



St Andrew's College

Annual Report June 2016

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Introduction

This report has been prepared to cover the period from 1 September 2015 to 31 August 2016.

School enrolment

At the beginning of the 2015–2016 school year enrolment was 1249 (615 boys and 634 girls). There were 262 students in the junior school and 987 in the senior. Of the total, 1002 were Irish nationals, 60 were US citizens and 187 were third-country nationals.

Faculty

In 2015/16 there are 118 full-time and 22 part-time faculty members of which 121 are Irish citizens and 19 third country nationals. The mixture of nationalities adds to the international character of the College.

Headmaster's Retirement

On 12 February 2016 the Board of Governors announced Mr Peter Fraser's decision to retire on the basis of medical advice and ongoing treatment. The Board of Governors thanked the Headmaster for his service to the School and trusted that in time, he would be restored to full-health.

Mrs Joan Kirby was appointed to act as Headmistress of St Andrew's 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 dining hall, a 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 rooms and an open area for Sixth Year interaction and activities. The College also has a designated Guidance Suite, Study Centre and Support for Learning Centre. 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. Support for Learning and English as an Additional Language services are provided. The Transition Year programme offers a multi-faceted course of study intended to help students choose the most suitable subjects for the Leaving Certificate. The school is fully accredited by the New England Association of Schools and Colleges (NEASC) and the Council of International Schools (CIS). 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 - 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 two subjects from the following list:

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

And one of the following modern languages:

- French
- German
- Spanish

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

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 is also possible for students 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
Agricultural Science	French	German
Spanish	Accounting	Business
Economics	Music	Art
Design & Communication Graphics	Classical Studies	Geography
History	Home Economics	Applied Mathematics
Religious Education		

International Baccalaureate Programme

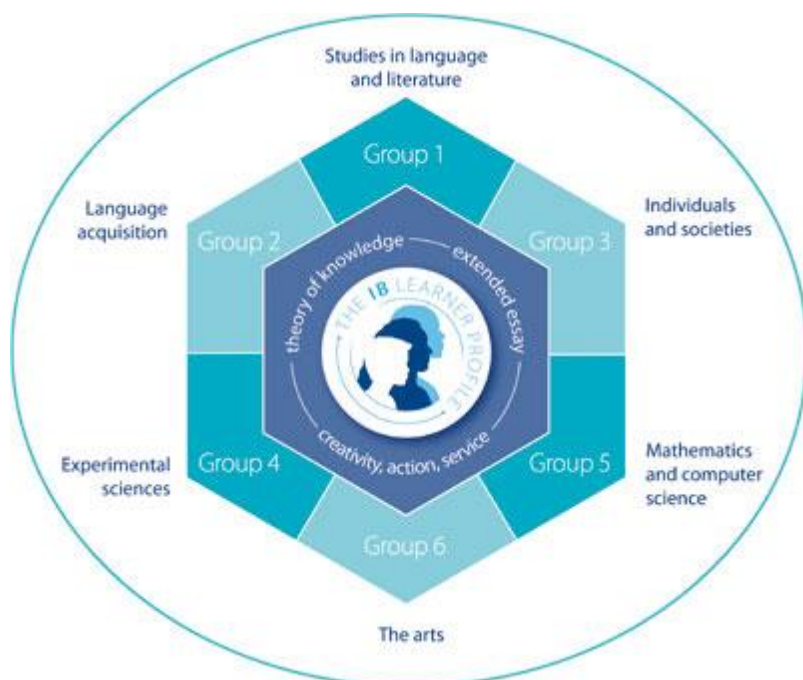
The school has offered the IB programme since 1982 and we have found it to be an excellent preparation for courses at universities and colleges all over the world in a wide variety of subject areas. We believe that it provides an ideal training for students who are moving on to further education, and produces young adults with a broad academic base, enquiring minds and diverse social interests. The IB is different to the Leaving Certificate. In the IB students focus on critical thinking, understanding and processing knowledge. Their examinations test that they understand the concepts as opposed to just learning them. The IB is viewed globally by the top universities including the Ivy League as the premier academic programme for undergraduate success.

Students entering 5IB 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. Supergeneration Workshops are held after Christmas.

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 a number of our teachers to act as mentors and study skills advisers 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.

Fifth Year (IB) Academic Mentors for Third Year are identified, as requested by Deputy Principal and/or Year Heads.

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 -

- The Third Year Head gets the students to check in at 8.30am
- Teacher mentors may be organised.
- IB Academic Mentors may be organised.
- Meeting with parents may be organised
- Extra tuition may be provided.

Individual student / Form Teacher / Deputy Principal Meetings

The Deputy Principal for Third Year, and the Third Year Head, meet all Third Year students to look at their targets, check study plans and see where support is needed. Individual meetings with Third Year Form Teachers may also be organised to assist student progress.

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 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 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 or issues can be recorded on the school's database, VShare.

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

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

Year	Old	New	Old	New	Old	New
1 st 2 nd	Christmas (full report)	Autumn (short report) Christmas (full report)	Easter (full report)	Spring (short report)	Summer (full report)	Summer (full report)
3	Christmas (full report)	Autumn (short report) Christmas (full report)	Trial (full report)	Trial (marks)	Summer (full report, changed two years ago)	Letter from Year Team
4 th 5 th /5IB	Autumn (marks) Christmas (full report)	Autumn (marks) Christmas (full report)	February (marks) Easter (full report)	February (marks) Spring (marks)	Summer (full report)	Summer (full report)
6 th /6IB	Autumn (marks) Christmas (full report) Trial (IB–full report)	Autumn (marks) Christmas (full report) Trial (IB–full report)	Trial (full report)	Trial (marks) Predicted Grades (IB)		

Examination Results

The following numbers of students took part in State Examinations in 2015:

Junior Certificate	162
Leaving Certificate	150
International Baccalaureate	31

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 38% securing over 500 points. The average points scored per candidate set a new school record of 452 points. Our IB students also did well, recording an average point score of 32.

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 2015-2016

Hockey

This year was another good year for the school on the hockey front. The Senior A Boys retained the Whiteside Trophy for the fifth year in a row and won the Senior Cup beating Wesley 2-0 in the final. This was our fourth success in this competition in the last five years.

The Junior A Boys won the League and Junior Cup in a very competitive age group. The Minor A Boys reached the Cup Final where they were beaten by High School and went on to represent the Province in the John Waring All-Irelands. This represented a very good season for a developing side. The U-13's were beaten 1-0 in the League final and on strokes in the Cup Final on both occasions by Wesley.

It is the first year where all our B and C teams all reached the knockout stages of their respective leagues.

At national level, Guy Sarratt, John Guilfoyle, Ben Bradley and Ben Walker are in the Irish U-18 panel for the European Championships with Matteo Romoli, Nick Judge and Riain McDonald all involved in the Irish U-16 squad.

On the girls' front, our Senior A Girls lost out to Alexandra College in the league play-offs and were eliminated from the Cup by St Gerard's School. Our Senior 3rd XI reached the League final losing out to Mount Anville while our Junior A Team also reached the League Final before going down to Holy Child Killiney.

Rugby

The Senior team reached the quarter finals of the League after finishing second in their pool. In the Cup we were beaten in the first round by St Michael's College. Jordan Larmour played two test matches against France for the Irish U-19.

During the season Harry McCarthy (U-18) and Peter Sullivan (U-19) were involved in Leinster Development Squads. Harry has been chosen to go into the summer program at U-18 level.

The U-13's won the Blackrock 7's Blitz.

Concussion Survey

This year the College agreed to be part of a survey being undertaken by Santry Sports Clinic and St Vincent's Hospital. There are four other Dublin schools involved – Blackrock College, St Michael's College, Gonzaga College and St Mary's College. 200 schoolboy rugby players will be screened during the rugby season for symptoms of concussion using the latest evidence-based tests and markers. Throughout the season, those players who suffer a concussive event will have immediate access and follow-up to monitor their symptoms and will follow a rehabilitation protocol to return to full sport under appropriate guidelines and medical care. Mr Doel (Rugby Coach), Mr Jones (Conditioning Coach), Mrs Kirby, along with the rugby coaches, had a briefing on Monday 4 April from Mr Cliff Beirne and Mr Ciaran Cosgrave. A parent and student information evening was held on Wednesday 27 April.

Basketball

We had an incredibly successful year with our Senior, Minor and 1st Year Teams winning their South Dublin Leagues. This is the first time in the school's history that we have managed to win three South Dublin League titles in a single season.

The girls had a good year also with the Junior and Minor teams winning through to the semi-finals.

Golf

Our Junior Boys reached the Leinster Final. On the day they struggled in testing conditions.

Charlie Denvir represented Ireland at U-16 level in a round robin tournament v Scotland, Wales and Holland.

We had great interest again in girls' Golf and fielded full Junior and two Senior Girls' golf teams for the Irish Schools Strokeplay Championships. All three sides posted good net scores on the day but with qualification based on gross scores we were a little off the pace.

Cricket

The Senior Girls comfortably won the Senior Cup for the 4th year in a row. They were set a total of 38 runs by St Joseph's and easily reached that total with wickets and overs to spare. It is the school's fourth success in a row in the competition.

Our Senior Boys reached the final of the Leinster Cup where they played CUS. They won the final by 28 runs having set CUS a total of 196. The team produced a patient and disciplined bowling performance dismissing CUS for 168 runs having been in a strong position of 100-0 at one stage. It is our third success in the trophy in a row and with all but one of the side back next year, we look to making it 4 on the bounce.

Gaby Lewis, Robyn Lewis and Lucy O'Reilly represented Ireland at the T20 World Cup in India.

Josh Little represented Ireland U-19's at the U-19 World Cup in Bangladesh.

The U-13's reached the Cup Final where they played CUS. They won the cup with a 4 wicket victory. This is most encouraging on the back of two disappointing years at U-13.

Tennis

Good numbers played tennis in the school this year with seven boys teams and four girls teams competing in Leinster Leagues.

The Minor Boys beat St Fintan's College 3-2 in the final of Division II, a league we last won in 2011. Our Junior B team also reached the final of Junior Division III where they were beaten 3-2 by a strong CUS team.

The girls fielded four teams and were competitive but failed to progress through the rounds. However, the numbers that were turning out to tennis were very encouraging.

Swimming

Our Swimming Team of Amelia Johnson, Emma Forbes, Robyn Beatty and Maya Blair qualified for the All-Irelands and finished fifth in the Medley and Freestyle Relay Intermediate Finals.

Athletics

We had a strong team competing in the East Leinsters Cross Country, with Ciara Beecham McArdle going forward to compete in the Leinsters. She performed well in the Leinster's finishing in the middle of the field in Santry.

At the East Leinster's Track and Field we sent a team of 50 students over two days in Santry with 6 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. He set a new school record for javelin - beating a record that was set in 1987.

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 won the U-23 Mens -83kgs weight class at the Irish Powerlifting Federation competition. Sam and Ben Bradley also competed in the Irish Junior and Intermediate National Weightlifting Championships and both won gold in their categories.

Sailing

Our sailing team competed in the Leinster Team Racing Championships in Dun Laoghaire. It was a very young side who gained great experience from the preparation phase running up to the day and the day's racing itself. They will no doubt reap the benefits of the experience gained in the coming years.

Equestrian

Our Equestrian team have competed well this year at a number of meets. Made up mainly of 1st and 2nd Year students they will no doubt continue to improve over the coming years as they move through the school.

Transition Year

This year we have had 174 students taking part in the Transition Year Programme, 10 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, Economics, Accounting, Geography, History, Physics, Chemistry, Biology) featured strongly with 4 regular assessment periods throughout the year underpinning the teaching and learning. In addition, large sections of the timetable consisted of 'option subjects' which included, for example, Yoga, web design, journalism, film studies, 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, accounting, economics, geography, history, physics, chemistry and biology) operate a 'continual assessment' model, with four assessment periods throughout the year. The data from these assessments is conveyed home. In addition, our languages also have 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 forum 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.

Another new inclusion to the TY Programme this year was the introduction of a Spanish Exchange Programme. 23 St Andrew's College students participated in a family to family exchange with students from El Altio school in Jerez southern Spain. Each student hosted a Spanish student for three weeks and visited Jerez for three weeks. The programme took place in the first term of the year and was deemed to be a great success. Plans for the second year are well under way, and the French department are investigating the possibility of introducing a similar exchange.

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 Síochána and the Defense Forces. Students also travelled to The United Kingdom, Cayman Islands 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: James McManus from *Earth's Edge*, Gillian Bird from *DSPCA*, 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 – Jump Zone, rock-climbing, soccer, golf, hill walking, orienteering, tennis, to name but a few.

During the course of the school year, students also participated in a range of activities outside the daily timetable. These included charity activities from local bake sales to national street collections and even an international fun run where more than 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 and a 5km sponsored run. This year will be the twelfth 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:

Blackrock Hospice	The Mark Pollock Trust	The Royal British Legion
Conrad na Gaeilge	Sightsavers	Dublin Simon Community
Dublin Central Mission	The Salvation Army	St Vincent de Paul
IRFU Charitable Trust	Pieta House	World Vision
MOVE (Men overcoming Violence)	GOAL	St Michael's House
DSPCA	Dogs for the Disabled	

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

Bóthar (Cows for Rwanda)	Threshold (National Housing)	Operation Smile Ireland
Our Lady's Hospital in Crumlin	Peter McVerry Trust	Focus Ireland
The Caroline Foundation (Cancer Research)	Console (National Suicide Charity)	Mental Health Ireland
Concern (Syrian Refugee Emergency Appeal)	Barretstown (Fun Camp for ill children)	Adi Roche's Chernobyl Children International
Cystic Fibrosis Ireland	The Hope Foundation	Suas Educational Development

This year's Transition Year students have continued to fundraise for our Transition Year Uganda Project. Other years carried out fund raising events – for example, Third Year did a Third Year Relay; Second Year a Copper Crawl and First Year a Dog Walk in aid of the DSPCA.

Child Protection

The Child Protection Policy was approved by the Board on 23 June 2015. In August 2015, 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 2016. 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) was Mr Peter Fraser, Headmaster until 12 February 2016 after which the Acting Headmistress, Mrs Joan Kirby took over as DLP. Ms Monica Lynott, Deputy Principal is the Deputy DLP

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 2nd, 3rd, 4th and 5rd year. Elections for student representatives are held in May for the upcoming year. Students from 1st to 4th 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, Cérda Carroll, and posted on the student council noticeboard 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. This year the student council organised St Andrew's College Blue Ribbon Day. The ribbons were sold on Sport's Day, and due to student interest were also sold in the days after. The aim of the day was to raise funds for the Berkeley survivor's fund.

Bullying Awareness

An initiative by the First and Second Years team proved very worthwhile. It involved a short interview with each student in the year to try to find out about bullying and related social problems in the school.

We ran our Friendship week in January with the theme of ***Kindness is Key*** thanks to Yasmin Ryan in Second Year. We had a day of internet safety talks from Dr Sinéad Devine. We had special assemblies for each year with wonderful music and readings. First and Second Year students were treated to a brilliant concert/anti bullying performance by the band ***Taken***. Some TY students sold friendship bracelets in aid of Amnesty International.

In a new development we ran a great event on May 5th to raise awareness for *Cycle Against Suicide*. We had a stationary cycle competition on ten spin bikes in front of the school from 7.00am to 5.00pm which included all years and the staff. Sixth Years were the winners of the pizza lunch. It was great fun and above all a promotion of the motto "It's ok not to feel ok and it's certainly ok to ask for help".

The committee comprised of Mary Devally, Eimear Sloan, Helyn Gilna, Denise Teehan, Jack Fairbairn and Seán Macken. The chief aim continues to be the raising of awareness among the school community that bullying is not tolerated here, that, if there is a problem, it should be shared and talked about and that there is help readily available for anyone who needs it.

Social Media Awareness

A Social Media Awareness and Personal Safety presentation was given to First and Second Year students by Garda Catherine Murray and Sargeant Pat McDonald from Blackrock Garda Station on Monday May 23. The purpose of the presentation was for students to develop

valuable insights and understanding of the need to be both responsible and careful at all times when using social media devices.

SACA hosted two Beginners Guide to Social Media Masterclasses which took place at school on Wednesday 20 January. Both classes were well received and led to a bright and lively conversation among the twenty people who attended. The event was facilitated by past pupil Katherine Crawford (*class of 1990*).

Mentor Programme

We had a busy year in St Andrew's starting with the hugely important work of the 5th Year mentors in helping the new First Year students to settle in. They did a wonderful job in easing the difficult transition, especially for students who came in from outside and who did not know many people here. We held a Christmas Quiz for First Year students and their mentors in the last week of term.

We did a survey on the effectiveness of the mentor system and the feedback was overwhelmingly positive. In May we receive applications from TY students who wish to be mentors for the next academic year. They are informed prior to the summer of their appointment and responsibilities.

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 2014, 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 with the production of a video that was played on the screens throughout the school and giving talks in assemblies. The committee has also been focused on raising awareness of Energy and conservation of energy as it worked towards its second green flag. The students monitored energy usage and undertook 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.

The committee held a Green Week in February where a different event took place each day ranging from a fun quiz, 'guess the batteries in a jar', building structures from paper, energy free period and promoting cycling and using public transport to go to school. There were also events across the year groups with a CSPE quiz given to Junior Cycle teachers and a poster competition for first year students to highlight our new energy slogan of *Conserve our Energy, Preserve our Planet*. The Green Schools committee has also been involved in two external projects, one to monitor the level of light pollution across Dublin and we have recently been given a can crusher through the *Every can Counts* campaign. We are now a

champion school for this project, and will start to push for can collections as the recycled cans can be sold for scrap aluminum. The Green Schools Committee was very pleased to get official notification that we are to be awarded a second green flag for our efforts in the past two year

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 second years, fourth years and sixth years.

Irish Heart Foundation Happy Heart at School Catering Award

Sinead Shanley from the Happy Heart Foundation visited the school on April 14. Subsequently we were awarded "*The Happy Heart at School Catering Award*". This is following the successful implementation of a number of recommendations:

- Removed all chocolate and crisps from vending machines and from the shelf.
- Removed high sugar drinks and only have water or pressed fruit drinks.
- Now have two sizes of main course for students €4 main and €2 half main.
- No longer put butter or spreads into mashed potatoes.
- Only use light milk and low fat mayonnaise
- Eliminated readymade sauces in all cooking.

We are one of the first schools in the country to receive this award as part of The Heart Foundation's pilot programme and there will be a national launch in September.

St Andrew's College will receive a framed certificate to display in the school.

Parental Involvement

Parent Events

The College organised the following information meetings for parents in 2015/16:

- Parent Teacher Meetings for 1st,2nd,3rd,5th and 6th Year groups
- Transition Year Parent Teacher Meetings
- Parent Information Evenings for the following Year groups – 6th, 5th, TY, 3rd and 2nd Years – August and September 2015
- Study Skills Evening for Third Year parents with talk by Mr Rory Mulvey of Student Enrichment Services – September 2015
- First Year Parent and Form Teacher Meeting – October 2015
- CAO Information Presentation for 6th Year parents – December 2015
- Options Evenings for 1st,4th and 5th Years – January 2016
- TY Parent / Form Teacher Meeting – January 2016
- First Year Parents – Supergeneration Morning Talk – April 2016

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 2015/16 these included:

- PTA Debs Reception
- Sports Award Evening
- International Night
- Annual Prizegiving Evening
- College Musical – *The Addams Family*
- 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
- Literature Aloud
- First Year Dog Walk in aid of DSPCA
- PTA Coffee Mornings for all year groups
- Coffee Mornings 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 2016
- 6th Year Valedictory Evening – May 2016

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 2015/2016:

- 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 and the commencement of the ICT Strategy
- The formal revision of the following policies:

Policy on Parent Meetings	Uganda Selection Policy
Discipline Procedure Policy	Prefect Policy
Equal Status and Gender Equality Policy	Complaints Policy

Irish Language Policy	Food Supplements Policy
Wellbeing Policy	Library Policy – Kindle Usage
Library Policy – Philosophy and Objectives	School Trips Policy
Library Policy – Material Acquisitions	Continuous Professional Development Policy
Physical Education Policy	Discipline Policy
Protected Disclosures Policy	Secondary School Assessment Policy
Child Protection Policy	

Literacy and Numeracy Strategy

Literacy

During this academic year, the literacy team sought to build on the previous three years' work.

This involved the continued implementation of the College's literacy strategy and ended with the surveying of First Year students in May. The survey, which we used 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 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.

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 devised an initiative to run concurrently with the school's 1916 commemoration celebrations. The initiative was directly linked to the 1916 Proclamation of Independence as this was a written text that students could use to examine and apply prior knowledge. Six A3

posters of the proclamation were displayed around the school and a worksheet was created for students to complete.

The worksheet asked students to answer comprehension questions based on their reading of the proclamation, to match the correct line in English to its translation in Irish and, finally, to answer 2 questions asking about general knowledge linked to 1916 history and literature.

Key words in Irish were placed in the Irish department to aid students with the translation element and also to ensure that the competition was not exclusively for students who attend Irish classes. All correct entries were put into a raffle and one student - Katie Kellett in 2nd year - was chosen as the winner. The prize consisted of several books, a set of markers and an Easter Egg hunt kit. The intention of this competition was to include literacy in a whole-school event and the competition was very well-received by students and staff. We had over 150 entries in total.

Finally, we celebrated World Book Day on Thursday 3 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

The Numeracy Team's primary aim for the current academic year was to continue to contextualize and develop students' abilities to use mathematical understanding in everyday life and problem solving.

The College's numeracy team believe numeracy involves being able to:

- Think and communicate quantitatively
- Make sense of data
- Understand patterns and sequences
- Recognise situations where mathematical reasoning can be applied to solve problems across all subject areas within school curricula.

The initiatives and activities which were developed to promote numeracy in the college this year, while not exhaustive, have included the following:

- Cross Curricular Links and the appointment of Numeracy Co-ordinators in each specific subject area. All departments have adopted numeracy into their scope and sequence planning.
- Numeracy Journals – Students have recorded numeracy moments in their lessons.
- Regular promotion of numeracy through Monthly Maths/Numeracy competitions
- Entry of Junior Cycle students into worldwide competitions such as Khan Academy (Mathletes)
- Parent/Guardian Numeracy Workshop evenings

- Increased use of the College library, collating resources for numeracy cross-curricular and the holding of specific lunchtime numeracy competitions.

To investigate the success, or otherwise, of the above initiatives a survey was carried out on 1st Year students at the beginning of the current academic year and again at the end of the academic year.

Some of the results of the survey were as follows:

- "I like Maths", up from 68% to 78% (10% increase).
- "Different methods used by parents", up from 89% to 100% (11% increase).
- "Maths is important", up from 79% to 90% (11% increase).

ICT Strategy

School Self Evaluation - 3rd Strand - ICT 2015/16

We are currently in the process of carrying out the third strand of the School Self Evaluation plan linked to ICT. The focus area is: Engagement with ICT Skills. First year students were chosen as the target group and were surveyed in October 2015.

By October 2016, we aim to increase the frequency use of ICT among students who say they 'seldom/never' use their school email, onedrive and tablets/laptops. We also aim to increase the competency of use among those students who say they are 'not good/ don't know' with regard to what was outlined as the basic skills in using ICT.

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:

JCT Associate Training	JC Associate Training	Junior Cycle RSE (PDST)
Senior Cycle RSE	Leaving Cert Project In-service	New Leaving Cert Art and Design course
PDST – Revised assessment to LC Art	IB Conference (August)	IB Conference (February)
Counselling Course	CAO Conference	Classical Association Ireland Teachers' Branch Conference
ILSA Annual Conference	DES Teacher Allocations Seminar	French Teachers Association Conference
UCAS Teachers and Advisers Conference	Internet Safety and Cyber Bullying	Year Head Training Conference
President's Award Leader Training	Leaving Cert Art revised assessment Framework	GDI Workshops and Teachmeet
Springboard to TY and Beyond	The Presence of Rome in the Aeneid – PDST	Revised Art Framework

Introduction to SPHE	SolidWorks Update 2009-2015	Emerging Technology and Innovation in PE Workshop
Solidworks	Specialisation in Swedish as a Second Language	Library Association of Ireland Task Force on Information Literacy meeting & the School Libraries Association Republic of Ireland Conference
Schooling in Sweden and Abroad	Revised Assessment Framework	Theory and Method in second language research
Vsware Training	Amgen Biotech Experience – ABE CPD Event	Support for Learning
Revised Assessment Framework	Self-Harm Conference	34 th Annual ChemEd Conference, Cork
First Aid Instructor Training	Analytic Psychotherapy with St Vincent's School of Medicine/ UCD	Mindfulness Practice in Schools Conference 2016
Cruinneas Workshop (Accuracy of Irish)	The <i>Children First Act</i> – implications for schools	Demystifying the Teacher disciplinary procedures and protecting yourself from allegations of bullying
Feedback on Year Head Training	JMB Employment Law Event: <ul style="list-style-type: none"> ○ The Protected Disclosures Act 2014 ○ Understanding the Dignity at Work Policy and Procedures 	

Science Inspection

A Department of Education Biology and Junior Certificate Science inspection took place on 7th and 8th March 2016 conducted by Ms Carmel Donoghue. The feedback given was positive. The standard of teaching and learning was good and there was a strong emphasis on learner autonomy. Classes were dialogic where there was evidence of questioning and answering guided by the use of key terms in a variety of ways using effective teaching methods. Practical aspects of classes were clear and well explained. However, there should be consideration given to lab layout and refurbishment to further enhance the learning process. Teaching was clear and well-articulated in relation to teacher expectations. ICT was well integrated into classroom learning to compliment the teaching process. Subject Department meetings were well attended and minuted and planning documentation show integration of Department guidelines on literacy and numeracy strategies. Extra-curricular activities are very good in relation to science and are at the core of the subject.

St Andrew's College and 1916 Commemoration

2016 marks the centenary of the 1916 Easter Rising. The State decided to mark the reading of the Proclamation of the Irish Republic as the moment to commemorate the birth of our sovereign nation. It was decided to commemorate 1916 in three ways, by assemblies devoted to 1916, an exhibition on St. Andrew's college in 1916 and by conducting a survey of all members of our community of what their ancestors were doing in 1916.

On Tuesday 15 March a Proclamation Day and Flag-Raising Ceremony took place at the College during a whole-school Assembly as the finale of our 1916 Commemoration Programme. In her address Joan Kirby reminded students to take the sentiments of honour, morality and reason to heart. She encouraged students to do their best to make Ireland a better place for everyone and to strive to create a more equal Ireland, an Ireland of which we can all be proud.

The flag was raised by Alex McDaid (Head Boy), Sara Berg (Head Girl) together with Caitlyn Lee and Zach Kennedy from P6 while Aran MacGiollaBhríde (Irish Teacher) played *Port na bPucaí* on the Uilleann Pipes. The Proclamation was read by Harry Deacon (Transition Year) and Katie Ivory (Sixth Year) following which the whole school sang our National Anthem, *Amhrán na bhFiann*, led by the Fifth Year Choir. Reverend Chris Kennedy led the school in prayer to close the Assembly.

The week prior to Proclamation day, each year attended an assembly on the Irish Proclamation. These assemblies were a culmination of collaborative work between the history, Irish, music, art and English departments. Eight transition year students gave presentations on the 1916 Proclamation and the signatories, music and poetry reading were performed each morning by members of the year groups present.

An exhibition was placed on display within the school about St. Andrew's College in 1916 detailing life in the college in its location in St. Stephen's Green and links with the rising. Many students visited the exhibition and filled in worksheets on the information.

Significant Student Achievements

Trinity College Entrance Examination Awards

The following students were selected for an Entrance Exhibition Award to Trinity College based on their high performance in the Leaving Certificate Examination 2015: Ben Arrowsmith, Anna Birbeck, James Black, Ellen Coll, Milo Dunne, Alexander Hackett, Hannah Marshall, Rory Nichols, Siubhan O'Donnell, Hugo Temperley.

UCD Entrance Scholar Awards

The following students from the leaving certificate class of 2015 were selected by UCD for an Entrance Scholar Award: Andrew Fogarty, Jazze Henry, Jack Heron, Niall Mooney, David Nolan and Gavin Quirke. Jonathan Guy was selected for a Sports Award.

Jazze Henry and David Nolan were also awarded Ad Astra Elite Athlete Awards.

Andrew Porter (class of 2014) was accepted into the UCD Ad Astra Academy for 2016/2017.

European Union Science Olympiad

Fifth Year student Yan Li was a member of the Irish Physics Team that was awarded Silver at the European Union Science Olympiad in Estonia.

All Ireland Linguistics Olympiad

Richard Neville, Ross Beatty, Lucy Dornan and Sadhbh O'Mahony all qualified for the national finals of the All Ireland Linguistics Olympiad by being among the top 100 from the 1277 students who participated. Special congratulations to Ross Beatty who was the second highest junior entry. Sixth Year student, Richard Neville, qualified for the Irish Linguistics Olympiad Team and will travel to India in July.

Chess Olympiad 2016

Third Year Student Alice O'Gorman was selected for the full Irish Women's Team at the 2016 Chess Olympiad in Baku, Azerbaijan in September.

The Chess Olympiad, the bi-annual Olympics for chess, will see the world's top players such as World Champion, Magnus Carlson of Norway, and Women's World Champion, China's Hou Yifan playing for their countries in teams of five. The last Olympiad had around 1600 players from over 175 countries making the Olympiad one of the largest global top level sporting events.

First Year student Tom O'Gorman is the new Under 14 Leinster Champion, Under 16 Leinster Champion and also won the Dun Laoghaire Club Chess Championships. He also won the Glorney Cup in the Under 18's Four Nations Chess Championship in October.

Ross Beatty (*Second Year*) represented Ireland in the World Youth Chess Championships at Under-14 Level in Halkiki Greece from Saturday 24 October to Friday 6 November. Ross won his last round (1660) against a player from Switzerland (1989) thus finishing on a very creditable 5/11. Alex Byrne (*Junior School Past Pupil*) was Ireland's top scorer on 6/11.

SciFest

Second Year student Yasmin Ryan came First in the Junior Science category at SciFest in DIT, Kevin Street. Yasmin also won the Irish Science Teachers Association Award (ISTA).

Fifth Year students Rupert Zarka and Gavin McDaid were joint Runners Up in the All Ireland Schools Chemistry Newsletter Competition 2015/2016.

BT Young Scientist

First Year student, Tom O'Gorman, was awarded Highly Commended in the Junior Level Biological & Ecological Sciences for his project "*Does nettle enhance the growth of strawberry plants?*"

Aaron Speer from Second Year was awarded First in his category, Technology – Junior Level and also won a special award from Hewlett Packard HP for his project "*A fall detector for the elderly*".

Fifth Year student Ivaila Valcheva was awarded First in her category, Biological and Ecological Sciences, for her project “Effect of different solvents in the extraction of pulmonary bovine surfactant on yield and protein composition aiming to improve treatment of neonatal respiratory distress syndrome”.

MUN Conferences

The Rathdown MUN was held on Friday 13 and Saturday 14 November. St. Andrew’s successfully won the Outstanding Delegation award (*Syria*) and the Highly Commended Delegation (*France*) and were also awarded various Committee Chair and several Individual awards

St. Andrew’s College was represented by 32 students at The Hague MUN (22 – 29 January) which has a total of about 3,000 students from most countries in the world. This year we represented the USA (*which is considered the most prestigious country to represent*) and Cambodia. Two of our students also held key roles, Lili Mae Boorman as the Registrar of the International Court of Justice and Phoebe Moore as Chair. The students all performed extremely well.

Wesley MUN was held on 26 and 27 January. Four SAC Delegates were commended: John Denvir, Anna Hackett, Greg Bateson, Tom Heron and Emily Cranwell; one Highly Commended Delegate: Lucy Dornan and four Best Delegates: Thomas Harley, Emma Fogarty, Greg Arrowsmith and Harry Deacon.

St. Andrew’s College were awarded Third Place representing Azerbaijan and also won the Highly Commended Delegation award.

SAIMUN 22 – 24 March

The 2016 SAIMUN conference was held at the Royal Marine Hotel from 22 to 24 April with over 750 students in attendance and 44 Schools, 34 from outside Ireland. The Conference was opened by Acting Headmistress, Joan Kirby and Mary Mitchell-O’Connor, TD and chaired by Sixth Year Students, Phoebe Moore and Sally Barnicle. Committee took place on Tuesday and Wednesday followed by General Assembly on the Thursday. At the closing ceremony Joan Kirby presented the awards to the winning delegations.

International Night

The 2015 International Night took place on Wednesday, November 18 and was a magnificent success with more students, teachers and parents involved than in previous years. The number of students taking part in the evening exceeded 220. Food stalls from 22 different countries displayed an amazing array of food and drink from all over the world. In excess of 130 students from 44 different countries took part in the annual parade. Over 40 staff members volunteered to get involved in assisting the running of the night and even more during intercultural week. Approximately 120 parents and guardians helped bring the evening together by giving assistance with or managing a food stall.

This year we welcomed a new format for International Night, replacing the traditional variety show with an opening ceremony which was then followed by the food stalls,

activity booths and art exhibitions. This new format created more of a festival atmosphere for the night.

For the opening ceremony a Sixth Year student, Daniel Cosgrave, composed and read a poem while a Second Year student, Katarina Supic, performed a gymnastics dance display choreographed to coordinate with the poem.

Junior School-Music teacher, Gary Burke, along with a group of his students, composed and performed a song called 'Hello'.

Intercultural Week

Intercultural Week was held from 16 - 20 November. A large number of students participated in and assisted with the running of many diverse events intended to showcase our international student body and the diverse cultures of our school. The highlight of the week being a whole school karaoke session for "Asia Day".

Sodexo designed a very successful Intercultural Week menu to pair with the different days during the week. The Art Department created a fantastic stage design and also decorated the school beautifully.

Model Council of the European Union Debate 2016

The annual Model Council of the European Union debate for secondary schools took place in Dublin Castle on Tuesday, 1 March. The theme of the debate was *migration*. 28 secondary schools participated and Fifth Year students Gavin McDaid, Alex McGinn and Akiko Takeda represented St. Andrew's College. They did very well at the debate, they spoke well and had an amendment accepted. The group met with the Spanish Ambassador before the event which was covered by RTE and was featured on RTE2 that evening.

The Model Council is designed as a simulation of a meeting of the Council of the European Union. Each school takes on the role of one of the 28 EU Member States. The debate is based on a mock European Commission proposal to support Italy and Greece, by relocating migrants in need of international protection to other EU Member States. Schools were asked to adopt a stance either in favour or against the proposal and were encouraged to research and to adopt the official position of the assigned Member State.

College Musical

The biannual school musical took place on the 25th, 26th and 27th November 2015. Students from Second to Sixth Year auditioned for *The Addams Family*. There were eight main roles which were predominantly played by Fifth and Sixth Year students. The rest of the successful entrants were in the chorus. The students all sang, acted and danced like professionals and the sold out performances were all a resounding success and testament to the talent and hard work which was displayed by students and staff in the weeks of preparation and the first class performances.

Facilities

Main School Building:

- Replaced heating circuits and controls. Phase 3 of the 4 phases now complete.
- Completed the 2nd and final phase of cavity wall insulation.
- Completed the 2nd and final phase of replacing single glazed with double glazed windows.
- Upgraded the internal courtyards.
- Completed the final phase of installing energy efficient lighting.
- Revamped 6th Year Centre study rooms.
- Installed new playground equipment to Junior School yard
- Normal maintenance and redecoration

Financial Report

The College strives to ensure that adequate financial resources are available to carry out its educational mission, maintain and improve its existing facilities and generate sufficient funds to service 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.