Writing	Instrumental Lessons	Young Scientist
Crossfit	Literature Aloud	
Debate Club	Model United Nations (MUN)	

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 2013-14

Hockey

This year was another record breaking year for Boys' Hockey. At senior level, we retained the Leinster Senior League and Cup, the Whiteside Trophy and the All-Ireland Schools Tasmanian Shield. At junior level, we won the Leinster "B" League and Leinster Cup. At minor level, we won the Leinster League and Cup and All-Ireland Schools John Waring Trophy. The U-13s won the Leinster League and Cup for the fifth year in a row making it 10 out of a possible 11 trophies won at "A" level.

Girls' hockey enjoyed a great year with the Senior Girls winning the Leinster League and Cup in dramatic fashion. Our Minor A side reached the League and Cup finals but lost out in tight games on both occasions. Our Minor B's won their League and the First Year team also reached their League Final again coming up short at the final hurdle.

The highlight for St Andrew's hockey this year though was hosting both the Boys and Girls All-Ireland Competitions with the Boys retaining the trophy in style with a 6-1 win in the final v Wesley and the girls performing exceptionally well on home turf to come away with a bronze medal for their efforts. All visiting schools were very complementary about the organisation and welcome extended by the college.

At national level we currently have David Nolan, Jazze Henry, James Carr, Jordan Larmour and Richard Couse involved in the Irish U-18 set up as well as John Guilfoyle, Ivan Cooke, Guy Sarratt, Ben Bradley and Adam Larmour preparing with the Irish U-16 squad with a view to this summer's European Championships.

Rugby

Rugby has had an amazing year with our Senior team reaching the semi-final of the Senior Cup where we were beaten in a very competitive game by a fine Clongowes Wood XV. This was our best performance in the Cup in 92 years and saw four players (Jonny Guy, Jordan Larmour, Greg Jones and Andrew Porter) make the Irish Schools team who reached the Final of the European Championships in Poland over Easter. This was our highest representation on an Irish Schools Rugby Team by the college in living memory.

Our Junior Team also enjoyed a fantastic season winning the Father Godfrey Cup coming off the back of a very sound league campaign. The team beat Roscrea in the final of the Cup overturning a league defeat by the same opposition earlier in the year.

Basketball

We have an incredibly strong group of players in the school at the moment who have achieved amazing success again this year. Our junior boys won the Dublin League and South Dublin League as well as reaching the Final of the National B Cup. Our senior and Minor teams were very competitive reaching the semi-finals of their competitions.

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 5th in Leinster.

Golf

Our Senior Boys competed well in the Leinster Schools Matchplay Championships but were given a very tough draw. We missed out by a shot in the Leinster section of the Irish Schools Strokeplay Championships but with a young side we would hope to compete well again next year.

We had great interest again in Girls Golf and fielded full Junior and Senior Girls golf teams for the Irish Schools Strokeplay Championships with all the girls competing well on the day.

Cricket

It has been another great year for cricket in the school with the Senior 1st team winning the Senior Cup for the second time in four years. They set St Mary's a total of 116 to chase and bowled them out 30 runs shy of their target.

Our Senior 2nd XI also won the Cup beating Castleknock in the final to complete a very rare double. An unbeaten 53 from Jamie Carson did most of the damage on the day.

The Senior Girls 1st XI retained the Senior Cup beating Wesley in the final. An outstanding 116 runs from Gabby Lewis contributed hugely to the success before the bowlers dismissed Wesley well short of their target.

The Under-14 A team won the Leinster Schools Cup.

Tennis

It was a slightly disappointing year in terms of results but we had a record number of teams entered in Leinster competitions this year. A number of teams lost key games to just fail to qualify for the knock-out rounds.

The outstanding team in tennis this year was the Boys Junior A team who competed in Division 1 for the first time and registered wins against Belvedere College and St Michaels. They just failed to qualify for the final losing their final pool game 3-2 to Blackrock College.

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. John Guilfoyle in third year qualified for the All Irelands off the back of a top 15 finish in the Leinster's.

Our athletics team performed well in the East Leinsters in Ringsend with 11 athletes going forward to compete in the Leinsters. At the Leinsters there were some great performances with David Mahiutu setting a new 3rd year record of 5.75m in the Long Jump.

Our annual sports day on 14 May was a great success with large numbers across the years turning out to compete.

Cian Guilfoyle has qualified for the World Junior Triathlon Championships in Edmondton, Canada in August of this year.

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.

Sam Stewart competed in the Irish Junior National Weightlifting Championships finishing second.

Transition Year

This year we have had 149 students taking part in the Transition Year Programme, 16 of whom are new to the college.

The year started in late August with a variety of orientation meetings and parent information events. The students were then broken into three groups and travelled off to the Aran islands, Donegal and Mayo for a three-day Irish Culture and Adventure sports experience involving surfing, cycling, Irish dancing, bog jumping and much much more. Upon our return, with new friendships forged and old acquaintances renewed, the timetable-based activities started. Core subjects featured strongly with regular assessment periods throughout the year underpinning the teaching and learning. In addition, large sections of a students timetable consisted of 'option subjects' that they choose, for example Yoga, web design, journalism, film studies, dance, Philosophy, Latin, Italian, Architecture and creative cooking to name but a few.

Also, during the year, there were 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 speak to pupils 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 or friends of the College; Peter Gaw from *the Downs Syndrome Center*, Diarmuid Murphy from the four courts, John O'Shea from GOAL and Mark Pollock. All received a warm reception from our TY group.

Friday afternoons offered a range of physical and sporting activities - trampolining, rock-climbing, fencing, soccer, golf, 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 an international fun run where more than 80 of our students ran through the streets of Dublin in the dark in aid of the Mark Pollock trust. Our TY Uganda project continued to flourish with many activities including the winter fair, the U-Live concert, a 5km sponsored run and a very successful Fashion show. This year will be the tenth year a group of SAC students has travelled to Uganda to represent the college. Other extra-curricular school activities of note this year included a Chinese language and culture course, anti-bullying ambassador training and the participation in both the local and the national enterprise award scheme.

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, adventure walk, Gaisce, and, of course, our team sports all featured prominently in the TY programme.

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:

Dublin Simon Community Laura Lynn Foundation St Vincent de Paul	Cheerios Childline Operation Smile Unicef	HOPE The Salvation Army St Michael's House
Dog's Aid	My Lovely Horse	Fighting Blindness
RNLI	RADE	Alzheimer's Society
DSPCA		

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

IRFU Charitable Trust	Irish Cancer Society	Punchestown Kidney Research Fund
ASHA	Meningitis Research Foundation	MS Ireland
UCD Volunteers Overseas	St Patrick's Hospital Foundation	Diabetes Ireland
Laura Lynn Foundation	The Jack & Jill Foundation	Cystic Fibrosis Association of Ireland

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

Information Technology

The College is continuing to invest in and support the use of IT in the College. This year we have placed a trolley of 24 laptops in the Library which students have found to be extremely beneficial for both classwork and research purposes. We have also placed digital screens around the College which provides up to date information on student achievements, calendar events and upcoming school occasions.

This year we have devoted much time to creating a Cyber-Safety policy, a Staff/Student Acceptable Usage Policy and a Data Protection Policy which all provide guidelines for IT usage within the College. With this in mind, workshops took place for all year groups focusing on the issue of e-safety. Dr Maureen Griffin from 'Internet Safety for Schools' visited the College in April to deliver a series of talks to students, staff and parents on cyberbullying and social networking.

Child Protection

The Child Protection Policy was approved by the Board on 11 June 2013.

The next Board of Management review will be conducted in June 2014. 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 Peter Fraser, Headmaster and the Assistant DLP is Mrs Joan Kirby, Deputy Principal. From 1 September 2013 to 6 January 2014 the DLP was Mrs Joan Kirby, Acting Principal and the Assistant DLP was Ms Monica Lynott, Deputy Principal.

Student Council

The student council in St Andrew's College operates as a Whole School Council (WSC) with two representatives from each year group. In addition year councils are in operation in both 2nd and 3rd year. Elections for student representatives are held in May for the upcoming year. Students from 1st to 4th year vote to elect representatives to the council. Incoming first years do not attend council meetings until the second term at which point elections are held.

Minutes are taken by the teacher representative and distributed to the council, relevant management and the facilities manager.

The council endeavours 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 small yet important ways. The council are in a unique position to inform management of a student's perspective of life in the College.

In addition the council aims to involve itself in other initiatives in the College. Previous examples have been the Green Schools Committee and Anti-bullying ambassador's conference. The council aims to support and help to promote initiatives which it deems will have a positive impact on life in the College.

This year, we have had 2nd and 3rd Year Councils and a Whole School Council. In the next academic year we will have Year Councils in 2nd and 5th year also.

The Whole School Council will be formed again in September with two representatives from each Year Council joining the Head Boy and Head Girl who chair and set the agenda for the meetings.

The Anti-Bullying Programme

The Anti-Bullying programme was run this year by Pádraig Conaty, Honor McAndrew and Mary Devally. The first major event was Friendship Week. Jessie de Boe Agnew designed a beautiful flag which was hoisted for the week.

We held special assemblies for each year and classes for First Years on the topic of coping with bullying. This involved suggesting strategies for recognising it and dealing with it. We had a video presentation and speech by past pupil and Leinster Rugby player, Ben Marshall. The band Fresh Ré performed and our Anti-Bullying Ambassadors handed out friendship wrist bands to the students. There were ice-breaker games to encourage students to mix with everyone and not to be confined to cliques. The Anti Bullying Ambassadors gave classes to First Years about Internet safety, suggesting ways in which students can stay safe especially on social networking sites.

Thirteen students attended the congress held by *Cycle Against Suicide* in the RDS, where the slogan "It's OK not to be OK and it is certainly OK to tell someone" is central to their mission. We plan to become more involved with this organisation and to become an ambassador school for them next year.

We made a movie for Facebook's Anti-Bullying campaign and AB Ambassadors attended a launch of this campaign at Facebook HQ. There were two big training days for the Ambassadors, one held by us in St Andrew's College which was a great success and one which 16 of our students attended in Muckross. Finally, two outside speakers came to speak to the students about Internet Safety, Amanda Chambers and Dr Maureen Griffin, both of whom were hugely informative and enlightening about the issue of safe use of social networking.

Mentor Programme

The Mentoring Programme in First Year is co-ordinated by Ms Nikki Carter, whose function is to work with the First and Fifth Year Teams and Form Teachers to organise and manage a programme of events in the first term.

The Mentoring Programme becomes more personalised during the second and third terms.

The Mentor Programme was a great success this year. We had approximately 70 Fifth Year mentors. The policy of having the First Year lockers beside their mentors meant that the Fifth Years were able to monitor and help the First Years throughout the year. They met regularly during the first month with organised agendas and feed back to the First Year team regarding any issues that needed to be addressed.

The introduction of a Mentor Breakfast in October gave the First years an opportunity to enjoy fruit, sausage rolls and juice as well as flapjacks prepared and served by the Fifth Years. The Christmas quiz went down well bringing the first term to a close. The policy of using the mentors as peer mediators after Christmas was very successful. In April the new Transition Years started their training and were heavily involved in the incoming First Year day through hosting and orientation tours.

Green Schools

The aim of Green-Schools is to increase students' awareness of environmental issues through classroom studies and to transfer this knowledge into positive environmental action in the school and also in the wider community. Schools that have successfully completed all the elements of the programme are awarded the 'Green-Flag'. This award has now become a well-recognised Eco-Label. The award has to be renewed every two years.

In the College, the Green Schools' Committee have been working hard for the past year to raise awareness of the environment, and the responsibilities we have to it throughout the school. With the help of students and staff alike, surveys on energy wastage and bin numbers have been designed, carried out, and displayed on the Green Schools' noticeboard on the main corridor between House Area 1 and 2. From digging through bins to discussing green advertising campaigns, the committee members have completed a detailed litter and waste review and have come up with a plan for our school.

In January of this year, the committee carried out a Litter Review, something which is essential in order to apply for a Green Flag. This involved identifying and mapping the 'Litter Blackspots' in the school which are areas throughout the school which are worst affected by litter. This, along with a Waste Audit detailing the amount of waste disposed of by the school, was used to create an Action Plan for the school to follow.

The goals of the committee are to: reduce the amount of waste going to landfill by 10%, to identify the areas which are worst affected by litter, to promote awareness of the environment, and to carry out monthly reviews of litter and waste material.

So far, the committee has managed to increase the number of bins present in the school, held a 'Green Day' (during which events were run to raise environmental awareness), and has also been working hard to inform both the school population and the local community as to the importance of the environment. The Green School committee normally meets every second Tuesday at lunch time in House Area 2.

Students from Years 1-6 have been involved at every level to help us pursue our aim to be a Green School, as have all the College staff, and with continued teamwork we can definitely achieve our goals. Recently the Committee has just won the Neat Streets Award. An Taisce were highly impressed with our Green Schools Programme and Action Plan.

The Green Schools committee received official notification in May that the College would be awarded its first Green Flag. Harry Deacon, Anna Browne and Amy Fitzsimmons along with Mr Fahey attended the Award Ceremony in the Helix Theatre, DCU on Wednesday 21 May. The committee is hoping to hold a flag raising ceremony in school at the beginning of the next school year.

Parental Involvement

Parent Evenings

The College organised the following information meetings for parents in 2013/14:

- Parent Teacher Meetings for 1st, 2nd, 3rd, 5th and 6th Year groups
- Parent Information Evenings for the following Year groups – 6th, 5th, TY and 3rd - September 2013
- Study Skills Evening for Third Year parents with talk by Mr Rory Mulvey of Student Enrichment Services – September 2013
- 1st Year Parent and Form Teacher Meeting – October 2013
- CAO Information Presentation for 6th Year parents - November 2013
- Parenting, the Challenges and Rewards – Talk by John Lonergan, ex-Governor of Mountjoy Prison – November 2013
- Options Evenings for 1st, 4th and 5th Years – January and February 2014
- Internet Safety Talk for Parents – April 2014

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 2013/14 these included:

- PTA Introductory Evening for parents of all new students
- PTA Debs Reception
- Sports Award Evening
- International Night
- Annual Prizegiving Evening

- Transition Year Winter Fair
- PTA Christmas Social Evening
- Carol Service
- Transition Year Enterprise Showcase
- Transition Year U-Live Concert
- One-Act Drama Festival
- Secondary Department Music Concert
- PTA Table Quiz
- All Ireland Girls' Hockey Dinner
- All Ireland Boys' Hockey Dinner
- From Page to Stage Student Playwright Productions
- Literature Aloud
- Coffee Morning for international parents and host parents of Junior and Secondary School students
- Boys' and Girls' Hockey Dinner
- Rugby Dinner
- TY Fashion Show
- IB Art Exhibition
- Music and Dance Festival Prizewinners Concert
- PTA Golf Classic
- Launch of *The Wine Dark Sea*
- Transition Year End-of-Year Ceremony – May 2014
- 6th Year Valedictory Evening – May 2014

School Development Planning

School Policies

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 2013/2014:

- 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 continuing work of Literacy and Numeracy Core Teams
- The formation of a number of committees as part of our Accreditation process in advance of our Accreditation visit in November 2014
- The formal revision of the following policies:

	College Policy on the Use of Food Supplements
	Student Welfare Policy
	Parents' Charter
	Anti-Bullying Policy
	Policy and Procedures for School Trips
	Guidance Plan Summary
	Policy on Dignity and Respect

2013/2014	EAL Policy
	Continuous Professional Development Policy
	Suicide Prevention Plan
	School Nurse Policy
	Secondary School Assessment Policy
	Policy on Parent Meetings
	Policy on Discipline Procedures
	Irish Language Policy
	Policy on Equal Status and Gender Equality
	Library Policy – Philosophy and Objectives
	Code of Practice for Teachers
	Policy on the Use of Illegal Substances
	Child Protection Policy
	Library Policy on Materials, Acquisition, Intellectual Freedom and Censorship
Uganda Selection Policy	

Literacy and Numeracy Strategy

Literacy

During the year the literacy core team monitored the College's literacy strategy and re-surveyed Second Year and Fifth Year students in May.

The survey which we are using is one that has been designed in conjunction with the Professional Development Service for Teachers (PDST).

A number of areas were prioritised for improvement as part of the three year literacy strategy with which we are engaged. For our current Second Year and Transition Year students, we are hoping to decrease the number of students who do not read at all for enjoyment, we hope to increase the number of students who get a chance to learn in small groups and we hope to increase the number of students who visit the College library. For Second Years, we also wish to increase the numbers who read non-fiction.

We have implemented a number of whole school initiatives to help achieve these targets. All teachers have sought to pre-teach key vocabulary at the start of teaching modules. We have worked at encouraging and facilitating student pair and group work where possible. To encourage reading for pleasure, teachers have placed 'I am reading' cards on their classroom doors. It is important that teachers model reading habits and students have enjoyed learning what books their teachers like to read. The College librarian, Ms Ryan has developed a brand new CSPE module to encourage student reading of non-fiction.

The Literacy Core Team has fostered collaboration between subject coordinators and Ms Ryan in order to utilise the College library for student research in Leaving Certificate History, Religion and Geography projects. We have continued with the 'Book in the Bag' initiative for

First Year and Transition Year students. This is where students are encouraged to have a book of their choice in their bag at all times. When a subject teacher finished a module or topic with some time left in the lesson, students are encouraged to take out their book and read it for the remainder of that class. We celebrated World Book Day on Tuesday April 23 with Drop Everything and Read'. All students and staff in the College dropped what they were doing and read a book of their choice for one class period.

Numeracy

During the year the numeracy core team met to devise a plan of action in the interest of gathering and analysing baseline data. This data would be used to set out goals to improve numeracy standards in the college which will be written into the School Improvement Plan (SIP) and adopted by the entire staff.

In gathering the data the first year students were chosen as the group of interest. To assess the ability of the group a competency test designed by the Professional Development Support Team (PDST) was given. The test is set to a standard expected of a student having completed the primary school project maths syllabus. The test examines a range of skills for computation and language to spatial awareness and patterns and sequences.

There were many areas of strength highlighted through the test including; spatial awareness, order of operation, language and patterns. There was a shortfall in questions involving fractions, percentages and the conversion between the two. To address this, the maths department are preparing a best practice common approach to operations with fractions and conversion to percentages. These methods will be presented to subject coordinators and distributed to staff.

A survey to gauge the opinions of students towards numeracy and its importance in their subjects and everyday life was given to the first year group. From the survey it was noted that 66% of students did not see the relevance of numeracy skills in their subjects other than maths.

As a method of addressing this misconception the idea of a numeracy diary was put forward. The students will use the diary to document instances of numeracy in their lessons on a daily or weekly basis. The diary will be monitored by the maths teacher but the onus is on all staff to require students to make entries related to their subject.

A final recommendation made by the team was the introduction of a cover sheet for exams. The sheet would consist of three sections; Literacy, Numeracy and Assessment for Learning. Literacy: the sheet would have a keyword section where students would list new terms or words they did not understand. Numeracy: an "estimate, calculate, check" section where students would calculate their percentage from a fraction (not out of 100). Assessment for learning: an area for teachers to provide positive feedback and highlighted areas for further study.

The team's findings and recommendations were presented to the staff at the end of year exam.

Accreditation

St Andrew's College has been accredited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC) since 1983. The CIS-NEASC School Evaluation & Accreditation Process is cyclical. Once a school has gained its initial accreditation the on-going process involves five basic steps:

1. Preparatory Visit
2. The Self-Study
3. The Team Visit
4. Decision on Accreditation
5. Subsequent Procedures

We had our Preparatory Visit for re-accreditation in January 2013. After their time on site, the visitors submitted a report (February 8th 2013) in which they stated that St Andrew's College was in a strong position from which to undertake the Self-Study.

The College embarked upon the Self-Study process following this visit and in the academic year 2013 – 2014 the essential work on the Self-Study report was completed.

The key part of the Self-Study is divided into seven sections: School Guiding Statements; Teaching & Learning; Governance & Leadership; Faculty & Support Staff; Access to Teaching & Learning; School Culture & Partnerships for Learning; Operational Systems. Each section covers a major area of the school's operation, for which there are standards for accreditation against which the school rated itself.

The self-study required a considerable time commitment from all members of the school's personnel and also from a representation of parents, Governing Body members and students. Every staff member participated in the self-study process but this was managed with minimum disruption to teaching and learning. Work on the Self-Study has afforded us an opportunity to affirm and celebrate good practice and to identify areas for development.

When finished, the Self-Study Report will be sent by the Steering Committee to CIS, NEASC and appointed Visiting Team members. The report will also be available for perusal by all those who took part in the Self-Study Process.

Our Team Visit will take place in November 2014, with a decision on re-accreditation due before Christmas.

E-Safety

The College continued to implement, review and evaluate its e-safety strategy throughout 2013 – 2014. We have designed an *E-safety Induction Programme*, which was delivered to all students over the course of the year. This programme identified for students the ICT facilities available within the College and outlined our *Acceptable Usage Policy (AUP)*. Students learned how to access and responsibly use College email and our *Virtual Learning*

Environment (VLE). Finally, our first ever *Friendship Day* took place on Friday 27 September 2013.

Staff Development

St Andrew's College staff has attended a wide range of CPD training throughout the year. In some departments all members of the department have attended professional development courses. These include the mathematics (project maths), Irish and English 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 the following

Mental Health Awareness	Suicide Prevention	How to deal with self-harm and eating disorders	Child Protection
CAO Applications	SLARI Library Conference	Gaisce Coordinator Training	'Orals' Examiner Training
Home Economics Practicals Training	IB Coordinator Training	JMB Teacher allocations	Anti-Bulling Procedures
JMB Health and Safety Workshop	ECIS Conference	UCD Teachers Training (Chinese)	Home Economics Leaving Certificate Corrections

Whole School Evaluation (WSE)

A Whole School Inspection begins with a pre-evaluation visit and on Tuesday 24 March, Mr Seanie McGrath and Ms Jacqueline Ni Fhearghusa from the Department of Education and Skills visited the College to carry out this aspect of the inspection. A Whole School Inspection is designed to provide an external perspective on the work of the school. As part of the pre evaluation visit all 2nd and 5th year students were surveyed and parent surveys were sent home to be completed. Mr McGrath and Ms Fhearghusa also met with the BOM and the PTA. The WSE began on Tuesday 30 April and on Wednesday Mr Paul Caffrey joined Mr Seanie McGrath and Ms Jacqueline Ni Fhearghusa to carry out class inspections.

On Thursday 10 April Ms Fhearghusa and Mr McGrath returned to the College to brief the staff, the BOM and Senior Management as to their findings. They described their results as

a 'good news story' for the College. They were extremely complimentary about the school, giving very positive feedback in terms of our pastoral care programme, our management structures and our teaching and learning. In relation to class inspections, they described the teaching and learning they observed as being 'good to very good with examples of excellence'. They remarked that this feedback did not represent the norm found in other schools, which would ordinarily be 'fair to good with examples of very good'.

The inspectors highlighted the work of the PTA, commenting that they had inspected 163 schools and found our PTA to be exceptional, being extremely well informed about the school and innovative in their approach to the work of the school community. The feedback from parent and student surveys confirmed that our students feel safe and cared for and that the school has an excellent atmosphere. The WSE report will be published in a few months and will be made available to the College community. In due course it will be published on the DES website.

Facilities

Upgrades to College Facilities

The following upgrades were carried out to school facilities in the past year:

- New resin flooring to student toilets Main Corridor
- Refitted Staff Ladies Toilets
- Training lighting installed to lower training area
- Security bollards and signage fitted to improve traffic management
- New fire alarm panel installed and extra zones now protected. Phase 1 of a complete new system, phase due to be completed 2013/14
- Sports Office relocated and extra sports equipment storage provided
- New play equipment installed in Junior School Yard.
- Access controlled security gate and doors installed to Junior School
- Digital signage system and display screens installed to Whole of School
- Honours Board to past head boys and girls erected.
- Recycling bins purchased and Green Flag awarded.
- Heating radiator circuit to 90's refitted with energy efficient individual room controls, specification as per Dept. of Education and Science recommendations.
- New energy efficient lighting installed to Sports Hall
- Window screens replaced to East elevation of Main Building.
- New gas fired calorifiers supplying hot water installed
- Oil fired boilers converted to gas

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

notwithstanding the fact that the financial environment for fee-charging schools, particularly those under Protestant management, remains challenging. The College is conscious of the financial pressures that parents experience in the current economic climate and seeks to minimise increases in fees whilst maintaining services to the College community.

During 2013/14 the College continued to reduce costs whilst ensuring that educational excellence is maintained at its current level. Considerable expenditure on infrastructural projects was incurred, with particular emphasis on reducing costs in areas such as heating and lighting and improving the environment within which the students and staff operate. The College continues to invest in the Information Technology programme, as outlined above.

The College makes substantial provision each year in order to service loans taken out specifically to finance school buildings.