
TERENURE COLLEGE



STRATEGIC DEVELOPMENT PLAN



Executive Report

September 2009

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1. Introduction

1.1 Preamble

Conscious of the mission of Jesus: “*I have come that they may have life and have it to the full*” (John 10:10), we aim to have a school community which is concerned with people as sons and daughters of God. In an atmosphere of welcome and warmth each individual is valued for himself or herself irrespective of ability and achievement. Each and every one learns to grow at different levels – intellectually, spiritually, psychologically, emotionally and physically – through involvement in a balance of academic, religious, cultural and sporting activities.

1.2 Background

Terenure College will celebrate the 150th Anniversary of its foundation on January 10th 2010. We are proud of all that has been achieved over those years by generations of Carmelites, teachers, staff, students and parents. As we mark this milestone in the life of the College, we will recall the past, celebrate the present and we will plan for the future. Our Anniversary is also an opportunity to reflect not only on what has been achieved but to consider how the College might develop and operate into the future.

In the context of planning for the future of the College, we have prepared this high level Strategic Plan, a Road Map, which will serve as a guide for the College in the years ahead.

The importance of the educational work done in Terenure College and our commitment to it requires ongoing review and renewal. It is essential that we continually develop and improve on what we do and how we do it.

In a Pastoral Letter from the Irish Catholic Bishops’ Conference, *Vision 08 – A Vision for Catholic Education in Ireland*¹, the Bishops noted that

- Catholic education is inspired by Jesus Christ. It is person-centred, seeking to develop the full potential of each person
- Catholic schools seek to reflect a distinctive vision of life and a corresponding philosophy of education, based on the Gospel of Jesus Christ
- Catholic schools propose a sacramental view of reality helping students to see God ‘in the bits and pieces of everyday life’
- Catholic schools aspire to create an open, happy, stimulating and mutually respectful community environment in which students are able to develop the full range of their abilities and talents in a balanced, integrated and generous way
- Catholic schools seek to transform not only the individual human lives of students but also society
- Catholic schools value intellectual and practical reason, promoting dialogue and understanding between faith, tradition, culture, and heritage

¹ http://www.catholicbishops.ie/images/stories/cco_publications/Education/vision08pastoralletter.pdf

- Catholic education seeks to enable students act with integrity and justice, in pursuit of the common good in an imperfect world, and to act as stewards of creation

1.3 Approach

A Steering Group was established to oversee the preparation of the Development Plan.

A central tenet in the preparation of the Plan was the necessity to consult broadly and widely which took the form of detailed confidential questionnaires to the Teachers, Parents and Carmelite Community, consultation with other stakeholders including representatives of staff and the students, review of developments in education in Ireland and elsewhere and feedback presentations to interested parties.

We received 63 questionnaire responses from the Teachers, 250 responses from Parents of which 41 were past students, and 30 responses from the Carmelite Order. The extent of the replies indicated the great interest by the respondents in the future of the College and underpinned the analysis and decisions.

A meeting with the Carmelite Community was held to establish their priorities and key issues, and the Community subsequently held a number of meetings to review a draft of the Development Plan and to provide feedback. The Community also considered their priorities in terms of role for Carmelites involved with the College.

1.4 Our Strengths

By far, the most quoted strength of Terenure College relates to the school/community spirit, atmosphere and relationships that pervade the Schools. This strong community spirit manifests itself in many ways including:

- A caring environment
- Strong staff/management relationships
- Quality of staff
- Friendships and camaraderie of staff
- Good pastoral care
- Happy students with a positive outlook
- The physical environment
- School/facilities open at various times to local community
- Resources for weaker students
- More than a school: at the heart of a community, church, amenity
- Caters for diverse abilities and talents from superior to modest
- Home to a community of Carmelites
- Sense of belonging to a community for every individual throughout their lifetime

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In addition, there is the College Chapel which brings many families to the College even after they have left the College and allows the boys to see the school from a different perspective.

The Carmelite Order in Ireland, as owner of Terenure College, is committed to the College and intends that it should continue as a centre of learning and as a community of faith where the values of Catholic Education and the traditions of the Carmelite Order are lived out.

1.5 *Our Weaknesses*

Our analysis and questionnaire feedback have identified a number of weaknesses. They include:

- Marginal College finances insufficient to fund major and ongoing infrastructure needs
- Decreasing number of Carmelite personnel
- In certain instances, inadequate ICT and class-room facilities
- Some lack in formal structures for teacher, parent and student participation
- Limited range of extra-curricular activities particularly in the creative arts including drama and music
- Insufficient engagement with the wider community in terms of social justice

1.6 *Key Messages*

The feedback from the questionnaire responses and consultation processes showed that

- There is strong support for a continued Carmelite presence and involvement; however, the likely decline in Carmelite numbers raises questions on their roles in the future
 - The Carmelite Community has indicated that, from their perspective, the priority roles for the Order should be as Prior, Principals for both the Senior and Junior Schools, Chaplain or perhaps, Classroom Teacher. If a suitable and available Carmelite cannot be found for Junior School Principal, it is open to having a lay principal for the Junior School provided that there is a strong Carmelite presence in a structured way in the School
 - The Christian ethos of the College is important to teachers and parents
 - Parents want all-round development for their children in a safe environment
 - The quality of teaching at Terenure College is generally recognised by parents as good
 - Some classroom facilities, particularly in relation to ICT, need to be enhanced
 - There is a particular need to put the College's financial situation on a stable foundation particularly at a time of uncertainty over Government funding for fee-paying schools and the economic recession
 - The retention of student numbers at current levels is critical to financial stability
 - Fees are important for the maintenance and upkeep of facilities, the provision of extra and specialist teachers, smaller class sizes and for the provision of extra-curricular activities
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- It is premature to consider a co-ed school
- A Board of Management is seen as the preferred management structure for the Senior School in the future
- While the College offers an extensive range of extra-curricular activities, more can be provided in the areas of arts, drama and music
- Terenure College must do more to assist and facilitate those less well-off or living in disadvantaged areas
- A positive culture exists in the College with the students generally having a good and easy relationship with the teachers and Carmelites

1.7 *Principal Decisions*

The Carmelites remain committed to an active involvement at Terenure College and to providing a Catholic education for its students. Within that context, the principal decisions contained in the Strategic Development Plan are

- The Carmelites to develop a plan for their future roles at Terenure College including the possible appointment of a lay Principal of the Junior School
- The Carmelite Community to examine opportunities for further involvement with the local community with a particular focus on the development of the Chapel ministry
- A Campus Ministry team to be established for the faith development, religious education (RE), pastoral care, volunteering, social justice and charitable work of the schools
- Terenure College to continue to be a boys-only fee-paying school for the time being
- The establishment of a Sub-Committee on Social Justice to ensure that the Social Justice objectives of Terenure College are achieved
- The establishment of a Finance Sub-Committee to review the College's financial structure and to establish how best to fund ongoing and capital investment requirements
- A Brief to be prepared for the refurbishment of the 5th and 6th class room wing and to progress with the extension of IT/AV equipment over the next three years throughout the rest of the School
- A Board of Management for the Senior School to be introduced by 2011
- The Core and Extra-Curricula Programmes to be reviewed to ensure that they remain relevant to the needs of our students in the 21st century
- Terenure College to review regularly the application, consistency and currency of Policies and to support the Student Council for the exchange of views on the applications of the Policies
- Open Days and other marketing initiatives to be enhanced to ensure a greater awareness of what the College offers to prospective students
- A review of the College's communications processes to be conducted to consider how best they can be enhanced using electronic and other media as appropriate

2. Mission, Vision and Values

The Carmelite Order in Ireland reiterates its commitment to a continuation of its presence at Terenure College and to the provision of a Catholic education there. The Carmelite Community has formulated the following Mission, Vision and Core Values for the College.

2.1 *Mission*

To provide a Catholic education in the Carmelite tradition for boys.

2.2 *Vision*

The Carmelite tradition emphasises the values of community, service and prayer. Accordingly, Terenure College aims to be a broad school community which is concerned with people as sons and daughters of God. In an atmosphere of welcome and warmth each individual is valued for himself or herself irrespective of ability and achievement. Each student is encouraged to grow at different levels, intellectually, spiritually, psychologically, emotionally and physically through involvement in a balance of academic, religious, cultural and sporting activities.

2.3 *Core Values*

Terenure College has been recognised over the years as a centre of learning and a community of faith where the traditions of the Carmelite Order are enshrined. The Carmelite Order seeks to retain and promote the following values in the College:

- the spiritual and religious formation of our students leading to an awareness of God and a relationship with him through Jesus Christ and in the sharing of our Carmelite spiritual heritage;
- the social formation of our students whereby they are enabled to take their place in society as confident and caring persons committed to the pursuit of Truth and Justice;
- the intellectual formation of our students through the provision of a curriculum to the highest academic standards, mindful of the diverse God-given abilities and talents;
- the formation of our students for life in the world of further study and employment by developing in them integrity, self-reliance, adaptability, loyalty, creativity and a positive attitude to work;
- the physical and sporting formation of our students through a wide-ranging sports programme promoting physical fitness, team spirit, sportsmanship and participation;
- the formation in our students of the aesthetic sense through the creative arts, through an appreciation and understanding of national cultures and traditions, through the call to an ecological awareness;
- the provision of Pastoral Care, essential to the daily life of the school, that recognises the individuality of each person in the school community and of the special needs that can arise from time to time

3. Key Decisions, Actions, Responsibilities and Timescale

In this Chapter, we set out the Key Decisions, Actions, Responsibilities and proposed Timescale for those major areas that form the focus of our Strategic Development Plan. We also set out how the Development Plan should be implemented.

3.1 Board of Management

3.1.1 Decision

A Board of Management (BoM) to be introduced by September 2011 to manage the Senior School on behalf of the Trustees, namely, the Provincial and Council of the Irish Province of Carmelites.

3.1.2 Key Actions

The Key Actions related to this Decision are as follows:

A Board of Management to be introduced by September 2011 to manage the Senior School on behalf of the Trustees			
Ref No	Key Actions	Responsibility	Indicative Timescale
1.1	Draw up outline Terms of Reference for a Sub-Committee to plan for the Introduction of Senior School Board of Management	Development Working Group	March 2010
1.2	Agree Membership of Board of Management Sub-Committee	Development Working Group	March 2010
1.3	Board of Management Sub-Committee commences consideration of requirements	Board of Management Sub-Committee	April 2010
1.4	Sub-Committee issues Briefing Paper on Board of Management to the Trustees through the Development Working Group	Board of Management Sub-Committee	June 2010
1.5	Trustees respond to Briefing Paper	Trustees	November 2010
1.6	Trustees finalise relevant Schedules	Trustees	April 2011
1.7	Election of Parent and Teacher Nominees and appointment of other Trustee Nominees	Board of Management Sub-Committee	May 2011
1.8	In-service training and formation of Board members completed	Board of Management Sub-Committee	September 2011
1.9	Boards of Management established and operating	Board of Management Sub-Committee	September 2011

3.2 Carmelite Involvement

3.2.1 Decision

The Carmelites to develop a detailed plan for their future role and involvement at Terenure College.

3.2.2 Key Actions

The Key Actions relating to this Decision are as follows:

The Carmelites to develop a plan for their future role at Terenure College			
Ref No	Key Actions	Responsibility	Indicative Timescale
2.1	Establish the specific roles that the Carmelites will play in the Junior School	Province/Carmelite Community	March 2010
2.2	Define Carmelite long-term roles at Terenure College and in the Schools	Province/Carmelite Community	Ongoing

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3.3 Core and Extra-Curricular Development

3.3.1 Decision

The Curriculum and Extra-Curricular activities for both the Junior and Senior Schools to be reviewed to ensure that it remains relevant to the needs of our students in the 21st century. The involvement of teachers, parents and alumni will be critical to the success of this objective.

3.3.2 Key Actions

The Key Actions relating to this Decision are as follows:

The Curriculum and Extra-Curricular activities for both the Junior and Senior Schools to be reviewed to ensure that they remain relevant to the needs of our students in the 21st century			
Ref No	Key Actions	Responsibility	Indicative Timescale
3.1	Establish a curriculum sub-committee to oversee the achievement of the review of curricula; Reporting to this sub-committee shall be two sub-groups to examine the core curriculum, one each for the Junior and Senior Schools; and two sub-groups to examine the extra-curricular subjects and religious education respectively	Development Working Group	October 2010
3.2	Prepare specific Terms of Reference for each of the sub-groups and identify membership of groups	Curriculum Sub-Ctte	January 2011
3.3	Consider how best to involve the student body in the deliberations	Curriculum Sub-Ctte	January 2011
3.4	Review range of subjects on offer for junior and senior schools taking into account education policy documents and questionnaire responses	Curriculum Sub-Groups	April 2011
3.5	Reassess the objectives of Transition Year	Curriculum Sub-Groups	April 2011
3.6	Review the Religious Education curriculum provided to ensure that it meets the needs of the students	RE Sub-Group	April 2011
3.7	Review the Career Guidance support provide and make appropriate recommendations	Senior School Curriculum Sub-Group	April 2011
3.8	Consider the Extra-Curricular activities in place, identifying those which require additional support, and additional activities, particularly of a cultural nature, that should be provided	Extra Curricular Sub-Group	April 2011
3.9	Examine ways of encouraging participation in extra-curricular activities, particularly for students in senior classes	Extra Curricular Sub-Group	April 2011
3.10	Consider the possibility of a Director of Sport	Extra Curricular Sub-Group	April 2011
3.11	Consider the case for a College Orchestra and Choir	Extra Curricular Sub-Group	April 2011
3.12	Examine ways of enhancing the skill base of our teaching staff through in-service training and other means	Curriculum Sub-Groups	Ongoing
3.13	Review the school operating hours taking into account the academic/sports balance	Curriculum Sub-Ctte	May 2011
3.14	Curriculum sub-committee to prepare agreed integrated plan of action from three sub-groups	Curriculum Sub-Ctte	May 2011
3.15	Investigate the use of e-mail and other technologies for teaching purposes	Curriculum Sub-Groups	June 2011

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3.4 Admission and Fees

3.4.1 Decision

Terenure College to continue to be a boys-only fee-paying school and inclusive in terms of ability. Open Days and other marketing initiatives to be enhanced to ensure a greater awareness of what the College offers with the objective of attracting the optimum number of students to the Junior and Senior Schools. As part of its commitment towards social justice, Terenure College will establish a Sub-Committee to consider how best the Community can work with those communities less advantaged than ourselves aiming to facilitate increased access to the College for children who cannot afford the fees.

3.4.2 Key Actions

The Key Actions relating to this Decision are as follows:

Terenure College to continue to be a boys-only fee-paying school. Open Days and other marketing initiatives will be enhanced to ensure a greater awareness of what the College offers to prospective students. The Development Working Group will establish a Sub-Committee to address the College's social justice responsibilities			
Ref No	Key Actions	Responsibility	Indicative Timescale
4.1	Keep under consideration the opening of the College to girls	College Trustees	ongoing
4.2	Treat sympathetically concerns with the payment of fees and examine innovative solutions to such difficulties	College Management	ongoing
4.3	Establish Sub-Committee on Social Justice	Development Working Group	September 2010
4.4	Sub-Committee to prepare and submit Proposals	Ctte on Social Justice	February 2011
4.5	Consider all marketing and promotion initiatives to raise the profile of Terenure College as an aid to attracting students to the College	Principal(s)	Ongoing
4.6	Examine the use of the College's website and other media as platforms for publicising the College's attractions for new students	Principal(s)	Ongoing

3.5 Policies

3.5.1 Decision

Terenure College to review regularly the application, consistency and currency of its Policies.

3.5.2 Key Actions

The Key Actions relating to this Decision are as follows:

Terenure College Management to review regularly the application, consistency and currency of its Policies			
Ref No	Key Actions	Responsibility	Indicative Timescale
5.1	Establish Sub-Committee for the Review of Policies	Development Working Group	April 2010
5.2	On an agreed frequency, Sub-Committee reviews and reports on application of Policies	Policy Sub-Committee	Ongoing
5.3	Policies are updated as required	Policy Sub-Committee	Ongoing
5.4	Feedback communicated to all concerned	Policy Sub-Committee	ongoing

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3.6 Communications

3.6.1 Decision

To review our internal communications processes and to consider how best they can be improved using electronic and other media as appropriate.

3.6.2 Key Actions

The Key Actions relating to this Decision are as follows:

To review our communications processes and to consider how best they can be improved using electronic and other media as appropriate			
Ref No	Key Actions	Responsibility	Indicative Timescale
6.1	Define and agree the role of the proposed Communications Coordinator	Principals	April 2010
6.2	Appoint a Communications Co-ordinator	School Manager	September 2010
6.3	Evaluate our communications with our students seeking ways for improvement	Communications Coordinator	October 2010
6.4	Develop, through the Parents Association, our communications processes with parents	Communications Coordinator	November 2010
6.5	Develop our communications with past pupils encouraging their involvement in College matters	Communications Coordinator	December 2010
6.6	Examine ways of developing and expanding our communications with local communities and neighbouring schools	Senior School Principal	Ongoing
6.7	Review continually the promotion and operation of Open Days to ensure that they provide the required information to potential students and their parents	Principals	Ongoing
6.8	Review and consider additional technologies as communications media	Communications Coordinator	May 2010
6.9	Review management/teacher communications introducing one-to-one principal/teacher meetings over time	School Manager	Ongoing

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3.7 Finance

3.7.1 Decision

Establish a Finance Sub-Committee to review the College's financial structure and to establish how best to fund ongoing and capital investment requirements.

3.7.2 Key Actions

The Key Actions relating to this Decision are as follows:

Establish a Finance Sub-Committee to review the College's financial structure and to establish how best to fund ongoing and capital investment requirements			
Ref No	Key Actions	Responsibility	Indicative Timescale
7.1	Establish Finance Sub-Committee and agree Terms of Reference	Development Working Group	April 2010
7.2	Review on an ongoing basis the financial performance of the College in the context of expected reduced fee income and projected cost base	Finance Sub-Committee	Ongoing
7.3	Review school fee structures	Finance Sub-Committee	September 2010
7.4	Examine further opportunities for other revenue income and for reduction in direct and indirect costs	Finance Sub-Committee	September 2010
7.5	Explore potential of non-core asset disposal and lease opportunities	Finance Sub-Committee	September 2010
7.6	Review investment proposals and ensure ability to fund	Finance Sub-Committee	September 2010
7.7	Carry out feasibility study of financial implications of the College becoming a co-ed school	Finance Sub-Committee	March 2011

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3.8 Facilities and Resources

3.8.1 Decision

The College to prepare a Brief for the refurbishment of the 1890s wing, and in particular the 5th and 6th class room areas, and to progress with the extension of IT/AV equipment throughout the College over the next three years.

3.8.2 Key Actions

The Key Actions relating to this Decision are as follows:

To prepare a Brief for the refurbishment of the 1890s wing and to progress with the extension of IT/AV equipment over the next three years			
Ref No	Key Actions	Responsibility	Indicative Timescale
8.1	Establish Facilities Sub-Committee	Development Working Group	April 2010
8.2	Seek views of Teachers for educational perspective and requirements	Principals	Ongoing
8.3	Prepare Works Programme for extension of IT/AV equipment and implement over 3 years	Facilities Sub-Ctte	Ongoing
8.4	Interface with Past Pupils on the renovation of the Concert Hall	Facilities Sub-Ctte	Ongoing
8.5	Keep under review, the adequacy of the facilities of the Junior School	Facilities Sub-Ctte	Ongoing
8.6	Prepare Architect's Brief for the Refurbishment of the 1890s wing	Facilities Sub-Ctte	March 2011
8.7	Review Response in terms of feasibility and cost	Facilities Sub-Ctte	
8.8	Assess alternative options including new separate building	Facilities Sub-Ctte	
8.9	Identify funding and repayment mechanisms for agreed option	Facilities Sub-Ctte	
8.10	Submit recommendation to Development Working Group for decision	Facilities Sub-Ctte	
8.11	Province to consider recommendation	Province	
8.12	Prepare Tender documents and seek bids	Architect	
8.13	Assess bids and prepare contract documents as appropriate	Facilities Sub-Ctte/Architect	

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3.9 Pastoral Care, Chaplaincy and Faith Development

3.9.1 Decision

A Campus Ministry team to be established for the faith development, religious education (RE), pastoral care, volunteering, social justice and charitable work of the schools.

3.9.2 Key Actions

The Key Actions relating to this Decision are as follows:

A Campus Ministry team to be established for the faith development, religious education (RE), pastoral care, volunteering, social justice and charitable work of the two schools			
Ref No	Key Actions	Responsibility	Indicative Timescale
9.1	Appoint a co-ordinator for the development of the Campus Ministry team	Manager	May 2010
9.2	Drawing on talent and expertise of the teaching staff, identify team members for both the Junior and Senior schools	Principals	May 2010
9.3	Develop concept/policy of Campus Ministry with team members and their roles	Co-ordinator	October 2010
9.4	Ensure that support structures are in place to enable Campus Ministry team to fulfil its role	Co-ordinator	Ongoing
9.5	Review performance and achievements of the Campus Ministry team	Co-ordinator	May 2010

3.10 The Wider Community

3.10.1 Decision

Examine opportunities for further involvement with the local community with a particular focus on the development of the Chapel ministry.

3.10.2 Key Actions

The Key Actions relating to this Decision are as follows:

Examine opportunities for further involvement with the local community with a particular focus on the development of the Chapel ministry			
Ref No	Key Actions	Responsibility	Indicative Timescale
10.1	Establish a sub-committee to review the Chapel ministry incorporating input from the laity	Carmelite Community	November 2010
10.2	Prepare report on the future development of the Chapel ministry	Chapel Ministry Sub-Committee	February 2011
10.3	Explore the potential for further student volunteer activity	Co-ordinator Campus Ministry Team	December 2010
10.4	Examine opportunities for further collaboration with neighbouring schools	Senior School Principal	December 2010

3.11 Implementation

Following acceptance by the Trustees of the College of the Strategic Development Plan, an early duty for the Trustees will be to establish a Development Working Group to oversee the implementation of the tasks set out in the Strategic Development Plan. The Working Group will comprise representatives of the key stakeholders that are tasked with the implementation or delivery of the Plan. The ex-officio members will be the Prior, the Principals of the Junior and Senior Schools and a representative of the wider Carmelite Province.

The Working Group will endorse the clear case for change ensuring management support, commitment to change and providing the necessary leadership to ensure implementation.

The Working Group will establish broad budget parameters for each of the tasks and will expand, as required, the identified tasks into sub-tasks and will prepare a timetable for their individual delivery. Specific responsibilities and deliverables will also be agreed.

A formal monitoring process will be put in place to review progress on an ongoing basis.

It is envisaged that the following special sub-committees: Board of Management, Curriculum, Facilities, Policies, Chapel Ministry, Finance, and Social Justice will be established to progress certain key areas. Some of these Sub-Committees will have a number of sub-groups reporting to them; for example, it is envisaged that there will be four sub-groups reporting to the Curriculum Sub-Committee: two to deal with the Core Curriculum (Junior School and Senior School), and Extra-Curricular Activities and Religious Education respectively.

The involvement of the staff will be critical to these sub-committees and sub-groups. The membership of the sub-committees and sub-groups will also be drawn from the Carmelites, the Parents' Association, the Past Pupils' Union and external specialists. In addition, it will be important that mechanisms are put in place to enable student views to be incorporated. The Finance Sub-Committee will have a representative nominated by the Trustees.

We recognise the importance of providing all of our stakeholders with regular updates on the progress of the delivery of the Strategic Development Plan and we will continue the use of Newsletters, E-mail and our Internet Site as means of reporting progress.

We will appreciate feedback on progress, and all comments and suggestions will be welcome.

4. Conclusion

We, the Carmelites, are proud of what has been achieved at Terenure College over the last 150 years. We are equally committed to continuing our presence and involvement at Terenure College and to providing a Catholic education for the students of the College. The feedback from parents and teachers warmly endorses our continued participation and contribution, and the value of the Carmelite ethos in place. We aim to provide a community of faith in a secure environment for learning and teaching, with parents and teachers as active partners, and we look forward to the next decade and beyond with confidence.

At a time of great change in society and in the nation's economic circumstances, the College is facing many challenges, and thus the timing of this Strategic Development Plan is opportune.

The questionnaire responses from the teachers, parents and Carmelite Province, coupled with the feedback from our interview programme with the local Carmelite community, staff and students, provided us with much food for thought, and helped us in developing our vision for the College and in articulating our objectives.

The Development Plan sets out a number of ambitious goals and our immediate priorities are focused on

- continuing the Carmelite ethos throughout the College
- putting in place new management structures for the Schools
- ensuring that our core subjects continuously reflect the educational and skill needs of our students
- providing our students with co and extra-curricular programmes that address their specific interests and need
- upgrading facilities in the 1890s wing and elsewhere
- implementing a campus ministry approach to pastoral care, chaplaincy services and faith development
- establishing a Sub-Committee on Social Justice to ensure that our objectives in that area are achieved
- placing the College finances on a more secure footing
- enhancing our communications processes
- continuing to serve the surrounding community and to enhance our role there

We trust, therefore, that this Road Map presents an achievable vision for the future of Terenure College over the next decade and beyond, and we do so trusting in the protection of Our Lady of Mount Carmel.