TERENURE COLLEGE

SCHOOL PLAN

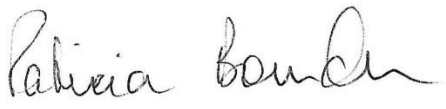
A Catholic School in The Carmelite Tradition

FOREWORD

This School Plan for Terenure College consists of two parts. The first is an outline of established features of the College, a guide to the way things are done in the school. The second is a development section which outlines the school's strategy for improvement.

Terenure College's School Plan is a working document that is drafted and reviewed regularly through consultation with the staff, students and parents / guardians of the school community.

This version of the plan was drafted between January 2023 and May 2024, in consultation with all the stakeholders in the College Community (Staff, Students, Parents/Guardians, Trustees), and formally adopted by the Board of Management on **16th September 2024**.



Ms. Patricia Bourden

Chairperson of the Board of Management

Mr. Philip Wallace

Principal

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1. MISSION STATEMENT

MISSION STATEMENT FOR TERENURE COLLEGE

A Catholic School in the Carmelite Tradition

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.

HISTORICAL BACKGROUND

It is important for us to know and appreciate our heritage. The Carmelite Order has its origins on Mount Carmel in Israel. The first members were called to a life of prayer, solitude and fraternity. Forced to leave Mount Carmel during the thirteenth century the Carmelites migrated to Europe. As friars they worked in the midst of the people preaching the Word of God, establishing friaries and churches in the towns and cities, studying and teaching in the great universities.

The Carmelites came to Ireland around 1271 and established their first foundations at Leighlinbridge, County Carlow, and Whitefriar Street, Dublin. By 1500 there were twenty-five friaries in this country. Though considerably weakened by the Reformation, at no time did the Order disappear completely from Ireland. The members continued to serve the people through the ministry of Word and Sacrament. Catholic Emancipation was granted in 1829. The Carmelites responded to the need for Catholic educators by establishing schools wherever they had friaries. By 1854 practically all our friaries had primary schools attached.

In 1860 Tyrenure House, the former home of the Bourne family, opened as a College with twenty-one pupils on its roll. Since then it has grown into both a primary and secondary school with 800 pupils. The Carmelites continue to be involved at all levels of education – primary, secondary and third level.

CORE VALUES

Terenure College, as a Catholic School, 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. Whatever changes may occur in educational structures and methods the Carmelite Order seeks to retain and promote the following values in the College:

- the intellectual formation of our pupils through the provision of a curriculum to the highest academic standards, mindful of the diverse God-given abilities and talents;

- the spiritual and religious formation of our pupils leading to an awareness of God and of a relationship with him through Jesus Christ within the traditions of the Catholic Church;
- the social formation of our pupils whereby they are enabled to take their place in society as confident and caring persons committed to the pursuit of Truth and Justice;
- the physical and sporting formation of our pupils through a wide-ranging sports programme promoting physical fitness, team spirit, sportsmanship and participation;
- the formation in our pupils of the aesthetic sense through the creative arts, through an appreciation and understanding of our Irish and European culture and traditions, through the call to an ecological awareness.
- the formation of our pupils for life in the world of work by developing in them integrity, self-reliance, adaptability, loyalty, creativity and a positive attitude to work;

THE PRINCIPAL AND STAFF

The Principal and Staff have the central role in witnessing to the values of Carmelite Education. They witness 'not only by word but by every gesture of their behaviour'. They seek to carry out this role by:

- their genuine concern and respect for each individual in their care, not only the talented and highly motivated;
- maintaining a high degree of competence in their particular academic disciplines;
- a willingness to assume areas of special responsibility;
- participating as far as possible in the various extra-curricular activities within the school;
- establishing a good rapport and partnership with the parents who are the primary educators;
- an openness to the constant need for updating in personal attitudes and in the pedagogical methods that are used.

THE PUPILS

The pupils are at the centre of the School Community. They have a key role to play:

- by working to the best of their abilities in the classroom thereby achieving their academic potential;
- by a willingness to grow in their understanding of the Christian Gospel through participation in such things as Religious Education programs, school liturgies, prayer groups and services;
- by taking part in the social, cultural and sporting activities available at the College;
- by sharing in the responsibility for the orderly running of the school through the various duties and offices afforded them, e.g. student council, prefects, class representatives, team captains etc.;

- by giving time and effort to helping others both within the College and beyond thereby growing in their awareness of a just and peaceful society;
- by accepting the challenge of gradually making their own the values of the College enshrined within this Mission Statement, the Code of Behaviour and the traditions of the College.

THE PARENTS

In sending their children to our school, parents enter into a partnership with Management and Staff through:

- their commitment to the Christian understanding of life so that the values held by parents are supportive of those espoused by the College;
- their active concern for all aspects of their children's educational development;
- their co-operation with the discipline of the school;
- their support of the College's various religious, social cultural and sporting activities;
- their commitment to the financial support of the College through the payment of the yearly fee and through other fund-raising activities which may arise.

CURRICULUM

The curriculum is designed to prepare the pupils for the Department of Education and Skills examinations as well as to fulfil their personal needs. It is wide-ranging, balanced and relevant to the context in which the pupils live.

BEHAVIOUR & DISCIPLINE

Discipline is an essentially positive concept. It is not achieved by constraint, fear or a reliance on punishment. Rather it flows from attitudes of respect, trust and responsible action on the part of all the members of the school community. Our Code of Behaviour seeks to create a structured environment in which the young person learns good behaviour, self-discipline, personal responsibility and an awareness of the rights of others.

MISSION STATEMENT FOR TERENURE COLLEGE

PASTORAL CARE

'Pastoral Care is the integration of the academic, social and religious dimensions of a school's energy so that an atmosphere of care prevails within the school community'.

Pastoral care is essential to the daily life of the school. It involves not only the Pastoral Care Team but in various ways all members of Staff. Pastoral Care recognises the individuality of each person in the school community and the special needs that can arise from time to time. Home school links need to be promoted and structured.

RELIGIOUS EDUCATION/WORSHIP/PRAYER

Religious Education is a core subject in the school's curriculum in which all pupils participate. In the formal classes the pupils follow the courses which are guided by the Catholic Bishops' Commission for Religious Education (for Senior Cycle) and that are laid down by the Department of Education and Skills (for Junior Certificate Cycle). The R.E. program is comprehensive and relevant and is implemented in a creative and sensitive manner. As well as the provision of formal classes the pupils are required to participate in:

- a retreat experience for each year;
- school liturgies and prayer services (especially the Eucharist) arranged both for special occasions and as part of the school day in particular at the beginning and end of the academic year and on other significant occasions;
- social activities and projects that support the under-privileged and ill and dependent in our society.

The College Chaplaincy plays an active role in all these activities and is also available for individual counselling.

BEYOND THE CLASSROOM

Sport plays an important part in the life of the College. It is seen not only as a healthy outlet for youthful enthusiasm but also as a basis for lifelong friendships and loyalty. Spacious grounds, a fully equipped gymnasium and a heated swimming pool mean that a variety of activities is available. All levels of ability are catered for and encouraged. Rugby is the traditional and Principal game in the College. The Cup matches each year are a fine expression of school spirit and competitiveness. Badminton, Gaelic games, tennis, athletics and swimming are among the other sports provided.

The creative talents and recreational needs of the pupils are catered for through clubs and societies such as drama, debating, Music Fests, Recitals, photography, computer, chess, Model United Nations

(MUN), Toastmasters. Our annual dramatic production has been the starting point for many fine actors.

Rather than the College closing before four o'clock, it opens to a different range of activities.

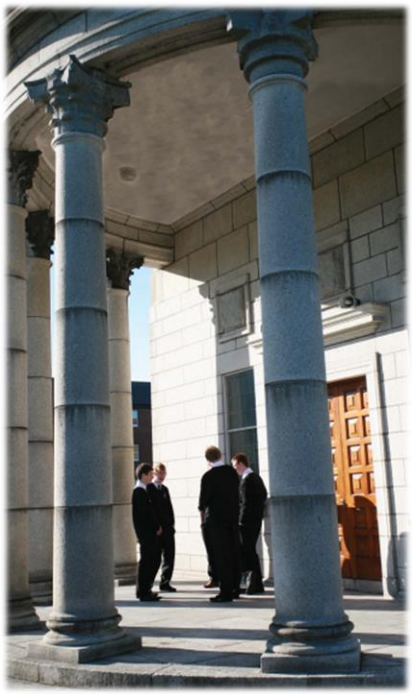
THE PAST PUPILS' UNION

Friendship and co-operation with the Union are to be valued and maintained.

BEYOND THE COLLEGE

The College aims at being involved with the local community insofar as circumstances permit. Pupils are made aware of the needs of the old, the lonely, the needy and the disadvantaged. Involvement in the liturgical and social life of their local church is encouraged.

A wider sense of social concern and Church is promoted through an awareness of overseas development, including Carmelite involvement in other countries.



ESTABLISHED FEATURES

SCHOOL PROFILE

School Life

SCHOOL TYPE

Terenure College Senior School is a Voluntary Catholic Secondary School under the Trusteeship of the Irish Province of Carmelites. It is a fee-paying secondary school for boys.

The Patron of the College is the Prior Provincial of the Irish Province of Carmelites

The Chairperson to the Board of Management Ms. Patricia Bourden

The Principal is Mr. Philip Wallace

The Deputy Principals are Ms. Anne Hegarty and Mr. Michael Shanahan

Terenure College provides a six year curriculum consisting of a three year Junior Certificate Programme, a one year Transition Year Programme and a two year Leaving Certificate Programme. (Transition Year is compulsory for all pupils.)

There are approximately 60 whole-time teachers and 5 part-time teachers employed by Terenure College Senior School. The College has a SENCO and SET team who co-ordinate the provision of resource hours to our students.

The College provides various Support Services such as Year Heads, Tutors, Guidance Counsellor, Chaplaincy Team, School Nurse.

SCHOOL PROFILE

STUDENT COHORT PROFILE

The majority of students reside in the local communities of Terenure, Templeogue, Walkinstown, Rathfarnham Churchtown and Knocklyon. A significant proportion reside in areas peripheral to the catchment area such as Balinteer, Firhouse, Tallaght and Blessington. A small number reside in surrounding counties.

The socio-economic background of the student body is varied and typical of the general circumstance of the catchment area.

The school has an open admissions policy in terms of ability and as a result there is a wide range of abilities within the student body.

THE SCHOOL DAY

Classes begin at 8.45 a.m. and end at 3.45 p.m. daily, except for Wednesday when classes end at 1.05 p.m. There is a short break in the morning from 10.45 a.m. to 11.05 a.m. and lunch is from 1.05 p.m. to 1.45 p.m. Pupils may avail of the College's Canteen facilities during lunchtime. Pupils are expected to be involved in co-curricular activities in the College. Typically, this will mean a pupil being involved on a number of afternoons during the week and/or lunchtimes. Supervised Study is also available to pupils from selected years every weekday evening.

SCHOOL UNIFORM

The school uniform is obligatory. In order to avoid any misunderstanding in the type of dress permitted, our Provider, The School Wearhouse, will be able to advise parents / guardians.

FIRST YEAR, SECOND & THIRD YEAR ONLY:

- Grey Trousers i.e. Grey Terylene and wool worsted (College Grey)
- White Shirt
- College Tie
- Grey College V-Neck Jumper with College Crest
- Black or Brown Standard Leather Shoes (simple style) - Black runners (i.e. Adidas, Nike etc.), canvas shoes etc. are not acceptable.
- Terenure College Crested Coat, Top or Jacket

FOURTH YEAR:

- Grey Trousers i.e. Grey Terylene and wool worsted. ("College Grey")
- White Shirt.
- College Tie
- Grey College V. Neck Pullover, with College Crest.
- Black or Brown Standard Shoes (simple style). Black runners (i.e. Adidas, Nike etc.), Canvas shoes etc. are not acceptable.
- Senior Crested Tracksuit on the days that they have P.E. (i.e.tapered pants, P.E. top and ½ zip top).

FIFTH & SIXTH YEAR:

- Black Trousers i.e. Terylene and wool worsted.
- White Shirt.
- College Tie
- Black College V. Neck Pullover, with College Crest for all Fifth & Sixth Year Students.
- Black or Brown Standard Shoes (simple style) - Black runners (e.g. Adidas, Nike etc.), Canvas shoes etc. are not acceptable.
- Senior Crested Tracksuit on the days that they have P.E. (i.e. tapered pants, P.E. top and ½ zip top).

SCHOOL PROFILE

Structures and Resources

PATRONAGE

The patron of Terenure College is the Prior Provincial. The trustees of Terenure College are the Provincial and Council of the Irish Province of Carmelites.

MANAGEMENT STRUCTURE

A Board of Management for Terenure College was established on 25th October 2016. The board is structured and functions in accordance with the sections 14 and 15 of the Education Act, 1998 and the Articles of Management for Catholic Secondary Schools. Mr. Philip Wallace acts as Secretary to the Board.

BOARD OF MANAGEMENT
Ms. Patricia Bourden (Chairperson)
Fr. Dave Twohig O.Carm
Mr. Dan Parkinson
Ms. Fiona Healy
Mr. Oliver Holt
Mr. John Lynch
Fr. Martin Paravookaran O.Carm
Ms. Yvonne Weber

IN-SCHOOL MANAGEMENT

The day-to-day running of the school is managed by the Principal and two Deputy Principals who collaborate effectively as a senior management team. They are highly visible in the school and readily accessible to parents and staff. They meet daily to ensure the well-organised operation of the school.

They are supported by the Assistant Principals and Year Heads who function as a middle management team.

In addition, to posts of responsibility paid by the Department, the school finances a number of privately-paid posts.

SCHOOL PROFILE

SENIOR MANAGEMENT	
Principal	Mr. Philip Wallace
Deputy Principals	Ms. Anne Hegarty Mr. Michael Shanahan

ASSISTANT PRINCIPALS (AP1)	
Student Council Wellbeing Co-Ordinator One Good School Co-Ordinator	Mr. Martin Barry
6th Year Head	Mr. Padraig Forde
5th Year Head	Mr. Paul Hyland
All In-School Examinations and Assessments JCPA CBA Calendar Co-ordination	Ms. Carol McGuire
Academic Tracking Co-ordinator, SPHE & CSPE Co-ordinator	Ms. Emer Aherne
School Planning & Policies & Implementation of New Junior Cycle	Mr. Graham Quinn
3rd Year Head	Mr. Matthew Collins

ASSISTANT PRINCIPALS (AP2)	
Study Coach Co-Ordinator – 6th Year Support person for new teachers Co-Ordinator of Staff Social Activities	Mr. Sean Culligan
Study Coach Co-Ordinator – 5th Year 4th Year Guidance Planning and Co-Ordination	Ms. Mairead Deffely
Administrator of Child Protection Procedures re: Vetting, Training, Inspections etc. Co-Ordinator of the Anti-Bullying Policy	Mr. Edmund Geraghty
Digital Planning Co-Ordinator Head of Digital Learning Committee GDPR	Ms. Fiona Healy
Student Behavioural Intervention and Pastoral Care – Junior and Senior Cycle	Ms. Mary Liz Ryan
School Tours Co-ordinator. Droichead Programme Co-ordinator	Ms. Caitríona McGing
Fire Officer, Lockers Co-ordinator, Young Scientist & Sci-Fest Co-ordinator	Mr. David Nicholas

SCHOOL PROFILE

STAFFING

TERENURE COLLEGE PERSONNEL - 2024/2025	
PRINCIPAL	MR. PHILIP WALLACE
DEPUTY-PRINCIPAL	MS. ANNE HEGARTY
DEPUTY PRINCIPAL	MR. MICHAEL SHANAHAN
GENERAL MANAGER - SERVICES	MS. SHAUNA PEARSE
FIRST YEAR YEAR HEAD	MS. CORA RUSSELL
SECOND YEAR YEAR HEAD	MR. JACK BRADY
THIRD YEAR YEAR HEAD	MR. MATTHEW COLLINS
TRANSITION YEAR YEAR HEAD	MR. GAVIN QUIRKE
TRANSITION YEAR CO-ORDINATOR	MR. DAN PARKINSON
FIFTH / SIXTH YEAR YEAR HEAD	MR. PAUL HYLAND
FIFTH / SIXTH YEAR YEAR HEAD	MR. PADRAIG FORDE
GUIDANCE COUNSELLOR	MS. EMER AHERNE
	MS. MAIREAD DEFFELY
SENCO	MS. JENNI PRIOR
SPECIAL NEEDS ASSISTANTS	MS. JENNIFER MCCABE
	MS. MEAVE MCDAID
CHAPLAINS	MS. MARY-LIZ RYAN
SCHOOL NURSE	MS. FIONA MACNALLY
GAMESMASTER	MS. AOIFE DEVINE
RUGBY CO-ORDINATOR	MR. PETER SHAW
CHOIR MASTER	MS. EMILY COX
COLLEGE SECRETARY	MS. EMER MC ELDUFF
RECEPTIONIST	MS. BREDA MOORE
	MS. MARGARET ANDERSON
	MS. MARGARET COX

SCHOOL PROFILE

ACCOUNTS	MS. TRACY WARREN
CATERING MANAGER	MR. PATRICK FITZGERALD
CARETAKERS	MR. GEORGE BELTON
GROUNDSKEEPERS	MR. JOHN O'HANLON
	MR. DAVE FITZGERALD
	MR. PADDY CAHILL

TERENURE COLLEGE TEACHING STAFF AND SUBJECTS 2024/2025	
MS. EMER AHERNE	CAREER GUIDANCE COUNSELLOR
MR. PAUL BARR	BUSINESS STUDIES
MR. MARTIN BARRY	GEOGRAPHY, BUSINESS, ECONOMICS
MS. PATRICE BOWE	MUSIC, LEARNING SUPPORT
MR. JACK BRADY	ENGLISH, GEOGRAPHY
MS. LEAH BRENNAN	MUSIC, ENGLISH
MS. SARAH BURKE	IRISH, HISTORY
MR. FERGAL CARROLL	WOOD TECHNOLOGY, GRAPHICS, DCG, CONSTRUCTION STUDIES
MS. JENNIFER CLANCY	SPANISH
MS. EMMA CLEARY	IRISH, ENGLISH
MR. MATTHEW COLLINS	IRISH, P.E.
MR. OLIVER COSGROVE	SCIENCE, CHEMISTRY, COMPUTER SCIENCE
MS. ROISIN COUGHLAN	ENGLISH, CLASSICS
MS. EMILY COX	CHOIR MASTER
MR. SEAN CULLIGAN	IRISH
MS. NIAMH DEASY	IRISH, P.E
MS. MAIRÉAD DEFFELY	FRENCH, ENGLISH, HISTORY
MS. AOIFE DEVINE	BUSINESS, ACCOUNTING & SCIENCE
MR. JASON ELLARD	WOOD TECHNOLOGY, GRAPHICS, DCG, CONSTRUCTION STUDIES
MR. TOM FARRELL	R.E.
MS. MEAVE FINNEGAN	MATHS
MS. SIOBHÁN FITZPATRICK	IRISH, ENGLISH
MR. CIARAN FLEMING	MATHS, PHYSICS
MR. PADRAIG FORDE	P.E., MATHS, BUSINESS
MS. NOELLE FOYLE	AGRICULTURAL SCIENCE, GEOGRAPHY
MR. EDMUND GERAGHTY	HISTORY, R.E.
MS. AINE HALAHAN	PHYSICS, SCIENCE, AGRICULTURAL SCIENCE
MS. ELEANOR HANLEY	R.E.

SCHOOL PROFILE

MS. FIONA HEALY	MATHS, APPLIED MATHS
MR. THOMAS HEALY	SCIENCE, BIOLOGY, MATHS, P.E.
MS. ANNE HEGARTY	BUSINESS, ACCOUNTING, ECONOMICS
MS. SÍLE HEWETSON	ENGLISH
MR. PAUL HYLAND	ENGLISH, HISTORY
MR. ROBERT JOYCE	GEOGRAPHY, HISTORY
MR. KENNETH KIERNAN	MATHS, BUSINESS
MS. MEG LOUGHNANE	IRISH, SPANISH
MS. LAURA MALONEY	ART
MR. RICHARD MCARTHY	MATHS
MS. GWEN MCDONNELL	FRENCH
MS. CAITRÍONA MCGING	SPANISH
MS. CAROL MCGUIRE	ENGLISH, CLASSICAL STUDIES, HISTORY
MS. BRÍD MCWEENEY	IRISH, GEOGRAPHY
MR. DAVID NICHOLAS	SCIENCE, CHEMISTRY, GEOGRAPHY, MATHS
MR. MARC O'BRIEN	HOME ECONOMICS
MR. AARON O'CONNOR	P.E.
MS. CORINNA O'DONOGUE	IRISH, ENGLISH
MS. MARTINA O'DWYER	SCIENCE, MATHS
MS. GRAINNE O'TOOLE	HOME ECONOMICS, SCIENCE
MR. DANIEL PARKINSON	BUSINESS, HISTORY
MR. ROBERT PIGOTT	BUSINESS, ECONOMICS
MS. JENNI PRIOR	HISTORY, CLASSICS, LEARNING SUPPORT
MS. BLÁTHNAID QUINN	R.E., HISTORY
MR. GRAHAM QUINN	ENGLISH, HISTORY, POLITICS AND SOCIETY
MR. GAVIN QUIRKE	SPANISH
MS. CLAIRE RAFTER	ART
MS. DEIRDRE REID	SPANISH, LEARNING SUPPORT
MR. KEVIN ROBERTS	PHYSICS, MATHS
MS. CORA RUSSELL	GEOGRAPHY, HISTORY
MS. MARY-LIZ RYAN	ENGLISH, GEOGRAPHY
MR. MICHAEL SHANAHAN	SCIENCE, BIOLOGY, MATHS
MR. SEÁN SKEHAN	BUSINESS, GEOGRAPHY
MR. PHILIP SMITH	BUSINESS, P.E.
MS. FRÉDÉRIQUE TARAQUOIS-RAINSBERRY	FRENCH
MR. PATRICK THORNTON	P.E., SCIENCE
MR. BRENDAN TIERNAN	SCIENCE, MATHS
MR. PHILIP WALLACE	BUSINESS, ACCOUNTING, ECONOMICS, GEOGRAPHY
MR. NIGEL WEAREN	WOOD TECHNOLOGY, GRAPHICS, DCG, CONSTRUCTION STUDIES

MR. DAVID WILLIAMSON	P.E.
MR. GAVIN WORTHINGTON	BUSINESS, ECONOMICS

REPRESENTATIVE STRUCTURES

Parents' Association

Terenure College has a well-established and very active Parents' Association. All parents and guardians of pupils enrolled in the College are automatically members of the Association. The Parents' Association Committee organises activities aimed at promoting and supporting the role of parents and guardians as the prime educators of their children. The activities are generally designed to facilitate opportunities for discussion, information and consultation about matters of common and/or topical interest to parents, teachers and pupils of the College. The ten parents on the committee meet once a month during the school term. Although the Parents Association is not involved in the Management of the School there is regular and open communication between the association and the school management and it is common practice for the association to be consulted on the continuing development of the College.

Activities of the Parents' Association include:

- ParentLink- Helping Parents to contact each other.
- Coffee Mornings
- 1st Year Class Parent/Son Breakfasts
- Match Day Tea & Coffees
- Dinner Dance
- Parent/Son trip to Lansdowne Road
- Senior Sports Day BBQ – catering
- Talk - Rugby for Beginners
- Shopping trips – Kildare Village
- Operation Transformation Walks
- Guest speakers
- Seminars
- Fund Raising activities
- Annual General Meeting

Student Council

The Student Council of Terenure College is an elected representative student body that participates in the life of the school and community. Its objective is to promote initiative, enthusiasm, pride and

cooperation among the students through their participation and involvement in student government. It also exists to enhance communication between students, staff and parents. It will represent the views of the students on matters of school policy, and other matters of general concern to students.

The Student Council shall strive to create a spirit of cooperation between the School Administration and the student body. It is not a forum for the discussion of individuals or matters of discipline or disagreements between students and teachers/school management.

The Student Council is governed by the Student Council Constitution which is accessible on the school website.

Pupil's Union

The Terenure College Past Pupils Union (PPU) was established to serve the past pupils and members of the PPU by uniting past pupils in social events and by supporting charities such as the Terenure College Past Pupils Benevolent Fund. The Union is governed by a Charter and by a Constitution.

Physical Resources

The physical resources of the College are delineated in the Trustee's Schedule One provided to the Board of Management.

SCHOOL PROFILE

SCHOOL BUILDING

The school building is a permanent structure consisting of the original 19th century structure, a 1970's redbrick extension and 'the new wing' a further extension added in the 1990s. The school building houses all classrooms except for the Home Economics kitchen which is adjacent to the Sports' Building. In addition, the school building contains two canteens, two staffrooms and administrative offices. The school building is part of the same structure as the Carmelite Priory and the College Chapel.

Academic Facilities housed in the School Building include:

- 4 Science Laboratories
- 4 Computer Rooms
- Home Economics Room
- Textiles Room
- 2 Art Rooms
- Woodwork Room
- DCG (Design & Communication Graphics) Room
- Music Room
- Support Learning Centre
- Lecture Hall
- Library
- Seminar/Conference Room
- Donal McCann Theatre
- School Oratory
- 2 Canteens
- Career Guidance Centre
- Chaplaincy
- R.E. Resource Room
- School Nurse Medical Room
- Sensory Room

All classrooms are equipped with digital technology, WIFI is available throughout the school and all teaching staff have individual use of a Surface Pro Tablet.

SCHOOL PROFILE

DONAL MCCANN THEATRE

A joint venture between the College and the Past Pupil's Union undertook a major renovation of the Concert Hall, with the goal of improving the experience for both actors and audience, and providing a performance space that can now be enjoyed and appreciated not just by the school, its pupils and their families, but also by the wider local community.

The Donal McCann Theatre, officially opened by President Michael D. Higgins in May 2013, now boasts an auditorium of 180 retractable seats facing a large, curtained stage with a semi-permanent, versatile backdrop. Changing facilities are housed beneath the stage.

COLLEGE CHAPEL

For sixty years the present Chapel – attached to the Carmelite Priory on the College grounds – has provided a setting and backdrop for the spiritual life of our school Community as well as members of the local community and our extended Carmelite family and friends. The College Chapel remains a constant reminder to us of the unique dimension of our school, the living out and celebration of our faith. For many it is the venue for family celebrations, Baptism, First Communion, Confirmation, graduations etc. For others it is the church where they encounter God's love in the celebration of the Sunday Eucharist, in the quiet of personal prayer and in those moments of deep loss at the death of a loved one.

SPORTS BUILDING

The sports building is a permanent structure that contains a gymnasium, four badminton courts, a supervised weights and fitness room and changing and showering facilities. The grounds of the sports buildings contain a flood-lit all weather training area, a sprint track and a long jump track and pit. The Home Economics kitchen is also part of this building.

SWIMMING POOL

The College swimming pool is a permanent structure that consists of a 25m indoor pool with spacious, clean changing facilities. The pool was renovated in 2008. Included in the upgrading of the facility were a totally refurbished pool, improved spectator area, new pool plant room and boiler house, new foyer and reception area.

Terenure College Swimming Pool is open to the public as well as to pupils of the school.

THE COLLEGE GROUNDS

The College has in excess of 50 acres of grounds including a lake and some woodland. The outdoor sporting facilities include:

- 10 Rugby Pitches
- GAA Pitch
- 3 Tennis Courts
- Cricket Crease
- Soccer Pitch
- 3 Astroturf Pitches
- An indoor Basketball Match Court

In addition, the College shares several facilities with Terenure College Rugby Club including a 4G all-weather Rugby Pitch.

Financial Resources

The school fees are of vital importance to the operation of the College. They are set each year by the College Management and are paid either by Direct Debit, in eight equal instalments, or in one payment at the start of the academic year. The issue of any outstanding debts must be resolved before a pupil progresses to the next year.

The financial and teaching resources of the school are provided by a combination of: school fees; fund raising; DE grants and teacher allocations. Implementation of the school plan and school policy must have due regard to resources and funding available.

TEACHING AND LEARNING

Provision for Student Support

YEAR HEADS

Each year group is overseen by a Year Head. The Year Head is responsible for the management of the welfare, behaviour and academic progress of each student in their year group. Year Heads ensure that each student is instilled with a sense of belonging to the school community and that each student conducts themselves in a manner fitting of a member of that community.

Year Heads meet with their year group several times a year at assemblies to impart important information and to encourage students to fully engage in school life. In addition, Year Heads meet with each student individually on at least one occasion to ensure the individual needs of every particular student are met.

The six Year Heads function as a middle management team. The team meets weekly with management and is consulted about all school matters.

CLASS TUTORS

Class Tutors are appointed to 1st, 2nd and 3rd Year Base Classes.

They are a teacher who teaches the class who then takes a particular interest in the class and who mentors the class throughout the year and helps deal with any small problems that might arise

CODE OF BEHAVIOUR

The Code of Behaviour sets out the rules, regulations and procedures which have been drawn up in collaboration with staff, parents/guardians and students and in the context of Terenure College's aims and values, to ensure the smooth operation of the disciplinary system and the fostering of a positive learning environment. The Code of Behaviour is rooted in the belief that respect for the individual is essential to effective teaching and learning and is, thus, an integral part of a positive school environment. In applying the Code of Behaviour it is necessary to reach a balance between the interests of the individual student and the general welfare of the wider school community.

TEACHING AND LEARNING

The School Regulations and Guidelines and Classroom Rules are drawn up in accordance with the stated aims of the Code of Behaviour. These supporting documents are published each year in the Homework Journal and are posted home at the start of the school year.

The Code of Behaviour, School Regulations and Guidelines and Classroom Rules are regularly evaluated and revised when appropriate. They are also posted on the school website annually.

PASTORAL CARE

Pastoral Care is essential to the daily life of the school. It involves not only the Pastoral Care Team but in various ways all members of Staff. Pastoral Care recognises the individuality of each person in the school community and the special needs that can arise from time to time. Home school links need to be promoted and structured. -*Terenure College Mission Statement*

In addition to Year Heads, the Principal and Deputy Principals, key members of the Pastoral Care Team are:

Mr. Eddie Geraghty - Pastoral Care Co-ordinator

Ms. Mairead Deffely – Guidance Counsellor

Mr. Tom Farrell - Counsellor

Ms. Mary Liz Ryan - Chaplain

Ms. Emer Aherne - Guidance Counsellor

Ms. Fiona MacNally – Matron

The role of the Pastoral Care team is to attempt to address the many and varying needs of the students of the College on an ongoing basis. The Pastoral Care team meets on a weekly basis to assess and respond to the individual needs of any student that has come to their attention. This team is made up of the Principal, Guidance Counsellor, Chaplains and Pastoral Care Co-Ordinator. On a biannual basis this team is joined by other agencies in the College, e.g. Year Heads, Matron, Resource Dept. etc., concerned with the welfare of students to ensure that their complex and varied needs are being met to the best of our abilities. The Pastoral Care team work closely together and ensure that the information they possess and share is handled sensitively and confidentially. The team work closely with parents and guardians where the situation warrants such communication.

In Terenure College we aim to cherish and nourish the life of every student. We are there in times of exultation and happiness and at times of difficulty and despair. We aim to demonstrate to our

students that no matter what the situation in life there is always someone there to assist them and aid them on their journey.

CAREER GUIDANCE

Our Guidance Counsellors offer a supportive role to aid students in making informed personal, educational and careers decisions. They works out of our designated Career Guidance Centre on the ground floor. The centre is open to all students with both computer and library facilities.

Guidance Counsellors offer both a one-to- one counselling service as well as assistance to students regarding their post secondary school options such as CAO application, advice on third level opportunities, apprenticeships/PLC options and the world of work.

One of the most important decisions students will make is that of career choice. Throughout the year the Guidance Counsellors carry out various assessments such as the Cognitive Abilities Test (CAT4) with first years and Cambridge Occupational Analyst Eirquest Interest and Aptitude Test in Transition Year to aid with subject choice. The answers produce a workbook covering a broad range of careers areas. The students then carry out research on different career areas along with their work experience as part of their TY e-portfolio. The purpose of guidance and counselling in the school is to empower each student to get to know his Abilities, Skills, Talents, Interests and Values so that when he reaches his final year he will be able to choose a course and plan a career that suits his abilities and needs.

From September 2024 onwards our Guidance Counsellors have taken the lead in implementing Athena Academic Tracking throughout the teacher and student body. This allows our Guidance Department to focus on those students who may not be achieving their full potential and to put supports in place to assist them.

Study Skills Seminars, Terenure College Careers Fair, Campus Tours of Universities and trips to Career Events take place in both Fifth and Sixth Year.

CHAPLAINCY

The Chaplaincy, located at the heart of the school, strives to promote a sense of welcome and belonging within our school family. We are committed to the spiritual development of all students, while at the same time, recognising the changing reality of the world we and our students live in, and differing approaches to the spiritual life. Terenure College is rooted in its Catholic identity and in the tradition of the Carmelite Order.

The Chaplaincy Team assists in this mission by coordinating the celebration of the Eucharist, the Sacrament of Reconciliation and other liturgies and opportunities for prayer experiences at class, Year Group and Whole School throughout the academic year. These include; Services for the dedication of the School Year, Commissioning of Prefects, Services to mark Advent, Lent and Christmas; The remembrance of the Dead; the marking of Holy Days, significant anniversaries and special events, Graduation and Farewell Liturgies. They are assisted in the Sacramental side of the ministry by other members of the Carmelite Community based in Terenure College. Chaplaincy also provides specific faith formation programmes, student retreats, counselling and ongoing support of the student and their family. The pastoral role of the Chaplaincy extends to the home of the student. Such home (and hospital) visitation serves to forge another bond between home and school. The Chaplains are available to parents, members of staff and maintain contact with immediate past pupils. The Chaplains are members of the Pastoral Care Team and Critical Incident Team. They work closely with the Principal and Deputy Principal as well as Year Heads, Guidance Counsellors, Prefects and Student Council. They collaborate with the RE Department and other faculties in the promotion of the students welfare and development.

The Chaplaincy Team is currently comprised Fr. Brian McKay and Ms. Mary Liz Ryan.

LEARNING SUPPORT

The objective of the SET Team Department is to provide an appropriate system of identification of the additional educational needs of students and monitor their progress as they progress through the school, thus providing a co-ordinated and continuous response to the needs of the students identified with additional educational needs. The SET Team Department is central to the whole-school approach to special needs provision that is essential to ensure an inclusive environment for all AEN students. Terenure College employs a SENCO. The SENCO co-ordinates the work of the Special Needs Programme in Terenure College. All new students who have been offered and have accepted a place in Terenure College are assessed in Literacy and Numeracy. Based on the results, the LST identifies the students who require additional support in English, and Maths in 1st – 6th year. The parents of those students are contacted by the SENCO. Meetings are arranged with the parents of those AEN students who present with Multiple Disabilities i.e. co-occurring conditions such as dyslexia, dyspraxia, ADHD, and/or autism.

The Deputy Principal devises the Learning Support timetable at the beginning of the school year based on the allocation of Special Education Teaching (SET) hours in line with the department of education Continuum of Support model. Students with identified additional educational needs are given support in the areas of literacy, numeracy, organisational skills, study skills, social skills and curricular support.

TEACHING AND LEARNING

At the start of the school year, the Year Heads, in consultation with the Learning Support Coordinator, inform the staff of the students presenting with Special Educational Needs. Teachers are advised to liaise with the LS coordinator if further clarification is required. All new teachers are provided with a resource pack on Special Education Needs.

Special consideration is provided during in-house examinations for students who have been granted a reader or word processor for state examinations. For students granted the use of a word processor, a designated centre is made available for the duration of the examinations.

The Special Needs Assistants (SNAs) are a vital part of the SEN care within the College. SNAs provide care support to children who are assessed as needing such assistance to attend school. SNAs help children to develop independent living skills so that they are able to interact, as much as possible, with their classmates and peers. It is important that pupils do not become over dependent on adult SNA support. As children grow and develop and become more independent, they may need less SNA support as they progress through school.

The LS SENCO liaises with the National Education Psychological Services (NEPS) and the Special Educational Needs Organiser (SENO) on all matters in relation to students with special educational needs.

Parents have a vital role in their children's learning. Meetings with parents are an integral part of the role of the LS SENCO. The parents of SEN students are encouraged to maintain contact with the LS SENCO on an ongoing basis. Meetings are arranged with parents to discuss their child's educational needs where required.

SCHOOL NURSE

The School Nurse is notified of the medical conditions or health concerns of each student and provides the medical care and support that each individual student requires. In addition, School Nurse supports the school staff in ensuring the health and safety of the student body.

The School Nurse is in attendance Monday, Tuesday, Thursday and Friday: 10.30 a.m. to 2.30 p.m and Wednesday: 10.30 a.m. to 12 noon. Outside these hours students requiring medical attention are to report to reception.

ANTI-BULLYING INITIATIVES

TEACHING AND LEARNING

Terenure College Anti-Bullying Policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (September 2013). Terenure College recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following best practice in preventing and tackling bullying behaviour. The strategies for preventing bullying and the procedures for investigating and dealing with incidences of bullying are detailed in the Anti-Bullying Policy. The Anti-Bullying Policy is regularly evaluated and revised when appropriate.

PEER SUPPORT

Our 5th Year Students link in with 1st Year students to help them settle into the school and to deal with the transition from primary to secondary school. They also help to mentor them over the course of the year. The 5th Year Students chosen to mentor 1st Years take part in the Ember Leadership Training Programme.

TEACHING AND LEARNING

Curriculum Provision

JUNIOR CYCLE

The aims and intended outcomes of Junior Cycle emphasise the importance of students experiencing a broad, balanced and coherent programme of study across a wide range of curriculum areas in order to prepare them for transition to senior cycle education. This is achieved by ensuring that students encounter an educational programme that covers a number of areas of experience.

The Junior Cycle aims to:

- reinforce and further develop in the young person the knowledge, understanding, attitudes, skills and competencies acquired at primary level
- extend and deepen the range and quality of the young person's educational experience in terms of knowledge understanding, skills and competencies
- develop the young person's personal and social confidence, initiative and competence through a broad, well balanced, general education
- prepare the young person for the requirements of further programmes of study, of employment or of life outside full time education
- contribute to the moral and spiritual development of the young person and develop a tolerance and respect for the values and beliefs of others
- prepare the young person for the responsibilities of citizenship in the national context and indeed the context of the wider European and global communities. (NCCA)

In order to achieve these aims Terenure College offers a broad range of core subjects at Junior Cycle. These are complemented by an option subject of the student's choice.

JUNIOR CYCLE SUBJECTS	
CORE SUBJECTS	**OPTIONS**
IRISH	HOME ECONOMICS
ENGLISH	ART, CRAFT AND DESIGN
MATHEMATHICS	TECHNICAL GRAPHICS
RELIGIOUS EDUCATION	MATERIALS TECHNOLOGY – WOODWORK
MODERN FOREIGN LANGAUGE (FRENCH OR SPANISH)	MUSIC
HISTORY	CLASSICS
GEOGRAPHY	
BUSINESS STUDIES	
SCIENCE	
WELLBEING AREA OF LEARNING (which include CSPE, SPHE and PE and other activities which help to promote student wellbeing)	

TEACHING AND LEARNING

In First Year pupils are taught in mixed ability classes. Classes in Irish, English and Mathematics are individually set in Second and Third Year.

SENIOR CYCLE

The aims of Senior Cycle emphasise the role it plays in providing continuity with Junior Cycle, in the personal development of students and in preparing students for the challenges life presents in further and higher education, in the world of work and in citizenship. Emphasis is also placed on the importance of students experiencing a broad, balanced and coherent programme of study across a range of curriculum areas with some opportunities for limited specialisation. (NCCA)

In order to achieve these aims Terenure College continues its provision of a core curriculum that allows students to experience broad range of development. In addition, students choose four subjects allowing them to begin to focus on areas of particular interest.

The journey into adulthood is a most significant time in a young person's life. The choices they make will have a fundamental bearing upon the young adult they become. Bearing this in mind students are provided with advice and guidance on subject choice throughout Transition Year. Details of guidance strategies are contained in the Guidance Plan.

Core subjects, English, Irish and Mathematics are offered at Higher and Ordinary Level and classes are individually set according to the level each student is pursuing. Option subjects are also offered at Higher and Ordinary Level. Where student numbers allow classes are individually set. In smaller class groups students Higher and Ordinary Level may pursue their studies in a mixed-ability classroom setting.

SENIOR CYCLE SUBJECTS	
CORE SUBJECTS	**OPTIONS**
IRISH	FRENCH
ENGLISH	SPANISH
MATHEMATHICS	HISTORY
	CLASSICAL STUDIES
RELIGIOUS EDUCATION	GEOGRAPHY
PHYSICAL EDUCATION	POLITICS AND SOCIETY
	BUSINESS STUDIES
	ECONOMICS
	ACCOUNTING
	CHEMISTRY
	PHYSICS
	APPLIED MATHEMATICS

	BIOLOGY
	HOME ECONOMICS
	ART, CRAFT AND DESIGN
	MUSIC
	DESIGN AND COMMUNICATION GRAPHICS
	CONSTRUCTION STUDIES
	COMPUTER SCIENCE
	PHYSICAL EDUCATION
	AGRICULTURAL SCIENCE

TRANSITION YEAR

The Transition Year Programme is a unique one year programme that promotes the personal, social, vocational and educational development of students and prepares them for their role as autonomous, participative and responsible members of society (Transition Year Guidelines, 1994, Department of Education). TY provides a bridge to enable students to make the transition from the more dependent type of learning associated with Junior Cycle to the more independent learning environment associated with Senior Cycle. It encourages the development of a wide range of transferable critical thinking and creative problem solving skills.

Transition Year is an important part of each student's educational journey at the College. Our aim is to allow the students to grow in confidence and maturity and to encourage a sense of responsibility, motivation, enthusiasm and independence, while keeping a firm grasp on academic achievement.

We work towards getting a balance between the continuation of essential core subjects, a tasting and sampling of other subjects, a variety of distinctive courses designed to broaden students' horizons and some modules and activities specifically aimed at promoting the maturity that is central to the whole Transition Year ideal.

Our unique programme endeavours to foster in the students:

- Maturity in studies by making students more self-directed learners through the development of general, technical and academic skills
- Maturity in relation to work and careers by developing work-related skills through 2 weeks of formal Work Observation and Experience and 1 Care Week.

TEACHING AND LEARNING

- Personal maturity by providing opportunities to develop communication skills, self-confidence and a sense of responsibility.
- Social maturity by developing greater 'people' skills and more awareness of the world outside school.
- Maturity that will help the student make a more informed choice of subject for their Leaving Certificate studies with the help and advice of our dedicated Career Guidance team.

Assessment is a key part of any worthwhile learning programme. Project work, portfolio work and exhibitions of students' work are encouraged, while the students remain focused for the completion of Winter and end of year exams in most subjects.

Our Transition Year Programme aims to encourage our students to develop a sense of self worth and confidence in a meaningful way. The year is filled with fun and developmental activities coupled with a full academic timetable. The boys are urged to get involved and take part in the wide variety of programmes offered.

TERENURE COLLEGE TRANSITION YEAR PROGRAMME		
CORE SUBJECTS	**ELECTIVE MODULES**	**ADDITIONAL PROGRAMMES FOR EDUCATION AND DEVELOPMENT**
Irish	Architecture	Work Observation and Experience
English	Innovative Medicine	Care Week
Mathematics	Sports Coaching	Delphi Adventure Course
Religious Education	Basic Carpentry	Faith Friends
Science (Modular Programme)	Cooking and Nutrition	Gaisce – President's Award
	Sports Analysis	Exchange / Home Stay Programmes (Spain or France)
Business Studies	Visual Communication / Graphic Design	Leaders on our Level
Humanities (History, Geography and Politics & Society, Wellbeing)	Photoshop	Paris in the Springtime
Physical Education	Media / Journalism	Peer Study Support
Guidance	Music (Beginners and Advanced)	Toast Masters
	Life Saving and First Aid	School Musical
	Sports Physiology	
	Digital Multimedia and Coding	

	Applied Maths	
	Art, Craft and Design	

LITERACY AND NUMERACY

Terenure College fully endorses The National Strategy to Improve Literacy and Numeracy among Children and Young People, 2011 – 2020: *Literacy and Numeracy for Learning and for Life*. The national strategy establishes a number of key objectives for post-primary schools:

- Ensure that each post-primary school sets goals and monitors progress in achieving demanding but realistic targets for the improvement of the literacy and numeracy skills of its students in a school improvement plan
- Extend the National Assessment of Mathematics and English Reading to assess the performance of students at the end of second year in post-primary education; use data from these assessments to establish the existing levels of achievement and to set realistic targets for improvement, similar to those adopted at the primary level
- Increase awareness of the importance of digital literacy and include assessments of post-primary students' ability to read digital material as part of the national assessments of English reading
- Increase the percentage of 15-year old students performing at or above Level 4 (i.e. at the highest levels) in PISA reading literacy and numeracy tests by at least 5 percentage points by 2020
- Halve the percentage of 15-year old students performing at or below Level 1 (the lowest level) in PISA reading literacy and numeracy tests by 2020
- Increase the percentage of students taking the Higher Level mathematics examination at the end of junior cycle (i.e. Junior Certificate examination or its equivalent) to 60 per cent by 2020
- Increase the percentage of students taking the Higher Level mathematics examination in Leaving Certificate to 30 per cent by 2020.

In order to achieve these aims and to improve the literacy and numeracy of its students Terenure College has established a number of strategies and initiatives.

The current specific literacy and numeracy strategies and initiatives are detailed in the Literacy and Numeracy Policy.

TEACHING AND LEARNING

Curriculum Support

In addition to the student support services outlined in the 'Care and Management of Students' section of this plan, Terenure College provides a number of services that assist students in their academic development.

SUPERVISED STUDY

Terenure College runs post-school Supervised Study Sessions for 3rd, 5th and 6th Years. It provides a secure and comfortable environment for students to study within. Students are afforded a distraction free, focused and study orientated atmosphere very valuable. The dedication of organised blocks of time to study helps students become more disciplined in their study habits and enables them to better manage their time.

There has been a marked improvement in the results achieved by students of the school in State Examinations in the years since the introduction of the scheme.

To ensure that the appropriate atmosphere is established and maintained each student in attendance is required to abide by the rules of Supervised Study. These rules are regularly evaluated and revised when appropriate. They are also posted on the school's website annually.

SUPERVISED STUDY SCHEDULE					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
1st Session	4:15 – 6:15	4:15 – 6:15	1:30 – 3:30	4:15 – 6:15	4:15 – 6:15
2nd Session	7:00 – 9:00	7:00 – 9:00	7:00 – 9:00	7:00 – 9:00	

STUDY COACHING

In September 2024 we introduced Athena Tracker to our school as part of our continuous school improvement. This academic tracking device is led by Emer Aherne, our School Guidance Counsellor. This identifies students who are struggling to reach their potential, reaching their potential and exceeding expectations. This allows us to target the individual students who are most in need of assistance through the study coach programme.

Each 5th and 6th year student is assigned an individual study coach with whom they will have three one to one formal meetings during each academic year.

Study coaches will use the Athena Tracker results to lead pupils through a process of Goal Setting. Together they will identify the performance level pupils will need to achieve in the Leaving Certificate which will provide them with a good chance of achieving their career and third level goals.

They will encourage their pupils to perform a Reality Check, so that pupils become aware of their performance levels as it really is. This will include identifying what worked well in their Fifth Year Summer Exams and the reasons for this. Pupils will also identify what didn't go well and the steps they can take to change this.

Together, pupils and coaches will explore various options – the possible ways in which pupils can move from their present reality to their goals. This will also involve the completion of a time inventory.

Finally, pupils will be asked to decide What Will You Do? Concrete decisions must be taken and an action plan decided upon. Potential obstacles can be identified and methods of overcoming them discussed and additional support provided.

Through this process pupils are led to grow to success.

HOMEWORK CREDIT SYSTEM

The Homework Credit System operates in 3rd and its purpose is:

- To monitor student work rate in terms of Homework;
- To provide information to Parents, the Year Head and other Staff on a regular/ weekly basis;
- To offer an incentive to Students to work hard.

The Homework Credit System runs concurrent with the other rewards and sanctions listed in the Code of Behaviour (e.g. Special Commendations and Formal Reprimands), rather than replacing them.

ACADEMIC REPORTS

Winter Exams: All Years receive a Report

Spring Exams: All Years receive a Report (3rd and 6th Year reports are based on mock exams)

Summer Exams: 1st, 2nd, 4th and 5th Year Reports

TEACHING AND LEARNING

Established Practices

SCHOOL TIMETABLE

Production of the timetable is the responsibility to the management team led by the Deputy Principal. In the final term of any academic year the timetable is constructed for the forthcoming academic year.

Terenure College's timetable is driven by school needs and in particular the needs of its students. Subsequently, before the timetable is produced 1st Year, 3rd Year and Transition Year students are surveyed extensively on their subject preferences for Junior Cycle, Transition Year and Senior Cycle respectively. A timetable permutation that satisfies the greatest number of student preferences is then produced with due regard given to the teaching resources available.

The timetable is delivered to teachers prior to commencement of the new academic year. Students receive their timetable on the first day of the new academic year.

In addition, a school calendar is produced each year by a Calendar Committee consisting of teachers and senior management. The calendar establishes the dates and times of key moments in the academic year including but not limited to commencement and conclusion of terms, staff meetings, parent-teacher meetings and whole school events. The calendar is made available on the school website in early June for the forthcoming academic year.

GROUPING OF STUDENTS FOR LEARNING

Decisions on the most effective method of grouping students is made at faculty level in consultation with senior management.

Current practice is:

- 1st Year: Mixed ability in all subjects
- 2nd and 3rd Year: Mixed ability in all subject except English, Irish and Mathematics where students are set according to their educational needs.
- Transition Year: Mixed ability in all subject except Irish and Mathematics where students are set according to their educational needs.
- 5th and 6th Year: In English, Irish and Mathematics students are set according to their educational needs. In other examination subjects students are placed into separate Higher or Ordinary Level classes if numbers are sufficient. Otherwise classes are mixed ability with teaching and learning differentiated to meet all students needs.

TEACHING AND LEARNING

COMMUNICATION WITH PARENTS / GUARDIANS

Terenure College recognises and values the important role parents / guardians, as primary educators, have in their children's educational development. As such frequent communication with parents is central to Terenure College school life.

School Reports

The parents / guardians of every student receive a report on academic progress three times per academic year on the conclusion of in-school exams in Winter, Spring and Summer. Every teacher of a student provides results and feedback on the report. The report also contains an overall assessment from the Year Head. Each report is reviewed by the Principal and a copy is filed at the school.

Parent-Teacher Meetings

The parents / guardians of every student meet each individual subject teacher of their son at a Parent – Teacher meeting once yearly. The meetings of each year group are conducted separately and the dates and times of the meetings are listed on the school calendar.

The school also hosts a Parents' Information Evening for each year group in the first weeks of the new academic year to impart important information specific to that year group, to allow parents / guardians seek information and to meet key personnel and other parents / guardians.

Teacher - Parent / Communication

Throughout the academic year individual teachers may contact parents / guardians of individual students via telephone or email to inform them of their son's academic progress, classroom conduct or other concerns. Teachers may also use a student's Homework Diary to communicate with parents / guardians.

The school has an established system for written communication from teachers to parents. Teachers are encouraged to acknowledge a consistent high standard of academic effort from individual students by awarding a Special Commendation. Special Commendations are sent directly to parents / guardians and a copy is kept on the student's record. Should the negative behaviour of a student need to be brought formally to the attention of that student's parents / guardians a Formal Reprimand will be issued by a teacher which again is sent directly to parents / guardians and a copy kept on the student's record. The circumstances in which Special Commendations and Formal Reprimands are issued are detailed in the Code of Behaviour.

Parent / Guardian – Teacher Communication

Should a parent / guardian wish to communicate with the school on any point regarding their son the point of contact should be the Year Head who can be contacted through school reception. As Year Heads are also teaching staff the established practice is to request a return phonecall or, if the matter requires it, an appointment that suits all parties.

TEACHING AND LEARNING

Communication regarding absences or late attendance must be made through the School App.

School App

The School App is the primary means of communication between the school and parents. Parents can send / receive individual messages. Information and consent forms for extracurricular activities and school excursions are administered through the app. The app is also a means of communicating news about events and achievements at the College.

PLANNING AND COORDINATION OF SUBJECTS AND PROGRAMMES

The curriculum planning and coordination of each subject is managed by the subject faculty led by a Faculty Secretary. The process is collegial and cooperative with each teacher encouraged to contribute to the establishment and development of the subject provision.

Planning and coordination is conducted at regular faculty meetings. Faculties hold regular meetings whenever deemed necessary. Key decisions are recorded in meeting minutes and may be reflected in changes to subject planning documents. Changes and developments are conducted in consultation with Senior Management.

Subject faculties responsibilities regarding curriculum planning includes but is not limited to:

- Schemes of work / Year plans for teaching and learning
- Booklists
- Methodology
- Homework policy
- Assessment
- Grouping of students
- Extracurricular and co-curricular initiatives and issues
- Literacy and numeracy policies and practices
- Review and self-evaluation

Each faculty maintains written planning documents detailing the established practices in the above areas.

LEARNING BEYOND THE CLASSROOM

Terenure College's Mission Statement acknowledges that the path to happiness in life is to be found in achieving a balance in being healthy intellectually, spiritually, physically, emotionally and socially. Therefore, as well as having a strong academic foundation, the school believes young people need to be involved in a range of other activities in order to be happy and healthy. The College aims to assist its students develop a sense of meaning and purpose in life.

To this end Terenure College provides an extensive and broad extracurricular programme and students and strongly encouraged to become involved in school life beyond the classroom. Teaching staff play a central role in the extracurricular provision. They are often supported by past-pupils and parents with relevant expertise, all of which contributes to the school's strong sense of community. In addition, commitment to providing a quality extracurricular programme is assured by the employment of a Gamesmaster and several dedicated coaching staff.

Spirituality

Religious Education in Terenure College is an integral part of the school curriculum. The College believes that it plays an essential role in the holistic development of our students. Students in Terenure study the Junior Certificate Religious Education Examination Syllabus while Leaving Certificate students are offered the option of studying the Leaving Certificate Religious Education Examination Syllabus. Furthermore, students also take part in the RE catechetical programme in Senior Cycle.

COLLEGE SPIRITUAL EVENTS

- Service to dedicate the School Year
- First Year Welcoming Mass
- Sixth Year Farewell Mass
- Mass for beginning of the school year (Junior School)
- End of Year Mass (Junior School)
- November Service (Whole School) – A remembrance service for dead relations, friends. Parents & past-pupils are invited to come to an evening service.
- Services to mark the Feast of the Immaculate Conception
- Advent & Carol Service to prepare for Christmas (Senior School)
- Junior School Nativity and Carol Service
- Ash Wednesday Services (Whole School)
- St. Blaise Blessing (Whole School)
- Penitential Services (Whole School – Lent)

- Lenten Daily Mass 8.20a.m. (Whole School)
- Co-ordination of Collection for certain Charities
- Whole School Mass marking the end of the academic year (May)

Further Events Include:

- An annual retreat is organised for every year group, usually outside of Terenure College.
- Transition Year Commissioning Service: 'Care Week'
- Pupils Pilgrimage to Lourdes (September and May). In September 12 Transition Year pupils accompany a sick youth to Lourdes on the Carmelite Pilgrimage. Again in May a number of 5th Year students accompany the smaller Carmelite Pilgrimage as 'Brancardier' adult helpers.

KAIROS RETREAT

On the Kairos Retreat, 6th Year students take three days to experience God's time, God's love and Christian community. It is a sacred time for all to reflect upon their relationship with God, with others, and with self. Kairos is led by a team of the College staff and students and will be held in Newry.

Language Development

FRENCH HOMESTAY PROGRAMME

The French Department connects any interested Transition Year student to a French Homestay School based in the South of France (Montpellier) where the students stay in local households, have French classes in the morning and do sporting and cultural activities in the afternoon in the vicinity or at the beachside.

SPANISH HOMESTAY PROGRAMME

The Spanish Department offers courses for a homestay programme for a small number of Transition Year students. This trip is not organised by the school. Instead parents and students organise all language trips independently. Students reside with Spanish families over four weeks and attend school in Spain for three weeks. The programme, which coincides with the beginning of the world-renowned Spanish Holy Week festival, offers a unique opportunity for complete immersion in Spanish culture, language and life.

SUMMERTIME FRENCH AND SPANISH LANGUAGE TRIPS

Students of French and Spanish in non-exam years are encouraged to avail of two-week summertime language trips in France or Spain or to attend Eurolanguages French / Spanish College in Ireland.

LEARNING BEYOND THE CLASSROOM

'Le French Club'
Run by the French Department, pupils from any year group can come and practice their French Language Skills in an informal and relaxed atmosphere.

FTFS (French Theatre For Schools)
FTFS (French Theatre For Schools) presents a Junior and a Senior Show ever year in Terenure College. It provides a unique moment for students to attend and partake in the original comical shows performed by professional French-speaking actors.

School Tours

PARIS IN THE SPRINGTIME
As part of the Transition Year programme students are offered the opportunity to visit Paris during the early weeks of March. The tour takes in all of the main attractions that Paris has to offer as well as some lesser known cultural gems in a city so rich in art, history and culture. In addition to cultural education the students are encouraged to enjoy the local cuisine and to practice their language skills as the navigate the streets and sub-terrains of the city. Also, importantly, the trip offers a great opportunity to make new friends.

MUNICH TOUR
Two hugely popular tours of Munich are offered in Second Year, the first around the October midterm and the second around Easter. Munich city is used as a base from which to explore the attractions of the Bavarian region and Austria. The trip includes visits to Dachau Concentration Camp, Hallein Salt Mine, Salzburg and Berchtesgaden. In addition to the cultural and historical aspects of the tour a strong emphasis is place on sporting activities with several opportunities to enjoy diving, water parks, ice skating and indoor soccer. The trip also allows students to strengthen existing friendships and create new ones.

LEARNING BEYOND THE CLASSROOM

Social Awareness

GREEN SCHOOLS

Green Schools aims to encourage greener practices in schools. Terenure College was awarded its first Green Flag for Litter. Work on achieving further Green flags continues.

The work of the committee is on-going and they have consistently delivered the message that small acts by everyone make a big difference to the school environment and, in turn, the wider community. The Green School's Committee's next challenge will be earning the Green Flag for Water.

TRANSITION YEAR CARE WEEK

Terenure College Religious Education Programme under Aims and Vision states that the school seeks to; "help our pupils to grow in their faith and relationship with God" (p.2) and under Experience it states; ". . . we would hope to provide as much experimental learning as possible in R.E. . . ." (p.5). Care Week therefore seeks to offer opportunities for pupils to experience the world of those who need care in our society due to their age, disability or economic circumstances, and the world of their careers. Care is a fundamental Christian virtue and we would see care and compassion as key to the Carmelite ethos.

Care Week takes place during Transition (Fourth) Year. Pupils organise their own placements. Any placement that offers the pupil an opportunity to be with people who need care in our society and their careers is appropriate.

The school sends an Evaluation Form to the placement to be completed and returned. Pupils also complete an Evaluation Form on their Care Week experience.

A celebration of the Eucharist will take place after Care Week.

The College Insurance Policy covers pupils on Care Week.

LEADERS ON OUR LEVEL

Every year, since 2007, Transition Year students in Terenure College have organised a unique Conference on leadership. From our early beginnings in Croke Park Conference Centre we have grown to now fill the National Convention Centre! The Conference is attended by over 1,000 Transition Year Students from schools all over Ireland.

LEARNING BEYOND THE CLASSROOM

Students attending the Conference, entitled Leaders On Our Level, are addressed by a diverse line-up of speakers such as; entrepreneurs, business leaders and sporting personalities. Over the years we have had such Speakers as Irishman Mark Pollock, who was a student and international rower with a promising career when he suddenly lost his sight; Enda McNulty of Mc Nulty Performance, specialise in performance, culture and wellbeing – particularly focus on Sport; Niall 'Bressie' Breslin, musician and mental health ambassador; Denis O' Brien, one of Irelands leading entrepreneurs; Fr. Peter McVerry, who has been working with Dublin's young homeless for more than 30 years and Wilhelm Verwoerd, Glencree Centre for Reconciliation.

Each speaker brings a unique perspective on what it takes to succeed and to make the most out of our talents. This Conference arms students with the inspiration and motivation necessary to achieve their full potential. It also offers a unique opportunity to students learn from each leaders individual experience.

The key objectives of the Leaders on Our Level Conference are:

- To expose students at an early stage to the concepts of good leadership in business and the community.
- To introduce students to positive role models across a variety of disciplines
- To help bridge the social divide
- Provide a fun based learning experience

DARKNESS INTO LIGHT

Every year the school run a student led 'Darkness into Light' Walk in the College grounds to raise funds for Pieta House and to promote Mental Health awareness amongst young people in the community.

THE TUESDAY TRUST

The Tuesday Trust grew out of a very simple idea in the early 1990s: If there's 700 boys in the College and they each bring in tenpence a week that would amount to quite a sum at the end of the year. The first year, 1992/93, it brought in close to £10,000.

The Tuesday Trust gives the money out to local or in-house charities. Thus, the trust helped out Cheeverstown, the Hospice and other local organisations. It also helped some projects that individual boys were working on.

LEARNING BEYOND THE CLASSROOM

ST. VINCENT DE PAUL

There is a long-standing connection between the St. Vincent de Paul and Terenure College. The St .Christopher's Conference, based in Dublin South West, has operated out of the College for some 50 years. More recently, the St. Rita's Conference, organised and run by teachers from the school, has worked in the Rialto/Dolphin's Barn area. In the past this Conference was well-known for its Christmas Hampers. Recently, however, a change of outlook has seen financial aid provided to St. Rita's clients, working on the principle that it is more fitting in this day and age that people be given the opportunity and the means to purchase their own items for Christmas.

For many years members of St. Rita's visited houses and flats in the Dolphin House area. This practice, also, has changed somewhat recently. The long-established idea of giving people a small sum of money every week has altered to giving a larger sum as and when a particular bill arises.

TERENURE 2030

Terenure is one of the oldest parts of Dublin. While a beautiful area, it has been identified that many of the structures within Terenure have poor energy ratings due to the age of the buildings. Transition Year students have worked closely with a local sustainable living consortium, Friends of the Earth, to help identify blackspots for energy consumption within the school and the locality. The TY students interviewed local businesses on the energy usage and their inclusion of energy saving measures. The collaboration between our school and Friends of the Earth has had benefits for Terenure College itself. We successfully gained a grant towards new windows for the school to better our own energy ratings.

LEARNING BEYOND THE CLASSROOM

Performing Arts

DRAMA / MUSICAL

Terenure College Senior School Drama encourages students to experience all aspects of the world of theatre.

The key elements of the Drama calendar are:

- The 'College Musical'
  Each year, before Christmas, students from 4th and 5th Year put on a performance of a musical. Some students like to be involved in a small way and over the years many have had fun playing all manner of porters, soldiers and servants, often unlocking a love a talent for acting that they never knew they had. Others prefer to work backstage and students interested in the production side are afforded the opportunity to explore the world of light and sound. Last year it was the turn of 'Hairspray' which followed on from the fantastic performance of Grease. We look forward to this years performance.

- The "Junior Play"
  In the first term, 1st, 2nd and 3rd Year students also prepare a musical and/or comedy performance. Students can get involved in acting, production, music or in backstage duties. Many future stars of stage began their illustrious careers here.

A LITTLE NIGHT MUSIC

A Little Night Music recitals are held termly in the Donal McCann Theatre or the Old Library. They offer an opportunity for aspiring student musicians to create, collaborate and ultimately perform in a wide variety of musical genres. The programme's highlight is an end of year Gala recital which is held in conjunction with an art exhibition displaying some of the school's best creative endeavours.

CHOIRS & VOCAL ENSEMBLE / SOLO COACHING

In September 2022, Terenure College appointed a new Director of Choirs with a view to further developing the college's offering in relation to choral singing. In addition to developing college choirs available to students across all years, this new appointment makes specialist voice and vocal performance expertise available to students who may wish to sing as soloists or in ensembles.

LEARNING BEYOND THE CLASSROOM

EMMANUEL

Emmanuel is a project of the Dublin Diocesan Liturgical Resource Centre and it promotes the use of Sacred Music in secondary schools. Emmanuel is a live concert series where students learn old and new Church music and hymns and then perform them live with an orchestra at DCU's Helix theatre. In 2023, this will run from 28 February to 2 March. Student participation has increased year on year so that concerts now run for four days and nights with a total of 2,100 secondary school students participating. The Emmanuel concert series is unique in the way that live concerts are almost entirely student led, with soloists, musicians, presenters and MCs chosen from participating schools. During the day the students rehearse the hymns and music that will be performed on stage each night where parents, family members, teachers and the public get to enjoy the show.

TRADITIONAL IRISH GROUP

Students from all year groups are invited to come join in, to learn, exchange and play traditional Irish music in a relaxed environment. All instruments are welcome. The group gives students the opportunity to enhance their playing and extend their repertoire of tunes, ranging from reels, jigs, hornpipes to folk and Ballad songs. It raises confidence levels of aspiring young musicians by giving them the chance to perform in public, and gives its members the opportunity to meet other students with similar interests.

TERENURE BAND LAB

Terenure Band Lab is a new experiment to give aspiring rock / pop musicians from throughout the college the chance to come together and make music. The aim is to find the best combinations of musicians to form bands, who can then play together and prepare for events such as Musicfest, Battle of the Bands and other performing opportunities.

LEARNING BEYOND THE CLASSROOM

Public Speaking

DEBATING

Debating has enjoyed a long and successful tradition in the College. The College has always been keen to provide its students with an informal forum for self-expression and debate. In turn, the students have shown themselves eager to avail of the opportunity to exercise their skills of public speaking and argument.

The Debating Society meets most Tuesday and Thursday lunch-times. Teams of four from all Years compete against each other, culminating in Junior and Senior Chamber Finals and Individual Finals in the last term.

The weekly in-house debating chambers have produced many exhilarating debates. The Chamber is open to anyone who wishes to participate and have their opinion heard and to those who simply wish to listen.

Through various in-house competitions, the Society has produced very articulate and dynamic Debaters who have gone on to represent Terenure College in national competition. Debaters have enjoyed a great deal of success in recent years in both The Concern Debates and in the Leinster Schools Debating Competition, reaching the semi-finals of both competitions, on more than one occasion, in the past couple of years. Skills learnt in Debating have also proved very useful and successful in Model United Nations and Toastmasters.

MODEL UNITED NATIONS (MUN)

The MUN has been a feature of the College's life for more than 15 years. Teams of 5 or 6 pupils represent a particular country, discussing all the global topics.

Terenure College MUN delegates take part in five major MUN conferences every year: Royal Russell School, Croydon, UK; Rathdown School, Dublin; St. Andrew's College, Dublin Blackrock College, Dublin and Wesley College, Dublin.

Terenure Collee also hosts its own conference, TERMUN annually in late September, early October. All aspects of the conference are organised and run by Terenure College students. Delegates attend from several other schools in the Dublin area.

In addition, students practice the various skills involved in MUN Tuesdays at lunchtime, drawing attendances of up to 40 boys.

LEARNING BEYOND THE CLASSROOM

TOASTMASTERS

Toastmasters is a hands-on course designed to strengthen the public speaking skills for Transition Year students in Terenure College and Our Lady's. Unlike Debating, the content of speeches is not important, but being able to speak with confidence in front of a peer-group is highlighted instead. The emphasis is very much on learning by doing.

Students have to prepare and deliver at least two five-minute speeches on any subject they choose, as a selection from previous years will demonstrate: Dreams, Embarrassing Things, Travels with Family, Sister's Wedding, Teenagers, Things that Affect Us, McDonalds, or Drugs. Speakers volunteer in advance of a meeting and have a week to prepare and practice the speech.

Each week, the students themselves evaluate each other's speeches in a very constructive manner. Positive elements of a speech are affirmed and suggestions as to how to improve the delivery of a speech are shared in a very safe environment.

The students elect a team (president, vice-president, sergeant at arms and secretary) to run the meetings for four weeks at a time and so have the opportunity to learn how a meeting is conducted and the roles of various officers.

The course takes place on Thursday evenings from 7.15 p.m. until 9.15 p.m. in the College 'Old Library'. Every meeting includes a break for tea/coffee and participants get to know each other.

The course is facilitated by Tom Woulfe (founder) and Michael Shanahan and every meeting includes a short (six minute) talk from these and, at the end of the meeting, a general evaluation of how the entire meeting went.

Each course ends with a 'showcase' night which parents and teachers attend and during which certificates are presented. At the end of the showcases, the participants will typically go out for a meal in a local restaurant.

LEARNING BEYOND THE CLASSROOM

Innovation

SCIENCE CLUB

The Science Club runs every Tuesday at lunchtime in the General Science Lab and is predominantly aimed at 1st year students. Each week students are challenged with a hypothesis to investigate. They undertake a variety of exciting experiments from making magnetic slime to setting methane bubbles on fire. Science Club creates an opportunity for first year students to mix as well as develop their critical thinking skills and scaffold their in-class learning.

YOUNG SCIENTIST AND SCIFEST

The Young Scientists' Exhibition was founded by a Carmelite, the Rev Dr Burke and Dr Tony Scott. In the US in 1963 they discovered "science fairs" and tailored the idea for Ireland. Since then Terenure has continued its links with the exhibition with students entering projects into the four categories. Biology and Ecological Sciences, Chemical, Physical and Mathematical, Sciences, Social and Behavioural Sciences, Technology. Students gain a huge amount both in terms of learning outcomes and also in confidence and experience of exhibiting at the RDS.

Recently students have also become involved in SciFest, one-day science fairs hosted nationwide by the Institutes of Technology. Each SciFest fair includes a competition and exhibition of projects, a selection of science talks, science demonstrations in the school laboratories and a prize-giving ceremony.

LEARNING BEYOND THE CLASSROOM

Sport

Sport is an important part of student-life in Terenure College. Being part of a sporting group develops personal and physical skills; it teaches vital lessons about taking part, losing and winning. One of the great sights of the College is watching nine games in progress across all the College's pitches on a Wednesday afternoon or Saturday morning.

A wide range of sports are available, for all pupils at all levels. These include: Rugby, Badminton, Basketball, Tennis, Gaelic Football, Hurling, Athletics, Cross Country, Cricket, Golf, Swimming, Table Tennis and Soccer. We enjoy a strong sporting tradition and have earned many successes in this area largely due to the excellent facilities we have to offer:

8 Rugby pitches

4G All Weather Pitch

Gymnasium

Weights & Fitness Room

Swimming Pool

Flood-lit all weather training area

6 Tennis Courts (2 Floodlit)

4 Badminton Courts

Sprint Track and other Athletic facilities

Cricket Crease

Indoor Cricket Nets

Soccer Pitch

LEARNING BEYOND THE CLASSROOM

ATHLETICS

Cross-Country Events:

- Leinster Cross-Country League
- Coolmine Cross-Country Invitational
- West Leinster Cross-Country
- Leinster Championships
- West Leinster Confined
- Irish Schools

Track & Field Events:

- Leinster Multi-Events, Santry
- All-Ireland Multi-Events, Santry
- Leinster Indoor League
- West Leinster Medley Relays
- West Leinster Schools
- Leinster Schools
- All-Ireland Schools, Tullamore

LEARNING BEYOND THE CLASSROOM

BADMINTON

Badminton offers a lot to its participants such as eye and hand co-ordination; speed (the fastest racquet game); fitness and generates an all-round sense of well-being. Competitively, Terenure participates in the Leinster and Dublin Schools Championships at all levels and have an outstanding record which extends to our Irish Championship successes. Many players have played for Ireland and Leinster at Under 14, 16 and 19 age levels. The College usually enter four, five or six teams at all levels – Senior, Junior and Minor.

Beginners are very welcome.

Gym Times:
Under 14s (Minors)
Fridays 4.00 p.m. to 5.15 p.m.
Under 16s (Juniors)
Mondays and Thursdays 4.00 p.m. to 5.15 p.m.
Under 19s (Seniors)
Mondays and Thursdays 4.00 p.m. to 5.15 p.m.

All teams will be entered in the various Championships, beginning in mid-October, including the Leinster and Dublin Championships leading to the All-Ireland.

BASKETBALL

Basketball became an established sport at the school in 2018 and has increased in popularity ever since. Currently the school teams compete at 1st Year, 2nd year, U16 and U19 in the East Boys Basketball League.

CHESS

The Chess Club gives students an opportunity to compete in chess matches against their peers. Matches take place in the Library each lunchtime. Since 2022, Terenure College has entered into the Libermann Chess Cup. Students from 1st year to 6th year can compete in this inter-school chess competition, which takes place from January to May.

LEARNING BEYOND THE CLASSROOM

CRICKET

Cricket fixtures are played during the third term and hopefully in the sunshine. Training takes place in the gym and out on the crease. All are welcome. The current players are aged 10 – 18 years. The Cricket notice board is located at the beginning of the First Year off the lower corridor of the 1878 building.

GAELIC GAMES

It is 130 years since Terenure College first became affiliated to the GAA - Dublin City and County. In 1885 we were the only school affiliated along with six Clubs: Faughs, Davitts, Metropolitans, Dunleary, Dalkey and the All-Ireland Hurling Club.

The following quote is the resolution of the students and staff establishing a GAA Club in Terenure College in 1885:

"That believing it to be one of the functions of educational establishments to provide for the physical, no less than the moral and intellectual training of the rising generation of Irishmen, in accordance with the instincts and traditions of their ancient race, we hereby form ourselves into a branch of the GAA to be called Terenure College Branch of the GAA." (Dublin County Board, Official Brochure (1934), p26.)

One hundred and twenty years later the school made a proud return to Gaelic games competition in 2005. Entering Dublin schools GAA competitions for the first time in over one hundred years was an exciting new challenge for the school. It created huge interest amongst the boys and has been the start of a great new era for our national games in the school.

Every year we enter teams in the following Competitions:

Dublin Schools Senior Football
Dublin Schools Senior Hurling
Dublin Schools Junior Football
Dublin Schools Junior Hurling
Dublin Schools Juvenile Football
Dublin Schools Juvenile Hurling
Dublin Schools First Year Football Competition

A full sized GAA Pitch was officially opened by the GAA President, Mr. Christy Cooney on the 28th of November 2009 as part of Terenure College's 150th Anniversary celebrations.

LEARNING BEYOND THE CLASSROOM

GOLF

Golf remains a very popular extra-curricular activity for students from all years in the Senior School. The College enters teams in the Dublin and Leinster Schools Golf Competitions annually:

Senior Golf - Leinster Fourball Matchplay
Senior Golf - All Ireland Schools - 3 Man Team - Strokeplay
Senior Golf - All Ireland Schools - 5 Man Team - Matchplay
Junior Golf - Leinster Schools Strokeplay

RUGBY

Rugby is the principal and traditional game of the College. The Cup matches each year both express and create a sense of school spirit and belonging together with an atmosphere of enjoyment and excitement. The school has won the Leinster Schools Senior Cup and Leinster Schools Junior Cup ten times each. Each year group typically fields A,B,C and D teams and players of all ability are encouraged to participate in this great game.

Training for Senior School teams generally takes place on Monday and Thursday afternoons. Training finishes around 5.30 p.m. - though, obviously, weather, pitch and light factors often play a part. Training for any team might occur on Saturday mornings if no games are arranged. Cup sides (Under 19 and Under 16) train up to six times a week between pitch and gym sessions.

The school has a 4G all-weather floodlit pitch which is used for training and matches on a frequent basis.

Players are introduced to a strength and conditioning programme at a level appropriate for their physical development.

Matches take place on Wednesday afternoons and Saturday mornings or afternoons. Extra fixtures may be added on days that there are no games scheduled. Leinster League competitions are organised for all teams from 3rd year onwards after Christmas each season.

LEARNING BEYOND THE CLASSROOM

SWIMMING

Terenure College Swimming Pool is open to the public as well as to pupils of the school. It has recently been totally renovated to an impressively high standard. Included in the upgrading of the facility are a totally refurbished pool, improved spectator area, new pool plant room and machinery, refurbished boiler house, new foyer and reception area plus stylish new tiling throughout.

The Terenure College School Swim Team train on Tuesday afternoon 3.45 - 4.30pm and Wednesday morning 7.30a.m. - 8.30a.m. With an emphasis on enjoyment and in an upbeat atmosphere of energy and enthusiasm we aim to improve swimming techniques, increase fitness, strength and co-ordination while developing friendships.

In addition to the Terenure College pupils numerous local schools use the Pool as part of their Physical Education Curriculum. The Pool also offers many programs to the local community including recreational, competition and lap swimming, swim lessons, water safety, and aquatic exercise.

TERENURE COLLEGE RUN

The Carmelite College, Moate first held a college run in 1987 and it was a tremendous success. Every student in the school participated and the final, which included the fastest runners in the school, was a very competitive and exciting event. This annual event became so prestigious that a police escort was given for the runners as they made their way through the town, and students lined the route to encourage and cheer on their classmates.

The idea of the College run came from a truly inspirational man, Fr. Gerry Hipwell O.Carm. Fr. Hipwell was a student of Terenure College from 1958 to 1964. He captained the Senior Cup Team in the rugby final at Lansdowne Road in 1964 and his leadership qualities were further affirmed when he was made school captain in his Leaving Cert. year.

In addition to being a whole school, inclusive, competitive event, it is also a great way to allow the young people of the school to develop and display the leadership and communication skills that Fr. Hipwell felt were so important, as teams of students coordinate 30 different races over several weeks. A semi-final including the fastest 2 students in each year and the 15 fastest in the school are held in early May each year. The fastest 10 students race and compete for the glory of being the fastest young man in Terenure College and the winner of the Fr. Gerry Hipwell Memorial Cup.

TABLE TENNIS

Table Tennis takes place every lunchtime in the Old Libary. All welcome.

SCHOOL POLICIES AND PROCEDURES

Policies School Management and Practice			
POLICY	**ADOPTION DATE**	**REVIEW DATE / TIMEFRAME**	**SUPPORTING DOCUMENTS**
Admissions Policy	June 2021	Annual	- Annual Admission Notice
Anti-Bullying Policy	December 2021	Annual	- Bullying Referral Form - Alleged Bullying Incident Report Form - Appendix 4 (Annual Review)
Child Safe Guarding Statement	March 2022	Annual	- Child Safe Guarding Risk Assessment - Designated Liaison Persons Notices - Code of Behaviour (Workers) - Garda Vetting Application Forms
Code of Behaviour for Students	June 2022	First Year Review – 2023 Full Review – 2026/27	- Acceptance Form of School's COB - Classroom Rules, School Regulations and Guidelines - Homework Credit Policy - Substance Abuse Policy
Critical Incident Management Policy	September 2021	Annual	- Critical Incident – Extra Material - Emergency Contact List
Data Protection Policy	May 2019	Biennial	- Privacy Notice to Students and Parents / Guardians
Distance Learning Policy	March 2022		
First Aid Policy	March 2019	Triennial	- Medical Questionnaire - School Supervision Policy - IRFU Guide to Concussion
Guidance Plan	2022	2025	- Career Guidance Calendar

SCHOOL POLICIES AND PROCEDURES

		*Currently in review process	
Homework Credits Policy	August 2013		
Internet Acceptable Usage Policy (AUP)	January 2022		- Acceptable Use Policy Form (Student and Parents)
Literacy and Numeracy Policy	2013		
Mission Statement	2010		
One to One Teaching Policy	March 2022		
Pastoral Care Policy	January 2022	Annual	
School Excursions Policy	March 2018		
School Regulations and Guidelines	May 2016		
SEN Programme Policy and Procedure	September 2014	September 2016 *Currently in review process	
Statement of Strategy for School Attendance	January 2022	Annual	
Student Council Constitution	September 2013		
Substance Abuse Policy	October 2014		- Code of Behaviour for Students
Transition Year Programme	May 2021	Annual	
Transition Year Work Experience and Care Week Policy	January 2022		
Wellbeing Policy	May 2021		

SCHOOL POLICIES AND PROCEDURES

Policies Staff and Personnel		
POLICY	**DATE OF CURRENT VERSION**	**REVIEW DATE**
Career Break, Job Sharing and Study Leave Policy	March 2020	Biennial
Code of Behaviour for Workers	March 2018	
External Persons Policy	March 2019	
Induction Policy for New Staff Members	May 2016	April 2018
Internet and Email Policy (Staff)	May 2016	April 2017
Privately Funded Duties Policy	September 2016	December 2021
Safety Statement and Policy	March 2015	
Weights Room Policy		

Established Review and Evaluation Practices

MANAGAMENT TEAM MEETINGS

The school management meets regularly and reviews and evaluates practices as scheduled. The school management may also review practice when precipitated by a legislative / regulatory change or by an event, trend or occurrence that mitigates a response.

COMMITTEES

The are several committees established to review and evaluate practices and policies in a wide number of areas of the school. These are established by senior management and are populated by staff and the wider school community in a manner fitting to the task.

SCHOOL COMMITTEES
Management Team
Pastoral Care Team
RE/Chaplaincy Team
Curriculum Advisory Commiteee
Communications (Promotion) Committee
Green Committee
Code of Behaviour Committee
School Self-Evaluation Committee
ICT Committee
Student Council
TY Student Advisory Group

STAFF CONSULTATION

Staff contribution is considered central to the review and evaluative process. In addition to being leading members of committees the staff as a whole are consulted on development and review of school practices. Staff contribution may be sought at whole staff meetings, via email or through individual and small group consultations.

CONSULTATION WITH THE WIDER SCHOOL COMMUNITY

Where deemed appropriate students, parents /guardians and other external bodies / individuals are consulted during the review and evaluation process. Students and parents are generally consulted through their representative bodies, The Students' Council and Parents Association respectively. However, in certain circumstances, individual students or parents / guardians may have particular expertise or interests that school management will choose to draw upon.

SCHOOL POLICIES AND PROCEDURES

SCHOOL SELF-EVALUATION AND SCHOOL-IMPROVEMENT PLAN

Since 2013 Terenure College has engaged with the School Self-Evaluation Process with a report for school management and a summary report for the school community being published at the end of each academic year.

In addition a School Improvement Plan is produced and implemented each year. The School Improvement Plan outlines that year's targets and actions for improvement in a chosen area of teaching and learning in line with the guidance offered by Department of Education.

Further details on current School Self Evaluation and School Improvement Plan are in the Development Section of this School Plan.

2

DEVELOPMENT SECTION

SCHOOL DEVELOPMENT

Factors Governing Terenure College's Development Needs

The development needs of the school emerge from several sources. The school management continuously review and evaluate the school's operation to identify needs of the school community, in particular student needs. The biennial Identification of Leadership and Management Needs and Priorities of the School is central to this process.
The school's development is directed by legislative changes, national educational policies, new syllabuses and programmes, and changes directed by Department of Education circulars. In particular, Looking at Our School 2022 is a guiding document.
In addition, the school's development is guided by Department of Education Inspectorate inspections. Currently the school is implementing the recommendations of the Whole School Evaluation 2013 and the Follow Through WSE-MLL 2017.

School Self-Evaluation (SSE) / School Improvement Planning

Overview
School Self-Evaluation (SSE) is a statutory requirement for all Irish schools. It is a six-step process aimed at continuous improvement in teaching, learning, and the overall school environment. SSE enables schools to identify areas for development, set targets, and monitor progress toward these goals. Terenure College, as a school in the Carmelite tradition, engages with SSE not only to enhance academic outcomes but also to support the holistic development of students, in line with its values of spiritual, physical, social, and intellectual formation.

School Improvement Plan 2022-2026
Our current SSE cycle spans from September 2022 to June 2026, focusing on:

1. **Student Voice**: Enhancing student input in teaching and learning.
2. **Wellbeing**: Promoting student wellbeing through initiatives such as the Jigsaw: One Good School programme.
3. **Sustainability**: Developing student-led environmental and sustainability initiatives.
4. **School Ethos**: Strengthening student leadership and participation in the school ethos, including faith development through the Ember Programme.
5. **Performance Tracking**: Implementing Athena for comprehensive tracking of student attainment and progress (**link to SSE Report 2023 24**).

Junior Cycle Implementation (Currently Under Review – January 2023)

Targets	Fully embed the Junior Cycle Framework
Tasks	Embed Junior Cycle subject specifications into subject planning Full participation in Cluster Days and Whole School Junior Cycle CPD
Timeframes	Varies for each subject
Resources	Documents: Framework for Junior Cycle 2015; Junior Cycle Reform: Joint Statement on Principles and Implementation; Looking at Schools 2016; DE Circular 0059/2021 Junior Cycle Team
Success Criteria	Full implementation of the Junior Cycle Framework evidenced in subject planning and teaching / learning.

Teaching and Learning - ICT

Targets	Upskilling teachers in the areas of PDF Drawboard, Microsoft Whiteboard, Microsoft Teams and Excel use Development of Digital Learning Plan
Tasks	Digital Team to meet to build on the specified ICT skill requirements and to ascertain any evolving ICT training needs. Digital Team to provide ICT assistance to their colleagues. ICT skills provision on a whole school basis at scheduled school meetings.
Timeframes	September 2022 – May 2023
Resources	ICT teacher upskilling will take place inhouse utilising existing teacher expertise with no external training required at this time. To facilitate the drafting of the ICT Teaching and Learning policy, consultation will take place with key stakeholders. Department circulars and guidelines together with external pre-existing school policies will be used to assist in this process.
Success Criteria	(1) Digital team members met periodically to carry out the determined ICT training needs (2) Newly learned skills shared across the different school faculties (3) Additional ICT gaps been established and measures put in place to address these evolving needs (4) Digital Learning Plan of the school been completed and ratified by the Board of Management.

SCHOOL DEVELOPMENT

School Self Evaluation – Collaborative Practice

Targets	Develop a mentoring and coaching facility for new and existing staff Assist in the induction of new staff (August) Develop a peer-observation culture Fulfil our SSE focus 2022/23
Tasks	Make all teachers aware of the mentoring and coaching facility. Make myself available to staff for one-to-one meeting(s). Liaise with the school management on the induction of new staff in late August. Organise a small number of teachers to begin the peer-observation process. Understand our SSE obligations, and complete SSE documentation.
Timeframes	This new AP1 post started in March 2022. The aim is to get the post set up through April and May 2022. The role will be ready to go live for the new school year in September 2022.
Resources	Organisation required to set up the induction day, the peer observation and the coaching. Research material has been gathered on mentoring and coaching. Speak to Alexander College on their coaching programme Time demands will be the main resource required.
Success Criteria	To have mentored a number of NQTs, and to feel that I have assisted in their progress. Feedback will be sought from participants. To have coached a number of established teachers, and to feel that I have helped them. Feedback will be sought from participants. That new staff feel inducted into the school's culture. To have approximately ten teachers involved in peer-observation. Feedback will be sought from participants. Complete our SSE focus for 2022/23.

SCHOOL DEVELOPMENT

Diversity and Inclusion

Targets	Increase awareness of diversity and inclusion Encourage students to change how they think about and treat others
Tasks	Teachers to incorporate diversity education into their subject teaching Further development and embedding of Diversity Week to include guest speakers and awareness campaigns, maps, posters, t-shirts and competitions.
Timeframes	September 2022 – May 2023 Diversity Week – December 2022
Resources	Teachers led by Diversity and Inclusion Committee Student leaders Guest Speakers Material resources: maps, posters, artwork etc.
Success Criteria	Raised awareness and knowledge amongst students and staff Broad involvement in Diversity week Diversity and Inclusion included in subject planning

SCHOOL DEVELOPMENT

Action Plan for Improvement of the Anti-Bullying Policy and its Implementation

Targets	More effective communication of the policy to staff and students. More comprehensive evaluation of the effectiveness of the school's anti-bullying policy by the student body. Allow for easier anonymous reporting
Tasks	The placement of notices of the key elements of the policy i.e. definition of bullying and reporting procedures in staffrooms and classrooms. Training for prefects on how to respond to reports of bullying incidents.
Timeframes	January – May 2023
Resources	Year Heads Student Council Policy and Planning Co-ordinator Pastoral Care
Success Criteria	Reporting and resolution of all incidents in line with the Anti-Bullying Policy

Additional Educational Needs Provision

Targets	Provide targeted and effective support to students with AEN inline with the NEPS Continuum of Support model.
Tasks	Establish a core team of teachers in the school to support students with AEN. Allocate resources primarily on students identified as having the greatest needs, i.e. those who would be identified as needing 'support for a few' under the NEPS Continuum of Support model. Develop time-specific targeted interventions for those students whose support needs would be identified as falling under 'support for some'. The targeted interventions will include support with reading, vocabulary enrichment, written expression, numeracy, study skills, assistive technology and organisation.
Timeframes	September to May
Resources	SENCO Senior Management NEPS
Success Criteria	Establishment of a core SET team. Target support system for students with greatest needs. Time-specific targeted interventions for all AEN students.

Transition Year

Targets	1. Further embed and establish the TY Calendar with the addition of more activities, courses, speakers and workshops 2. Establish a programme of at least one whole year non-academic activity every week with the exception of exam weeks and the week immediately before exam week. 3. Prepare for LC by re-emphasising the importance of the academic side of TY including respect to teachers, punctuality, appropriate school uniform and sufficient study time
Tasks	1. Reflect, revise and finalise the annual TY Calendar 2. Decide and organise a programme of non-academic events for the entire TY group that promote positive life-skills 3. Establish and communicate clear expectations concerning respect, punctuality, appropriate school uniform and study.
Timeframes	1. Before the start of the academic year 2. The academic year 3. Before the end of the academic year
Resources	1. TY Year Head 2. TY Co-ordinator 3. Senior Management Team
Success Criteria	1. TY Calendar approved by SMT 2. A programme of events that emphasise non-academic life skills 3. Improved respect towards teachers, punctuality, school uniform and exam results due to increased study

SCHOOL DEVELOPMENT

Faith and R.E.

Targets	Reestablish and further develop key faith based events post-pandemic: the Kairos Retreat for 6th Year students, seasonal masses and services (whole school masses, November Services, Advent and Lent) CPD Workshops for supporting students. More emphasis on wellbeing through meditation, discussion and activities / rituals / wellness week. Commissioning the new College Oratory.
Tasks	Organising student teams to help with feasts, masses and services throughout the academic and liturgical year. Collecting data and notes to help learn more about the spiritual, social and general holistic needs of students (counselling, research and sociograms). Creating strategies and whole school / community awareness for fundraising and projects through word of mouth, recruiting student help and social media.
Timeframes	Liturgical and academic calendar from August to June
Resources	Chaplaincy Team RE Faculty School Management Counselling supervision, CPD courses and weekly pastoral care meetings.
Success Criteria	We base our success on team meetings, preparation, guidance from each other and the RE faculty, collecting data and information from staff, students and parents regarding students and focusing on those we of who are in need of support in our community.

SCHOOL DEVELOPMENT

School Policies – Communications and Governance

Targets	Awareness amongst all staff of the reporting and action requirements derived from school policies. Adherence amongst all to the reporting and action requirements derived from school policies. All policies will be reviewed by the school management in conjunction with the board of management on an annual basis.
Tasks	Remind staff of their obligations under the school's policies at the start of the year and periodically throughout the year. As part of staff induction, make all new staff aware of their obligations. Make all those involved in ECA in the school aware of their obligations. Create a (i) staff document, and a (ii) student document detailing the most salient points of the key policies. Develop a compliance check in regard to the (Policy review) above will be done on an annual basis.
Timeframes	April – May
Resources	Board of Management Sub – Committee on Communication and Governance Policy Co-ordinator
Success Criteria	Successful compliance check by the Board of Management in May

SCHOOL DEVELOPMENT

Wellbeing – One Good School Award

Targets	To develop an environment where people are comfortable to talk about their mental health and wellbeing. Be open to feedback from all the school community. Build students, school staff, school leadership and parents/guardians awareness around mental health and wellbeing. Promote positive mental health and wellbeing in the school. Work towards Gold One Good School Award.
Tasks	Complete a School Self Evaluation on Wellbeing Create an Action Plan 50% of school staff complete eLearning course: Mental health and Wellbeing – a One Good School Approach. 50% of young people complete the self-directed eLearning course: Let's Talk – Sure Why Not? Parents'/guardians engagement at the Mental Health Awareness for Parents/Guardians webinar and Mental Health Awareness for Parents/Guardians online course. Complete four areas of activity from their One Good School action plan (at least one area per school group i.e. leadership, staff, young people, parents). School represented at a minimum of three cluster meetings.
Timeframes	SSE – May 2022 Action Plan – September 2022 Gold Award – May 2023
Resources	One Good School Team (Principal, Deputy Principal, Programme Leaders: 8 teachers, 2 parents, 4 students)
Success Criteria	Achieve One Good School Gold Award

SCHOOL DEVELOPMENT

Guidance

Objective	Action	Persons Responsible	Timeframe
Block timetable Guidance for TY	Timetable a block of six week classes with Transition Year to facilitate the introduction and development of the programme.	The Guidance Counsellor Deputy Principal	To be in place by February 2023
Establish a Wellbeing Programme for Transition Year	Introduce a mindfulness module to Transition Year	The Guidance Counsellor	January – May 2023
Increase 1st Year awareness of the Guidance Counsellor	Establish a visible presence on the 1st Year corridor and in 1st Year classrooms Introduction at the CAT Develop the presence of Guidance in 1st Year through the Wellbeing area of learning	The Guidance Counsellor	Ongoing
Establish Guidance as a central aspect of Wellbeing at Junior Cycle	Develop a Junior Cycle Guidance Course in line with the Wellbeing indicators	The Guidance Counsellor Chaplaincy Team Staff	In place since Sep 2019

SCHOOL DEVELOPMENT

Achieve consistency in school policies that are impact upon or are impacted by this plan.	Identify the links between the Guidance plan and school policies. Ensure that consistency is established across school policies relating to Guidance.	School Planning and Policy Coordinator School Guidance Counsellor	Jan. 2022 -Jan. 2025
Expand the Guidance and Counselling Department due to the increasing needs of the students.	Second Guidance Counsellor to be in place by September 2022	The principal Deputy Principal	Sep 2022-Sep 2025
Develop and promote Guidance and Counselling website	ICT Training and development for SCG.	The Guidance Counsellor/Deputy Principal	Ongoing

SCHOOL DEVELOPMENT

School Policies

Policy	Mandatory	Origin of Requirement	Tasks	Resources	Timeframe
Communications Policy (Internal and External)	N	School Excursions Policy GDPR Child Safe Guarding Risk Assessment	Identify requirements Consult stakeholders Draft and finalise policy Implement	Policy Co Ordinator ICT Co-ordinator GDPR Pastoral Care	September 2022 – May 2023
Assessment Policy	N	WSE (Whole School approach to AFL) Education Act 1998, 9 (k)	Identify requirements Consult stakeholders Draft and finalise policy Implement		September 2024 – December 2024
Digital Learning Plan	Y	Digital Strategy for Schools 2015-2020	(See Digital Learning Plan)	ICT Co-ordinator	September 2022 – May 2023