



Coláiste Éanna **School Plan 2013–2018**

Striving for Excellence





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Introduction

Coláiste Éanna was founded by the Irish Christian Brothers in 1967. There were 48 boys enrolled in that first year. It was intended as an academic school for the newly established and burgeoning neighbourhood of Ballyroan.

Today Coláiste Éanna continues that vision of providing an academic education for boys from the local area. However much has changed since 1967. The enrolment in the academic year 2013-2014 totalled 600 boys from First to Sixth Year. The Curriculum has broadened and pupils prepare for the Junior Certificate and Leaving Certificate State Examinations and there is an option to take Transition Year. The opportunities for extracurricular activities have grown. The campus and school facilities have developed hugely.

"Plant the seed
and it will grow..."

Edmund Rice

Enrolment

During the lifetime of this School Plan it is anticipated that the school population will grow as follows (a full analysis appears in Appendices iii and iv).

2012-2013	2013-2014	2014-2015	2015-2016*	2016-2017*	2017-2018*
573	600	617	630	635	641

* The Board of Management determined that the enrolment figure for 2015-2016 will be 108 pupils. It is anticipated that this will be the figure for subsequent years.

The demographic profile of the Ballyroan area is changing rapidly as evidenced by analysis of Census 2011 and as a host of new families move into the parish. The challenge therefore is to have Coláiste Éanna as the school of choice for families in the parish and local area.



The Edmund Rice Schools Trust

The Christian Brothers signed over their trusteeship of Coláiste Éanna in 2008 to a newly formed lay trust – the Edmund Rice Schools’ Trust. Our school subscribes to the Edmund Schools’ Trust Charter which highlights the five key elements which underpin an Edmund Rice School.



Each section in this School Plan will focus on one of these five elements. School policies relating to each section are available on the school website www.colaiستeeanna.ie

There are several specified actions contained in each section and these are listed at the end of each section.

This Plan will be subject to a midterm review during year three (2015-2016) and a further review in year five (2017-18).

Nurturing faith, Christian Spirituality and Gospel based values

Edmund Rice Schools in partnership with the home and the parish are dedicated to providing and developing a Catholic person that cultivates a living faith, foster Christian spirituality and educates people in Gospel based values.

The Edmund Rice Schools Trust Charter. P9.

The Gospel is at the heart of Coláiste Éanna. Coláiste Éanna is a Catholic school. It is a school rooted in Catholic values in education and we expect nothing but excellence from ourselves as educators and demand nothing but excellence from our pupils. Catholic education demands nothing less. The Good News of the Gospel and the celebration of the sacraments forms and informs how we treat all, Catholic and non-Catholic, within our school community.

1.1 Contemplation

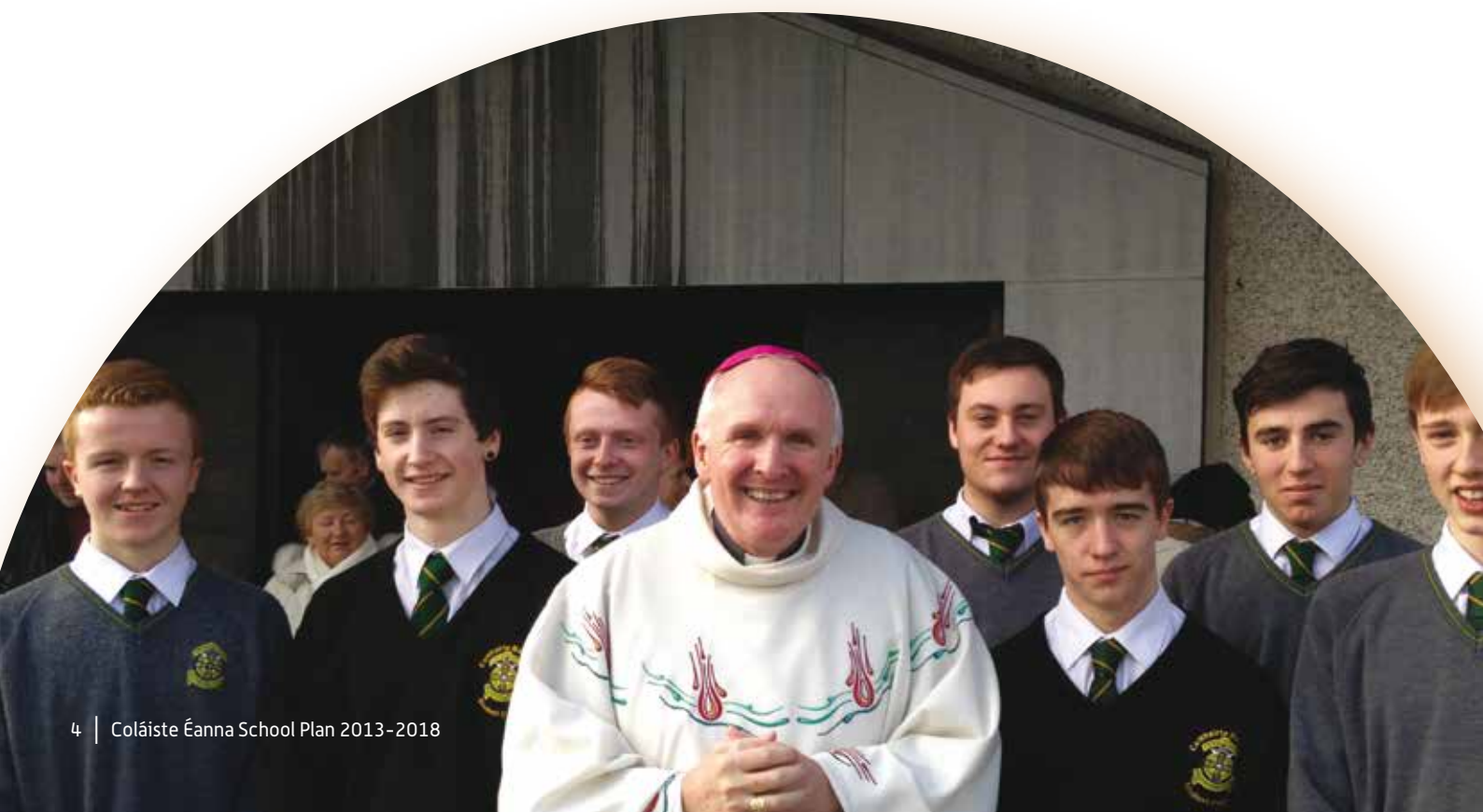
All within our school community are called to reflect their spirituality, to find meaning for his or her life which is centred around others and a desire to do good. This is asked of all people whether they are of the Catholic faith tradition, other faiths or of none.

1.2 Religious Education

Religious Education is central to the curriculum. Religious Education is scheduled for two class periods per week for each year group. The integrity of Religious Education class time will be protected and supported.

All Religious Education teachers have a professional qualification in their field.

In keeping with the spirit of inclusiveness of Catholic education as outlined in the school's RE policy, boys of non-Christian faith may be excused attendance at sacramental celebrations. All boys must participate in Junior Cycle RE classes as prescribed by the NCCA National Curriculum.



1.3 Liturgical Celebration

Our school community gathers in the Church of the Holy Spirit Ballyroan for liturgies and celebration of the Eucharist:

- Beginning of school year Mass in September
- November service to remember deceased members of families and our community.
- Advent Carol Service
- Liturgy to mark Catholic schools week.
- A Mass to mark the farewell of our Leaving Certificate Class.

A chaplain will be appointed to direct the spiritual life of our community.

Pupils will be encouraged to play an active role in the liturgical role of the church and asked to serve as Ministers of the Eucharist and the Word.

1.4 Praxis

An annual formal retreat will be arranged, as far as this is practicable, for each year group to offer opportunities for boys to reflect on their spiritual journey.

An annual retreat will be arranged, as far as this is practicable, for members of staff to offer opportunities for teachers to reflect on their spiritual journey.

An active Justice Group will be established to coordinate Justice related activities and promote an awareness about these issues within the school community. Membership of this group will be open to all pupils and staff and will be led by the pupil members.

Actions

Whole school community gathers for liturgies and celebration of the Eucharist, Music and song for such liturgies will come within the school student body.

Appointment of a school chaplain.

Lay Ministers of the Eucharist from the student body

A formal annual retreat for each year group

Annual retreat for staff members

Student led justice group

This section was prepared in consultation with the Religious Education Dept, namely, Mr. Kieron Durney, Ms. Caroline Egan, Ms. Denise Donlon, Mr. Pat Carey, Mr. Alan Sterling, Ms. Frances O'Brien. They were joined by the Principal and Deputy Principal.

There will be an interim evaluation and review carried out by the same group during year three (2015–2016) and a full review at the end of year five (2018–2019).

Reference: Religious Education Policy 2011.

Promoting Partnership

All the stakeholders are invited and expected to take a full part in school life.

2.1 Parents

Formal Parent Teacher Meetings take place for each year group; first to third year, fifth and sixth year. An additional sixth Year Parent Teacher Meeting will take place after the 'mock exams'. It is intended to hold a Parent Teacher Meeting for Transition Years.

Parents will be supplied with four assessment reports per year and are free to meet with, telephone or e mail any member of the teaching staff, Year Head, Deputy Principal and Principal. Parents will receive an acknowledgement/ reply to a query within 24 hours.

Parents are automatically members of the Coláiste Éanna Parents Association and may be elected by fellow parents to the Executive Committee.

2.2 Students

A Student Council is elected by Fifth and Transition Year students. A teacher is assigned to liaise with the Council and attend Council meetings. The Principal or Deputy Principal is committed to engage with the Council and to formally reply to issues raised. It is intended that the Student Council be invited to address the Board of Management on an annual basis.

2.3 Trustees

The Trustees appoint nominees to the Board of Management which sits for a three year period. The Trustees arrange for an annual audit of the financial accounts of Coláiste Éanna and receive a copy of the minutes of each Board Meeting. Directors from the Trustees office are invited to meet with the Board.

2.4 Past Pupils

A Past Pupils Union will be set up to establish a network of past pupils and a formal relationship with the school. Past Pupils will be asked to act as champions for Coláiste Éanna and to provide careers support and advice for current and new past pupils.

The Edmund Rice School is a welcoming community, where people are actively involved, their views are valued and their contribution is affirmed as they learn and grow together. Working together as partners improves the quality and effectiveness of the school. A spirit of partnership makes it easier to implement decisions and actions needed to achieve excellence.

The Edmund Rice Schools Trust
Charter, p14



2.5 Parish and Community groups

Strong relationships between the local parish, sporting groups and local schools will continue to be developed in a spirit of collaboration and mutual support. Events such as an annual Mass for grandparents whose grandsons attend the school helps to concrete the connection between the parish and the school. Ballyboden St. Enda's GAA Club and Coláiste Éanna have particularly close links and this is strengthened by sharing of resources where appropriate.

2.6 Teachers

Teachers will be encouraged to continue to forge close links and good working relationships with our partners and stakeholders.

Actions

Additional Sixth Year Parent Teacher Meeting in late March
Transition Year Parents Teacher Meeting
Reply back to parental queries by the next day
Student Council representation for all years groups
Student Council to address the Board of Management
Active Past Pupils Union
Annual Grandparents Mass

References:

Articles of Management of Voluntary Secondary Schools

Edmund Rice Schools Trust Charter

Constitution of the Coláiste Éanna Parents Association

Constitution of the Student Council.

The Section was prepared in consultation with the Parents Association, The Student Council, and The Past Pupils Union. These bodies will take part in the interim review during year three (2015-2016) and the final review (2017-2018).



Excelling in teaching and learning

Purposeful teaching and learning provide the central focus of a successful and happy school. Such an educational model is characterised by high expectations, inspiring and innovative teaching and learning methodologies together with regular evaluation. The creation of an orderly, safe and positive learning environment enables the Edmund Rice School to attain excellence in all dimensions of education.

The Edmund Rice Schools Trust
Charter, p17

Teaching and Learning underpins every aspect of this School Plan. However we recognise that for many in our school community 'excelling in teaching and learning' is reflected in achieving high grades in exams and assessment. For good or ill, achievement in examinations is the currency with which our school and our teachers will be judged. It is certainly the currency used to judge the academic achievements of our students and the mechanism used to award entry to university places.

3.1 State Examinations

We expect that our pupils will achieve higher than the national average marks in all their subjects. To this end a report showing examination results achieved by Coláiste Éanna pupils compared with national statistics will be prepared annually and will be reviewed by each subject department and each teacher.

3.2 Curriculum

The subjects on the school curriculum are as follows:

Junior Cycle Subjects	Leaving Cert Subjects
Irish	Irish
English	English
Maths	Maths
Religious Education	Religious Education
Physical Education	Physical Education
French/Spanish	French
Business	Spanish
Science	Business
History	Accounting
Geography	Economics
CSPE	Biology
SPHE	Physics
DCG/ MTW/ Art/ Music	History
	Geography
	Art
	Construction Studies
	DCG
	Chemistry

It is intended that Music which was introduced to the Junior Certificate curriculum in 2012 will become a Leaving Certificate subject as demand grows.

3.3 Junior Cycle

The school embraces the challenges offered as the Junior Cycle programme is developed. In particular the school sees the greatest challenge moving from summative to formative assessment and will endeavour to maintain the highest standards of teaching and learning. The new Junior Cycle Student Achievement programme, beginning in 2014, will introduce significant change in particular to encourage active engagement by pupils in their own learning which will be marked by evaluation and assessment of learning rather than overt success in passing examinations. To this end teachers will be encouraged to use constructivist methodologies in leading teaching and learning.

3.4 School Self Evaluation

A three year School Improvement Plan, as mandated by the Department of Education School Self Evaluation Programme (2012) will be initiated in year one, 2013-2014 based on literacy, numeracy and a review of transition Year.

Literacy testing will be based on reading comprehension, spelling and punctuation. Numeracy testing will be based on mental arithmetic, percentages and graphs. The review of the Transition Year will show levels of progress in the numbers of students achieving their personal targets. The School Improvement Plan can be found in Appendix ii.



3.5 Colloquium

The Principal and each teacher will have a formal meeting annually to discuss challenges and opportunities that the principal, school and teacher may be facing. At this Colloquium opportunities for professional and personal development will be discussed.

3.6 Board of Studies

A Board of Studies will be set up as prescribed in the Manual for Boards of Management of Voluntary Secondary Schools (Appendix 1, 16b). This Board of Studies will consist of teachers nominated by their colleagues to advise the Principal and the Board of Management on curriculum development issues and recommend changes to the curriculum. The Board of Studies will have a critical role in planning for the reformed Junior Cycle Student Achievement Award which will replace the Junior Certificate.

3.7 Differentiated and Streamed Learning.

Mixed ability classes and differentiated teaching and learning class settings will generally apply. However where the efficacy of mixed ability classes is challenged, for example in language classes and Higher and Ordinary level classes in the Leaving Certificate, streaming will occur.

3.8 Continuing Professional Development

The school is committed to offering CPD to teachers covering all aspects of curriculum development and advances in teaching and learning methodologies especially in the area of Information and Communication Technology (ICT). Feedback after each CPD event will be sought through focus group discussions and staff survey. The Board will continue to offer support to teachers engaging in individual CPD.

3.9 ICT in Education

The challenges and opportunities of technology in contemporary education will drive the future proofing of ICT provision in Coláiste Éanna over the next five years and a ICT Development Plan will be prepared. This Plan will re-imagine the potential of technology in learning and pedagogy and will greatly enhance the areas of research and self-directed learning.

3.10 The School Library

It is planned to develop the school library as a focus for research based studies, literature appreciation and for reading for pleasure. Pupils will have access to online as well as hard copy resources and a vibrant non-fiction collection. As far as it is practicable the library will open to all pupils during lunch break.

3.11 School Time table.

A curriculum audit of teaching resources available within the teaching staff will be conducted each spring in the planning process for the school time table. This audit along with the Colloquium with the principal and teacher will be used in shaping the school timetable. The time table will be delivered to teachers in a timely manner in advance of the commencement of a new academic year.

Actions
Analysis of examination statistics
Introduce music onto the curriculum
Draw up a School Improvement Plan for Literacy and Numeracy.
Review of the Transition Year
ICT Development Plan
Teacher-Principal colloquium
Establish a Board of Studies
CPD on ICT in education
CPD on teaching and learning
School Library
Curriculum Audit and timely distribution of the Time Table.

This section was prepared in consultation with the Assistant Principals and Year Head group, namely, Mr. Jimmy Johnstone, Mr. Michael O Keefe, Mr. Kieron Durney, Mr. Mc Padraic Mc Manus, Mr. Seán Ó Murchú, Mr. Paul Conway, Mr. Peadar Ó Ceallaigh, Ms. Mary Kent (Learning Support Coordinator), Mr. Brendan Mc Cauley (Principal) Ms. Susan Mc Cabe (Deputy Principal)

The School Improvement Plan was prepared in consultation with the whole teaching staff and the final report was overseen by the Board of Studies, namely Mr. Jimmy Johnstone, Mr. Padraic Mc Manus, Mr. Alan Sterling, Mr. Peadar O Ceallaigh, Mr. Brendan Mc Cauley (Principal) and, Ms Susan Mc Cabe (Deputy Principal). There will be an interim evaluation and review carried out by the same group during of year three (2015-2016) and a full review at the end of year five (2018-2019).

References:

Assessment and Reporting Policy 2009
Support for Professional Development Policy 2008
Learning Support and Resource Teaching Policy 2013
Code of Behaviour 2012
Reporting Policy
Data protection policy

Creating a Caring School Community

Colaiste Eanna offers every member of the school community a warm and caring environment in which to grow and be affirmed. Every pupil and member of staff has a duty of care to ensure that such an environment exists and is nurtured. This is the essence of a caring school community and it is sustained, inter alia, by the Pastoral Care Team, The Anti-bullying Team and the school's Tutor system.

An Edmund Rice School fosters in its members the sense of care, compassion and community that characterised Jesus' life. These values are reflected in the quality of relationships between all the school partners, and in every interaction between the school and outside agencies and communities.

The Edmund Rice Schools Charter, p18

4.1 Pastoral Care Team

The Pastoral Care Team consists of the School Counsellor, Principal, Deputy Principal, Anti-bullying/Learning Support Coordinator. This team will meet with each Year Head twice a year to identify vulnerable pupils and pupils in crisis.

The team will meet each week to evaluate any strategies which were put in place to assist pupils. These meetings will be chaired and minuted by the School Counsellor.

4.2 The Anti-bullying Team

The school is passionate about 'recognising, rejecting and reporting' bullying. Every support will be afforded to assist the Anti-bullying Team, working with the entire school community, in dealing with bullying in accordance with Dept of Education Circular 45/2013

The Anti-bullying Team coordinator is a significant member of the school's middle management structure. The Anti-bullying Team coordinator prepares a detailed report for the Board of Management once a term on any bullying-type behavior and the outcomes which resulted from the team's intervention.

4.3 Tutor System

Each class is assigned a tutor who meets with his/ her tutor class on four days a week. The tutor is a significant person for pupils to approach should they be experiencing difficulties. The tutor is an important support to the year head and the pastoral care team and will have detailed and coordinated lesson plans for their tutor classes.





4.4 Social Awareness.

The school has failed in its duty as an educator if it only prepares its pupils for exam success. Every teacher has a responsibility to promote social awareness and justice in his/ her subject discipline.

Teachers in Religious Education, Social Personal and Health Education and in Civic, Social and Political Education have a particular input in this area.

The Student Council is charged with creating awareness and fund raising for charities they nominate. The school supports the following charities through fundraising, The Umbrella Foundation, The Niall Mellon Trust, The St. Vincent de Paul (local chapter), Irish Cancer Society (Breast Cancer) and Calcutta Connect.

The school is committed to taking part in the long running India Immersion Project which visits Kolkata, India every two years. The fund raising element of the (IIP) particularly supports Calcutta Connect, a group run by Coláiste Éanna past pupils, who run street schools in Kokata.

A Peace and Justice Awareness Group will be set up to work with the Student Council in their fundraising activities. This group will be consist of pupils and teachers.

4.5 Code of Behaviour.

Mutual respect, self responsibility and personal development underpins the management of discipline and behavior in Coláiste Éanna. Positive behavior is promoted through the Positive Attitude in Coláiste Éanna (PACÉ) programme. The Code of Behaviour is promoted by the Principal and responsibility for over seeing this is delegated to the Year Head assigned to each year group.

4.6 Admissions Policy

Coláiste Éanna is an inclusive school. All pupils are welcomed to the school irrespective of their intellectual ability, ethnic background, religion or socio-economic status as long as they fulfil the criteria set out in the Admissions Policy. The Selection Procedures are set out in Section D of the Admissions Policy which is renewed annually by the Board of Management.

The Pastoral Care Team is particularly conscious of the challenge facing boys in the transition from primary to secondary school. It is planned to set up a peer led mentor programme to assist First Year pupils.

4.7 Child Protection

Coláiste Éanna is fully committed to the provisions of the Child Protection Procedures for Primary and Post Primary Schools, DES 2011. To this end the Board of Management reviews the Child Protection Policy annually, the Principal presents a report on Child Protection at each BOM meeting and the staff engage in Child Protection training annually.

This section was prepared in consultation with the Pastoral Care Team, namely Ms. Maeve Browne (School Counsellor), Ms Mary Kent (Anti-bullying Team Coordinator and Learning Support Coordinator), Ms Frances O'Brien (Chaplain), Ms. Susan McCabe (Deputy Principal) and Mr. Brendan McCauley (Principal). There will be an interim evaluation and review carried out by the same group during of year three (2015-2016) and a full review at the end of year five (2018-2019).

Actions

The Pastoral Care Team:

- Develop and implement strategies to support vulnerable pupils.
- Meet with each year head twice a year.
- Establish a peer mentor programme for First Years.
- Early identification of potential barriers to participation in school life

Anti-bullying Team to prepare a report for the Board of Management each term.

Establish a Peace and Justice Awareness group.

References:

Anti-bullying Policy
Admissions Policy
Pastoral Care Policy
Guidance Policy
Critical Incident Management Plan
Child Protection Policy 2012
Dignity at work and Anti-bullying Policy 2005

Inspiring Transformational Leadership

Strong leadership which takes ownership of the vision of Edmund Rice and translates that vision into a lived reality in the day to day business of school life is central to transformational leadership. This leadership has at its core a blend of programmes and teams which serve to deliver it.

5.1 The Principal

The Board of Management governs the school on behalf of the Trustees and the day to day management and leadership of the school is delegated to the Principal.

The Principal as leader of the school community has overall responsibility for the successful implementation of all five elements of the Edmund Rice Schools Trust Charter (Nurturing faith, Christian spirituality and Gospel-based values; Promoting partnership; Excelling in teaching and learning; Creating a caring school community and Inspiring transformational leadership). Working closely with the stakeholders, the Principal creates a vision for the school which is a clear picture of a preferred future that motivates staff, students and parents to develop, share and own the vision so it permeates all facets of school life.

To this end the Principal and Deputy Principal will engage in training and networking opportunities on a regular basis.

5.2 Teachers

Teachers who hold Assistant Principal and Special Duties posts of responsibility will be encouraged to play their roles as senior and middle management within the school. Continuing Professional Development in management will be offered to this end.

5.3 Student Body

Members of the Student Council are elected by their peers to represent the views of the school body. They are encouraged to be leaders within the school and to have a influence and input in shaping and owning the vision for the school. Membership of the Student Council is currently open to Fifth and Sixth Year students. It is hoped to extend this representation of all year groups in the future.

5.4 Anti-bullying Programme

The Anti-bullying Programme asks that every pupil be a leader within his peer group and in his leadership to support the aims of the Anti-bullying Team. From his first term in the school and up to Leaving Certificate year, pupils are given classes to enforce a culture that 'recognises, rejects and reports' bullying behavior. Pupils are empowered to report bullying behavior they may observe.

5.5 Extra-Curricular and Co-curricular Activities

It is hoped that every boy in Coláiste Éanna will be offered opportunities to take part in an extra-curricular activity that suits his aptitudes and interests. It is in extra-curricular activities that transformative leadership can be encouraged and developed.

In their commitment to leadership, all members of the school community – the Board of Management, parents, staff and students – take ownership of the vision so that it becomes a reality in their school

The Edmund Rice Schools Trust Charter. P23.



Extra-curricular activities

Hurling	Soccer	Drama	Athletics
Football	Golf	India Immersion Programme	Fitness training
Basketball	Chess	Justice promotion and awareness Group	Young Scientists Exhibition
Table tennis	Debating	Green Flag Committee	Bridge

Coláiste Éanna will produce an annual theatrical performance.

Coláiste Éanna will strive to achieve all five of An Taisce's green flags thus honouring the Edmund Rice Schools' Trust Charter's commitment to ecology and the development of environmental awareness amongst the school community.

This section was prepared by the Mr. Brendan Mc Cauley (Principal) and Ms. Susan Mc Cabe (Deputy Principal) and there will be an interim evaluation and review carried out during year three of this School Plan (2015-2016) and a full review at the end of year five (2018-2019).

Actions

Developing an active middle management sector among the teaching staff and support this group with continuing professional development.

Produce an annual dramatic performance.

Increasing representation on the Student Council.

To secure all five 'Green Flags'.

To develop closer links with the Past Pupils charity Calcutta Connect

Appendix i

School Profile

Section A. Mission Statement

Coláiste Éanna is a Voluntary Catholic Secondary School for boys, founded by the Christian Brothers and now under the Trusteeship of the Edmund Rice Schools' Trust [ERST]. It is the policy of the school to accept for enrolment boys who respect and whose parents respect the religious and educational philosophy of the ERST Charter, as set out in its Mission Statement.

Mission Statement

Coláiste Éanna is a Catholic Secondary School for boys in the tradition of Blessed Edmund Rice. As a community, we aim to nurture mutual respect among all members in a safe environment. The personal, social, spiritual and academic development of all is promoted. The school is committed to providing an ordered learning environment, which encourages the school community to realise its full potential.

Section B. Operating Context

1. Underlying Principles

The Board of Management has, within the parameters of the financial and resource support available through the Department of Education and Skills and other sources, paid due regard to the provisions of the Education Act, 1998, the Education Welfare Act, 2000 and the Equal Status Act, 2000.

- Inclusiveness, especially in relation to enrolment of boys who are either disadvantaged or have special needs, subject to the terms of the Equal Status Act, 2000, Section 4;
- Parental choice as enshrined in Article 42 of the Constitution and the Education Act, 1998, Section 6 (e), while, at the same time, having due regard to the ethos and characteristic spirit of the school;
- Equality of access to and participation in the school for boys;
- Respect for diversity of traditions, values, beliefs, languages and ways of life in society, while, at the same time, having due regard to the ethos and characteristic spirit of the school.

2. School Resources

The financial and teaching resources of the school are provided by a combination of:

- Department of Education and Skills grants and teacher allocations,
- Voluntary contributions by parents and guardians,
- Local fundraising.

The implementation of school plans and policies must have due regard to:

- the funding and resources available,
- curricular programmes prescribed by the Department of Education and Skills, which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act, 1998.

The Board of Management reserves the right, in consultation with the Trustess, to alter services offered by the school, in line with available resources.

Section C. School Details

1. Coláiste Éanna is a Voluntary Catholic Secondary School for boys, under the trusteeship of ERST. It is grant-aided by the Department of Education and Skills

Principal:	Brendan Mc Cauley
Deputy Principal:	Susan McCabe
Guidance Counsellor:	Maeve Browne
Programme Co-Ordinator:	Sean O' Murchu

Board of Management:	
Chairperson:	Mr. Paddy Collings
Members:	Ms. Helen McGrath, Ms. Marion Logue, Ms. Mary O' Durcain, Mr. Paul Conway, Mr. Michael Sheedy, Mr. Dave Bergin, Mr. Peadar O'Ceallaigh.

2. Organisation

Parents' Council:
There is an active Parents' Council. Meetings are generally held at 7.30pm. on the second Tuesday of every month.

Student Council:
The Student Council comprises eight senior cycle boys, four from 6th year and four from 5th year. Each year in April/May, an election is held for four positions on the council. These are vacated by the departure of the 6th year students from Colaiste Eanna. This election is based on the principles of Proportional Representation and is carried out among the Senior Cycle Students only. The Student Council serves as a vehicle for student participation in the operation of the school. Meetings are held during lunch time and generally take place on a weekly basis.

3. Teaching Resources and Curriculum.

Number of Teachers:
There are currently 36 full-time teachers on the teaching staff, along with some Pro-Rata teachers. Teacher allocation is determined annually by the Dept of Education and Skills and may vary from year to year.

Curriculum:

Coláiste Éanna follows curricular programmes laid down by the Department of Education and Skills. These may be amended from time to time in accordance with the Education Act, 1998, Sections 9 and 30.

Religion is a core subject on the curriculum at Coláiste Éanna and integral to the ethos of the school. All students are expected to participate in the study of Religion.

Junior Cycle:

All students take the following subjects at Junior Cycle:

Irish*, English, Maths, History, Geography, Business, Science, C.S.P.E, S.P.H.E, Religion.

[*except in cases where official exemptions apply under formal DES Guidelines]

In addition, students choose one practical subject – Art, Technical Graphics, Materials Technology (Wood) or Music.

Furthermore, they choose French or Spanish as a Modern European Language.

The school's capacity to offer a particular non-core subject will depend on the resources available to the school and on the level of demand for that subject in any particular year.

Where applications for a particular subject exceed the number of places available, places will be offered on the basis of when preferences were expressed in writing to the Deputy Principal.

The Board of Management reserves the right to amend these provisions on an annual basis.

Senior Cycle:

All students study Irish* English, Maths, French or Spanish and Religion.

[*except cases where official exemptions apply under formal DES Guidelines]

In addition to the above core subjects, students select three additional subjects from a list of options. The options offered are based on the choices of each group of incoming Fifth Year students and are designed to satisfy the choices of the maximum number of students possible.

The school's capacity to offer a particular non-core subject will depend on the resources available to the school and on the level of demand for that subject in any particular year.

Where applications for a particular subject exceed the number of places available, places will be offered on the basis of when completed Option Forms were returned to the Deputy Principal. Advice from the Guidance Counsellor to relevant students, their parent(s)/guardians and the Principal may also be considered, if appropriate.

Each student may choose, in consultation with his teachers and parents, between Higher and Ordinary level in all subjects. Students, in consultation with teachers and parents, may pursue Foundation Level in English, Irish and Maths.

The following subjects are currently on offer at Senior Cycle:

Irish	English	Maths	French	Religion
History	Geography	Physics	Biology	Chemistry
Business	Accounting	Economics	D.C.G.	Art
Spanish	Construction	Physical Education		

Programmes:

The school operates a Transition Year Option for boys, in Fourth Year. Numbers are limited and determined annually by the Board of Management. Admission criteria are outlined in Admission Policy for Entry into the Transition Year Programme.

The Leaving Certificate Vocational Programme is available to students whose subjects conform with qualifying criteria laid down by the Department of Education and Skills (Details are available from the Programme Co-Ordinator).

4. Extra-Curricular Activities:

Students are invited and encouraged to participate in a wide variety of sports and other activities. Each year, the school competes in inter-school competitions in Basketball, Hurling, Gaelic Football, Table Tennis, Athletics, Golf and Chess.

Teams enter Business Quiz Competitions, Inter-School Debate Competitions, Student Enterprise Awards, the Young Scientists' Competition, the Young Social Innovators Initiative, *An Gaisce* Awards and Edmund Rice Awards. Students also participate in the World Immersion Programme, organised by the Edmund Rice Schools' Trust. The school is committed to staging one major drama production each year. There is a choir and music ensemble run by the Music Dept. Students regularly participate in cultural and educational outings.

The Positive Attitude in Coláiste Éanna (*PACÉ*) aims to create a positive environment for teaching and learning. The overall objective is to remove low-level misbehaviour by focusing on recognizing, endorsing and rewarding good behaviour in the different teaching groups and individuals within those groups.

At the end of the year, exceptional performance and achievement are acknowledged during Awards Night.

5. Other Information:

Opening Hours:

Classes are timetabled from 8.45am to 3.50pm on Monday, Tuesday and Thursday; from 8.45am to 3.10pm on Friday and from 8.45am to 12.55pm on Wednesday (half-day). Morning break takes place from 10.55am to 11.05am each day, apart from Wednesday, when it takes place from 10.45am to 10.55am. Lunch break runs from 1.05pm to 1.50pm.

The school will open to receive students at 8.30 am. No responsibility is accepted for students arriving before that time. No responsibility is accepted for students after 4.05 pm on Monday, Tuesday and Thursday, after 3.25pm on Friday and after 1.10pm on Wed, unless participating in an organised, school-related activity. Students are expected to be in class prior to 8.45 am. Students arriving late in the morning or after lunch will have their lateness recorded and monitored. Students are expected to serve an after-school detention on the morning or afternoon on which they are late, in accordance with the school's policy on Late- Coming.

At lunchtime, students may remain in the hall in the main building or on school grounds. Alternatively, they may leave school property. It is the responsibility of parents/guardians to decide whether they wish their son(s) to remain on school property or not and to instruct their sons accordingly. Parents/guardians must formally advise the school of their decision in this regard on enrolment. The school does not accept responsibility for ensuring that students comply with parents'/guardians' decisions in this regard.

Parent-Teacher Meetings:

Parent-Teacher Meetings for Third Years and Sixth Years take place in the first term. All other Parent-Teacher Meetings will have taken place before the end of second term. The dates for all Parent-Teacher Meetings are noted at the beginning of the Student Journal. Parents/Guardians may, by appointment, meet with Subject Teachers or Year Heads outside of these times.

Voluntary Contributions:

In order that the school may provide a comprehensive education for all its students and to provide for their personal and extra-curricular needs, the Board of Management deems it necessary to seek a Voluntary Contribution from all parents and guardians who are in a position to contribute. These monies compensate for the shortfall in Government Funding, especially in relation to upkeep and maintenance of school buildings and grounds and the provision of technical equipment and support, of a general nature. It is also used to support the curricular and extra-curricular programme in the school. The Voluntary Contribution for 2013-2015 is set by the Board at €300.00.

Appendix ii

School Improvement Plan 2013–2016

Focus of the evaluation

A school self evaluation of teaching and learning in Coláiste Éanna was undertaken during the period August to December 2013. During the evaluation, teaching and learning of literacy and numeracy was evaluated with a focus as follows:

- Literacy and Numeracy of the current second year group
- Is Transition Year achieving its stated aims?

Literacy and Numeracy

All teachers collected assessment data on Literacy and Numeracy in these specific areas in all their second year classes:

Literacy:

- Reading, comprehension
- Spelling
- Punctuation

Numeracy:

- Mental arithmetic
- % and fractions
- Graphs

A data baseline was created showing the mean number of pupils who achieved 100% in the various categories.

Spelling	Punctuation	Comprehension	Fraction/ %	Graphs	Mental Arithmetic
53.50%	35.60%	55.80%	56%	81%	45%

Subject Departments then agreed to set targets in each category and to draw up a document for their subject area showing what teaching and learning strategies to employ to achieve these improved targets.

Summary of School Self Evaluation Findings

On reflection the instrument used to assess Literacy and Numeracy (record the numbers who achieved 100%) was very bald and lacked nuance however its very simplicity allows for a clearly defined indication of levels of Literacy and Numeracy in the school. The high levels across the range of activities is impressive given the spectrum of ability levels amongst our pupils.

We are very optimistic that if all teachers teach in their subject areas with Literacy and Numeracy in mind these figures will show an improvement.

The targets for improvement in the 2014–15 assessment are as follows.

Spelling	Punctuation	Comprehension	Fraction/ %	Graphs	Mental Arithmetic
55%	40%	60%	60%	85%	50%

This process (setting targets, school wide implementation of the Literacy and Numeracy SIP, collecting data through assessment) will be repeated during the course of 2014-15 and 2015-2016.

- The subjects departments will meet to set targets in April 2014.
- The Subject Departments will meet to establish strategies to meet improved targets in August 2014
- The data collection will take place during in December 2014.

The Board of Studies met twice to review the SSE process in May 2014 and suggested the following:

- That the assessment based data collection be carried out by one subject department. For example Maths and English in year 2.
- That Math's and English would give a presentation to colleagues on one area on literacy (punctuation) and numeracy (decimals/ % and fractions) in August 2014 so that all teachers would have an standard approach in their subject area.

Subject Departments will meet to set reviewed targets for 2015-16 in April 2015.

Results of Students' Evaluation of TYP 2013-14

(data collected by student questionnaire of the whole TY cohort)

Overview:

- 84% of students reached their personal targets for TYP 2013-14. The goal is to increase this to 89% for TYP 2014-15 students.
- 84% of students benefitted from their Community Care placements in TYP 2013-14. The goal is to increase this to 89% for TYP 2014-15 students.
- 87% of students benefitted from their Work Experience placements in TYP 2013-14. The goal is to increase this to 92% for TYP 2014-15 students.
- The percentage level of individual participation by students on the programme for TYP 2013-14 and the target for TYP 2014-15 is as follows:

% level of participation	TYP 2013-14	TYP 2014-15
90 – 100%	27%	32%
80 – 90%	32%	37%
70 – 80%	27%	26%
Below 70%	14%	5%

- 100% of students developed or learnt new skills during TYP 2013-14. The goal is to maintain this level for TYP 2014-15.

Coláiste Éanna School Policies		
Policy		Date
1	Admissions Policy	2013 (28 Jan)
2	Anti-bullying Policy (pupils)	2014 (3 Mar)
3	Assessment and Reporting	2013 (16 Dec)
4	Child Protection	2013 (18 Jun)
5	Code of Behaviour	2012 (24 Apr)
6	Critical Incident Management Plan	2013 (18 Jun)
7	Dignity at Work and anti-bullying Policy	2005 (24 Jan)
8	Emergency Evacuation	2006 (30 Jan)
9	Family Friendly Arrangements, Retirements	2006 (30 Jan)
10	Funding for School Books for Needy Pupils	
11	Internet Acceptable Use	2005 (24 Jan)
12	Late Coming	
13	Pastoral Care	2012 (13 Mar)
14	Relation and Sexuality Education Policy	
15	Safety Statement	
16	School Guidance Policy	2013 (28 Jan)
17	Sexual Harrassment	2006 (30 Jan)
18	Student Council	2007 (Apr)
19	Substance Abuse Policy	2013 (Dec)
20	Support for Professional Development	2008
21	Garda Vetting Policy	2011 (Jun)
22	Learning Support and Resource Teaching	2013 (Dec)

Appendix iii

Projected enrolment in Coláiste Éanna

Projected growth in Coláiste Éanna pupil numbers 2011–2018, Coláiste Éanna

Year	2011-12	2012-13	2013-14	2014-2015	2015-2016	2016-2017	2017-2018
First	90	112	111	110	108*	108*	108*
Second	90	90	117	111	110	108	108
Third	117	90	90	117	111	110	108
TY	72	97	85	72	96	96	96
Fifth	99	92	104	103	102	111	110
Sixth	105	92	92	104	103	102	111
	573	573	600	617	630	635	641

* The Board of Management decided to set the enrolment figure for 2015–2016 at 108 (to create four classes of 27). It is anticipated that this will be the figure set for subsequent years.

Appendix iv

Enrolment in Local National Schools

STUDENT (BOYS) ENROLMENT FIGURES IN LOCAL NATIONAL SCHOOLS SHOWING PROJECTED DEMAND FOR SECOND LEVEL SCHOOL PLACES 2014- 2022

Enrolment figures provided by National Schools

Class	St. Patrick's NS Ballyroan B.N.S.	St. Mary's B.N.S.	St. Colmcille's Jnr & Snr NS	Divine Word NS	Scoil Carmel Scoil Treasa Jnr, Snr NS	Scoil Mhuire NS	Edmondstown NS	Gaelscoil Chnoc Liamhna	Numbers transferring to Secondary School in year...
	57	29	80	27	54	13	4	14	317 in 2014
6th	59	57	93	29	55	8	2	14	317 in 2015
5th	58	61	87	34	45	19	5	16	325 in 2016
4th	57	52	103	29	46	10	3	11	325 in 2017
3rd	68	59	93	32	54	11	6	13	311 in 2018
2nd	50	59	79	31	55	12	8	17	366 in 2019
1st	64	63	97	32	47	10	4	15	332 in 2020
S.I.	66	64	96	33	54	20	7	12	352 in 2021
J.I.	67	64	110	32	50	20	5	12	366 in 2022

Appendix v

Analysis of demographic trends in the local area (2011 Census)

Analysis of population distribution (males) in 2011 Census within the five Electoral District areas with close proximity to Coláiste Éanna. The Electoral Districts to the south west of the school have not been considered as these areas are within the catchment of Knocklyon Community School.

Boundary of ED reas:

ED 03022	ED 03023	ED 03002	ED 03025	ED 03011
Ballyroan Road	Ballyroan Road	Ballyboden Road	Ballyboden Road	Taylor's Lane
Marian Road	Ballyboden Road	Scholarstown Road	Taylor's Lane	Scholarstown Road
Dodder River	Dodder River	Knocklyon Road	Grange Road	Stocking Lane
			Rathfarnham Road	Tibraddan Road
				Mt Venus Road

ED	Age 12 in 2015	Age 12 in 2016	Age 12 in 2017	Age 12 in 2018	Age 12 in 2019	Age 12 in 2020	Age 12 in 2021	Age 12 in 2022
03022	19	17	13	13	12	17	21	16
03023	28	20	19	7	14	16	16	25
03025	24	27	21	20	15	22	30	23
03002	33	27	23	34	28	38	28	30
03011	33	53	49	44	41	45	59	45
	137	144	125	118	110	138	154	139

Implications of demographic analysis of Census 2011

- The number of 12 year old boys in the area immediate areas approximate to Coláiste Éanna is sustainable over the next 8 years
- The age profile in the immediate catchment area of the school shows a cohort of females aged 80+ rising to a figure of 399. This suggests that this number of homes will become available to younger families with children of school going age over the next decade.







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