



# St Andrew's College

## Annual Report June 2015

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Mr J Taylor, BBS (Dubl) FCA (Secretary to the Board)  
Mrs J Kirby, BSc (NUI) HDipEd (Deputy Principal in attendance)

## **Introduction**

This report has been prepared to cover the period from 1 September 2014 to 31 August 2015.

## **School enrolment**

At the beginning of the 2014–2015 school year enrolment was 1267 (616 boys and 651 girls). There were 267 students in the junior school and 1000 in the senior. Of the total, 1021 were Irish nationals, 65 were US citizens and 181 were third-country nationals.

## **Faculty**

In 2014/15 there are 115 full-time and 21 part-time faculty members of which 119 are Irish citizens and 17 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 2 large classrooms, 2 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). This year the College welcomed the NEASC and CIS Visiting Teams who carried out a 10 Year Accreditation Visit.

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 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, abilities and interests beyond the confines of the timetable.

## Leaving Certificate Programme

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

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

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

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

*The following subjects are available:*

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

## International Baccalaureate Programme

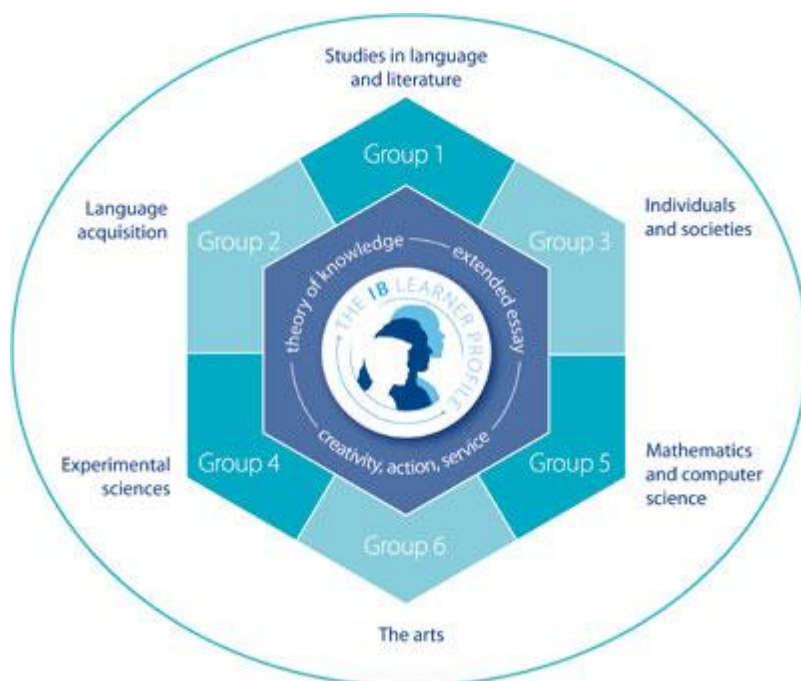
The school has offered the IB programme since 1982 and we have found it to be an excellent preparation for courses at universities and colleges all over the world in a wide variety of subject areas. We believe that it provides an ideal training for students who are moving on to further education, and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



## **IB Review**

An IB Review was undertaken this year (May 2015). This was a collaborative review of the programme in consultation with staff, students and parents.

## **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 5<sup>th</sup> Year Information Evening and 6<sup>th</sup> 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 dialogue and 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 5<sup>th</sup> 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 3<sup>rd</sup> 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. 3<sup>rd</sup> 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 2014:

Junior Certificate	132
Leaving Certificate	132
International Baccalaureate	26

Our Sixth Year students performed very well in their summer examinations. Overall we were delighted that over 70% of our students secured over 400 points with 33% securing over 500 points. The points' average was 440 which matches last year's record. Our IB students also enjoyed notable success with 24 passing the diploma with an average points score of 33 (maximum of 45) with an individual subject average of 5.15 points.

## Extra-curricular Activities

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

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

Ballet	Drama Club	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
Coircal 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	Poetry 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 2014-2015***

#### *Hockey*

This year was another good year for the school on the hockey front if not quite living up to the success of the last two outstanding years. The Senior Boys retained the All-Ireland Schools Title beating Wallace 3-1 in the Final and, in doing so, becoming only the second school in the history of the competition to win it three times in a row. They also retained the Whiteside Trophy and the Senior League but were beaten 1-0 in the final of the Cup by Wesley.

The Junior and Minor Boys both won the A League with the U-13's winning the B League. The Minor Boys also won the Cup beating High School on strokes and qualified for the John Waring All-Irelands where they finished runners-up.

At national level, James Carr was capped v France at Senior Level. Rob Browne, Ziggy de Boe Agnew, Geoff Cole and David Nolan are in the Irish U-18 panel for the European Championships with Harry Craig, Matteo Romoli, Nick Judge, Josh Little, Guy Sarratt and Ben Walker all involved in the Irish U-16 squad.

#### *Rugby*

The Senior team reached both the quarter finals of the League and Senior Cup. In the Cup we were beaten by a fine Newbridge side in a tight game. Jonny Guy made the Irish Schools Team for the second year running and a number of players were screened by Leinster with Peter Sullivan and Zola Henry making it through to the Easter Training Camps.

Our Junior Team were pipped for a place in the League quarter final losing out by a point in their final League game to St Gerard's. In the Father Godfrey Cup, they lost out by a point to CBC Monkstown at the semi-final stage. They are a group of players that show real promise and both Nick Judge and Andrew Sullivan are involved in the Leinster set up in the coming months.

#### *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 and Senior boys won the South Dublin League. It was also our first season competing in the Dublin League Elite division with both sides doing very well and both sides reached the quarter final stages of the competition.

The girls had a good year also with the Minors 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.

## *Golf*

Our Senior Boys won the Leinster section of the Irish Schools Strokeplay Championships and qualified to play Calasanctius College in the All-Ireland semi-finals in April. The semis were held in Farnham Estate Golf Club where we won in the morning 4-1 to reach the final. In the final we were beaten 3-2 by RBAI on the 19<sup>th</sup> of the final match out on the course. This was the first time in the school's history to advance this far in the competition having twice before reached the semi-final stage at provincial level.

We had great interest again in girls' Golf and fielded full Junior and Senior Girls golf teams for the Irish Schools Strokeplay Championships. The Senior Girls team made up of Finola Crowley, Julie Gallagher and Sophia Carr won the team Nett Prize on the day which was an outstanding achievement.

## *Cricket*

Our Senior Boys reached the final of the Leinster Cup where they played Wesley College. They won the final by four wickets but had to wait until the final over of the match to hit the winning runs as they chased Wesley's total of 146 runs.

The Junior Boys also won the Leinster Cup beating Gonzaga by 4 runs in a nail biting match which in the end went down to the final ball.

The Senior Girls comfortably won the Senior Cup. They were set a total of 68 runs by High School and reached that total inside 6 overs to retain the cup.

## *Tennis*

Good numbers played tennis in the school this year with five boys' teams and three girls' teams competing in Leinster Leagues.

Our Junior A Boys missed out narrowly on qualifying for the Final of Division II going down 3-2 to St Fintan's when at one stage leading all five games comfortably.

Our Minor A Boys also reached the semi-final of Division II but were well beaten 4-1 by a strong CBC Monkstown side.

## *Swimming*

Our Swimming Team of Amelia Johnson, Emma Forbes, Lyyke Liljeberg and Maya Blair qualified for the All-Irelands and brought away two bronze medals from the Medley and Freestyle relays.

## *Athletics*

We had a strong team competing in the East Leinsters Cross Country, with three athletes going forward to compete in the Leinsters. John Guilfoyle, Hugh Plunkett and Sarah Kelly all performed well in the Leinster's but just failed to progress to the All-Irelands.

At the East Leinster's Track and Field we sent a team of 50 students over two days in Santry with 9 students qualifying for the Leinsters. At the Leinsters James Meier was our top performer finishing second in the javelin and qualifying for the All-Irelands in Tullamore on

May 30<sup>th</sup>. In the process he broke the school javelin record for 4<sup>th</sup> year and has two more years to compete the age level he is competing at currently.

### *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 and won the Gold Medal in his weight division at U-20's.

## **Transition Year**

This year we have had 147 students taking part in the Transition Year Programme, 16 of whom are new to the college.

The year started in 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 (An Gartan Adventure Centre) and Mayo (An Uisce water adventure centre) for a three-day Irish Culture and Adventure sports experience involving surfing, cycling, Irish dancing, bog jumping and much more. Upon our return, with new friendships forged and old acquaintances renewed, the timetable-based activities started. Core subjects and extended core subjects (Business, Geography, History and Science) featured strongly with 4 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.

Assessment continued to be an essential consideration throughout the TY year.

Our Core subjects (Irish, English, maths and Languages), along with our extended core subjects (business, geography, history and science) operate a 'continual assessment' model, with five assessment periods throughout the year. The data from these assessments is conveyed home. In addition, our languages also have oral examinations and in the case of Irish, we participate in the Fáinne scheme.

A main strand to the year and indeed the assessment structures centres around our Portfolio interviews which take place twice during the year, these aim to give a form to the students to demonstrate their engagement in the TYP in all its facets, from academic, to creative, physical to psychological, It also show cases explores volunteerism and collaboration projects.

Indeed the SACA support an award scheme centred around this portfolio assessment process.

This year, we piloted a parent/teacher meeting with all our form teachers. This took place directly after one of the two portfolio interviews and gave an opportunity for informed discussion concerning students' involvement in the TY programme as well as academic progress reporting.

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.

Several students were accepted by An Garda Siochana and the Fire Brigade. Students also travelled to The United Kingdom, Italy, Germany, Kiev, Canada and the United States for their work experience placements.

Throughout the year, we invited 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 were past pupils or friends of the College: Peter Gaw from *the Downs Syndrome Centre*, 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 100 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 and a 5km sponsored run. This year will be the eleventh year a group of SAC students has travelled to Uganda to represent the college. As part of the application process students who were interested in being selected were asked to fundraise €100 which will go directly to Rubruizii School to pay for school fees. 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:

The Motor Neurone Disease Association	Mark Pollock Trust	Cheerios Childline
The Dublin Central Mission	The Salvation Army	St Vincent de Paul Society
Barnardos	Samaritans Ireland	Operation Smile
Water for Waves Charity	St Michael's House	DSPCA
Irish Hospice Foundation	Children's Hospital, Crumlin	

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

Threshold	Alone	Dublin Simon Community
Peter McVerry Trust	Donal Parsons Trust	The Caroline Foundation
Downs Syndrome Centre	Console (National Suicide Charity)	Adi Roche's Chernobyl Children International

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

## Child Protection

The Child Protection Policy was approved by the Board on 17 June 2014. In August 2014, all College staff underwent Child Protection training during the start of year staff Conference Day.

The next Board of Management review will be conducted in June 2015. 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](http://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.

In the context of changes of legislation, the Garda Vetting Policy was reviewed in March 2015.

## **Student Council**

The student council structure in St Andrew's College is comprised of year councils and a Whole School Council (WSC). Year councils are in operation in 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>rd</sup> year. Elections for student representatives are held in May for the upcoming year. Students from 1<sup>st</sup> to 4<sup>th</sup> year vote to elect two representatives from each form to the relevant year council. These councils then elect two representatives to sit on the Whole School Council. The Head Girl and Head Boy set the agenda and chair the WSC meetings. Minutes of the WSC are taken by the teacher representative and posted on the student council notice board and distributed to year heads, management and the facilities manager.

Incoming first years do not attend year council meetings. Toward the end of the second term elections are held after which point two students will attend WSC meetings for the remainder of the academic year.

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

In addition the councils aim to involve themselves in other initiatives in the College and help to promote new initiatives which have a positive impact on life in the College. For example, this year, in order to support the aims of the Green School Committee, the Whole School Council produced an anti-litter ad which was shown at assemblies and a recycling demonstrative video for the school monitors.

## **The Anti-Bullying Programme**

Our bullying awareness committee this year consisted of Mary Devally, Eimear Sloan, Denise Teehan, Cérda Carroll, Paul McAndrew, Seán Macken and Lesley Cox. We ran several anti-bullying meetings over the year in the Counselling sitting room and got great support and participation from the students. Our main event was Friendship Week, the theme was "It's The Little Things" and we held two big assemblies with a film made by Ms Carroll and the students, music by the choir and Molly Sterling and speeches by Mr Fraser and the Head Boy and Head Girl. The Friendship Flag designed by Jessie de Boe Agnew flew for the week, we decorated the school and held a poster competition which was won by Alice O'Gorman whose design is being made into a bookmark for each student in the secondary school, courtesy of the generosity of the P.T.A. The posters were put up around the school. Form teachers gave powerpoint presentations each day on a different aspect of the theme and on the Friday, last period was given over to ice-breaker games to encourage students to mix with people they don't usually talk to.

John Wills from Barnardos came in on two occasions to speak to the 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup> and 5<sup>th</sup> years on the issue of cyber-bullying and internet safety. His presentation was very interactive and well-received.

The SPHE classes all came up with ideas for a student charter and the best of these were chosen for our new school charter, a copy of which is now on the wall of every classroom in the school. It lists our rights and responsibilities as members of the St Andrew's community.

## **Mentor Programme**

The Mentor Programme is very much linked with our bullying awareness policy and is run by Mary Devally. We had an outstanding group of Fifth Year Mentors this year (sixty-six of them). They each took between two and four incoming First Years under their wing. They met them first on their induction day and took them around the school. Their lockers are adjacent to the lockers of their charges and so this means that they meet several times a day in an informal way. We began the year with a series of organised meetings, at first once a week and then gradually scaling them down once they had all got to know each other. This year's Mentors were notable for their hands-on approach, their initiative and their kindness. Several of them were very perceptive in spotting difficulties among the First Years and helping the school to deal with problems early on. We had a great Christmas Quiz for the Mentors and their First Years at Christmas and we are planning an outing in the last term to thank them for their great work.

## **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.

After successfully receiving our first Green Flag in May, the Green Schools' Committee has continued to work raising awareness of the environment, and the responsibilities we have to it throughout the school. With the help of students and staff alike, we have continued to work on the rates of recycling by the production of a video that was played on the screens throughout the schools and talks in assemblies. The committee has also started on the review stage for the second flag under the energy theme. The students are monitoring energy usage and undertaking surveys on energy wastage throughout the school with the results being displayed on the Green Schools' noticeboard on the main corridor between House Area 1 and 2. From these results the committee will come up with an Action Plan of areas that improvements can be made on. We will also be running competitions for coming up with a new green code for energy.

The committee would hope that in spite of the recent upgrades that the College has undertaken they can come up with other areas where improvements can be made by changing some of the student thinking in relation to energy usage. Monthly monitoring will be carried out so as to be able to assess the progress of the committee.

The Green School committee normally meets every second Tuesday at lunch time in House Area 2 and is open to all students to join at any time. This year we have a strong group comprised of fifth years, third years and second years.

## **Parental Involvement**

### Parent Evenings

The College organised the following information meetings for parents in 2014/15:

- Parent Teacher Meetings for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup> and 6<sup>th</sup> Year groups
- Transition Year Parent Teacher Meetings
- Parent Information Evenings for the following Year groups – 6<sup>th</sup>, 5<sup>th</sup>, TY and 3<sup>rd</sup> Years - September 2014
- Study Skills Evening for Third Year parents with talk by Mr Rory Mulvey of Student Enrichment Services – September 2014
- First Year Parent and Form Teacher Meeting – October 2014
- CAO Information Presentation for 6<sup>th</sup> Year parents – December 2014
- Options Evenings for 1<sup>st</sup>, 4<sup>th</sup> and 5<sup>th</sup> Years – January and February 2015

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 2014/15 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
- From Page to Stage Student Playwright Productions
- 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
- PTA Golf Classic
- Launch of *The Wine Dark Sea*
- Transition Year End-of-Year Ceremony – May 2015
- 6<sup>th</sup> Year Valedictory Evening – May 2015

## 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 2014/2015:

- 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 formal revision of the following policies:

Garda Vetting Policy	Complaints Policy
Code of Conduct for Students	EAL Policy
Suicide Prevention Policy	Anti-Bullying Policy
Continuous Professional Development Policy	Support for Learning Policy
Homework Policy	Lockdown Policy
SPHE Policy	Critical Incident Policy
Dignity and Respect Policy	

## Literacy and Numeracy Strategy

### *Literacy*

During this academic year, the literacy and numeracy core team sought to build on the previous two years' work.

In terms of literacy, this involved the continued implementation of the College's three year literacy strategy and ended with the re-surveying of Third 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. 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.

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. Group work and pair work rubrics have been distributed to all staff to support these teaching strategies.

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. We also ran a 'Guess Who's Reading' student competition where various members of staff were photographed reading but their faces were hidden behind their book. This competition was aimed at encouraging more reading for pleasure amongst the student body.

Our College librarian, Ms Ryan has developed a literary genre module for First Year students. This involves each First Year English class visiting the library weekly to learn about different genres of writing.

The theme of romance in literature was covered in early February. First Years researched romantic literature such as 'Romeo & Juliet'; 'Daisy Buchanan and Jay Gatsby'; 'Anna Karenina and Count Vronsky' etc. Students then had a '*blind date with a book*'. Based on information from their English teachers, students were issued with a book based on their reading level.

We have continued with the '*Book in the Bag*' initiative for Second 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 also celebrated World Book Day on Thursday 5 March with 'Drop Everything and Read'. All students and staff in the College dropped what they were doing at 11.00am and read a book of their choice for one class period. The St Michael's House, 'Bring A Book, Buy A Book' sale took place on the same day with all monies raised going towards St Michael's House, Dun Laoghaire.

### *Numeracy*

A report was made to the staff on data collected from the 2013/14 first year cohort. The data gave feedback on opinions of the students to numeracy and how they felt it was applicable to their wide range of subjects. One key point was; while students felt maths (numeracy) was important in everyday life, they did not believe numeracy was important in their other subjects.

The group of students, now in second year, were resurveyed in May to see if there has been a shift in opinion.

Much of the other work of the numeracy core team this year was in preparation for the 2015/16 academic year.

On 18<sup>th</sup> April the prospective 1<sup>st</sup> year students were surveyed to gauge both attitude towards numeracy and knowledge of what it means to be numerate. The survey also consisted of a number of mental maths problems commensurate with the knowledge of the student in 6<sup>th</sup> class. The data collected will act as a baseline to which other test scores can be compared. It is the recommendation of the Professional Development for Teacher (PDST) to give a modified survey again towards the end of the first term (December).

As part of the requirements of the Departments of Education and Skills each subject department is required to add a detailed account of numeracy requirements in their detailed Scope and Sequence. The co-ordinators of each department were alerted to the requirements as well as a timeframe for the work to be completed **[during the course of the 2015/16 academic year]**. Co-ordinators were invited to ask the numeracy core team should they have any further questions.

## 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 College had its ten year Accreditation Team Visit from 15<sup>th</sup> to 21<sup>st</sup> November 2014.

The joint team of thirteen members carried out their visit over the week, observing lessons and meeting with students, staff, parents and representatives of the whole community of St. Andrew's College.

In February 2015, we received confirmation that our Accreditation Report had been formally reviewed by The Council of International Schools and the New England Association of Schools and Colleges that they have awarded re-accreditation to St. Andrew's with immediate effect. They also offered their congratulations to the staff and the wider school community on the quality of the report.

## Summary of Commendations

- The Visiting Team commends the school for having a lived ethos which permeates the community and culture of the school.
- The Visiting Team commends the tangible commitment of all stakeholders to the ethos of the school.
- The Visiting Team commends the School Management and Transition Year Coordinators for having developed a Transition Year programme which exposes students to practical learning experience.
- The Visiting Team commends St. Andrew's for its original approach to the Transition Year.
- The Visiting Team commends the faculty for their willingness to spend their non-contract time to collaborate and share ideas.

- The Visiting Team commends the teachers for their deep commitment to their students.
- The Visiting Team commends the staff for their commitment to Arts and Sports throughout the school, creating and supporting a strong and visible, mission based programme.
- The Visiting Team commends the Board for its stewardship and willingness to think critically and explore multiple avenues to support the school.
- The Visiting Team commends the staff for fostering respectful interactions among the students and with their peers.
- The Visiting Team commends the Support for Learning staff for their planning, collaboration and enthusiasm in their efforts to care for all students.
- The Visiting Team commends the students for their sense of community, evident pride in their school and respect for themselves, their teachers and each other.
- The Visiting Team commends the faculty, the parents and students on the strong sense of partnership.
- The Visiting Team commends the coaches, family and activity leaders for the inclusive nature of extra-curricular activities, providing opportunities for students of all abilities and interests.
- The Visiting Team commends the Facilities Department for maintaining and improving a challenging school facility

## **E-Safety**

The E-safety committee completed its work on the e-safety policy. The policy (which is a comprehensive update of the Computer Policy) includes information on the use of social media, images/video as well as the new staff/student acceptable usage policy and the data protection policy. This policy was presented to the staff for consultation at the start of the academic 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:

Introduction to SPHE	Timetable Training	ILSA Conference (Irish Learning Support Association)	Assessment for Learning Conference
IB History	NAPD Conference	IB Conference – Chemistry	IB Conference – CAS
SEC-Examinations Supervisor Conference – Classical Studies	Masters in Group Analysis	English Workshop for teachers of Senior Cycle English	IB Conference - Mathematics
Introduction to SPHE	Cooperative Learning in Biology	SESS Supporting Well-Being in Schools Seminar	Emodo: Taking Learning beyond the classroom
PDST Chemistry	IGC Supervision	PME Conference	Project Mathematics
IB Language B Online course	SEC-Examinations Supervisor Conference – Irish	Introduction To Wellbeing	Leinster Elite Performance Strength & Conditioning Conference
INOTE (Irish National Organisation for Teachers of English) Conference	Scientix National Biology Workshop	Squat, Bench, Deadlift and Accessory strength training ‘Juggernaut Training Systems’	Athletics Ireland Track & Field workshop
‘Youth Resistance Training’ Dan Baker Strength & Conditioning.	Words Worth Learning - Rita Treacy O.T.	Literacy and Numeracy Conference	Political Literacy and Assessment in CSPE
Google Tools	Betts Conference	JMB Conference	Google Tools for Education Part 2
ICT in the Post-Primary MFL Classroom	History Spring Seminar	How to Teach Pronouns/Different forms of Student Assessment/Association of Teachers of Spanish	Irish Agricultural Science Teachers Association National Conference
Irish Orals Workshop	From the Idea to the Sources – TCD Talk	Be Prepared: Planning for School Inspections and Literacy Planning (SLARI)	Unlocking the Door to Learning Conference
Difficult Concepts – Chemical Equilibrium	ISTA Annual Conference	Tablets and Apps in MFL Teaching and Learning	Using Active Techniques to teach Virgil’s <i>Aeneid</i> .
Using Active Techniques to teach about <i>Pompeii</i> .	Teaching Skills for School Library Staff	Child Protection Training	Creative Use of Tablets in Schools – European Schoolnet Academy

## Whole School Evaluation (WSE)

In their briefing to staff on 10 April 2014, Ms Fhearghusa and Mr McGrath described the results of their inspection 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'.

Following the publication of the WSE Report on 4 April 2014, it was made available online on the Department of Education and Skills website in November 2014. The key findings detailed in the Report were as follows:

- St Andrew's College is an inclusive international learning community where students are both respected and valued yet challenged.
- The board of management discharges its governance responsibilities with integrity and transparency.
- The senior management team provides highly effective leadership, which is founded on consultation, collaboration, communication and trust.
- Senior management has a clear vision for school improvement focused on optimising the quality of learning experiences and educational outcomes for students.
- Teachers are motivated, dedicated and reflective professionals.
- A dynamic, engaged and innovative Parent Teacher Association (PTA) provide a range of practical and strategic supports to the work of the school.
- The school offers a broad curriculum and an outstanding range of extracurricular activities.
- High expectations are set for students in all aspects of their attendance, participation and attainment, which are underpinned by a highly effective student support system and Support for Learning Department.
- The quality of teaching and learning ranged from good to very good with examples of excellent practice in many lessons.
- A culture of review and self-evaluation is embedded in the school, with a strong professional capacity for self-evaluation and school improvement.

## **Facilities**

### **Upgrades to College Facilities**

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

- Replaced heating circuit to south end of Main School building including energy efficient controls to each room
- Completed phase 2 of the new fire detection and alarm system in the Main Building
- Installed phase 1 of an energy efficient replacement lighting programme throughout Main School Building
- Carried out phase 1 of cavity wall insulation (50% of main building completed)
- Installed new drinking water fountains throughout school
- Relocated Matron`s Room to a more centralised location
- Ongoing refurbishment and replacement of glazed screens throughout the School
- Improved access control to Junior School

## **Financial Report**

The College seeks 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 school building loans. Whilst the financial environment is challenging for all fee-charging schools, particularly those under Protestant management, the College is fully aware of the financial pressures that parents experience and accordingly seeks to minimise fee increases whilst maintaining services to our students.

The College has a rigorous approach to cost control and the elimination of any unnecessary expenditure whilst ensuring that educational excellence is maintained. Substantial infrastructural investment has been made in order to improve the environment within which students and staff operate and to improve efficiency in energy usage. Investment in the Information Technology area remains a priority, as outlined above.