

# GLANMIRE COMMUNITY COLLEGE GLANMIRE, CORK

STRATEGIC PLAN  
2019-2022



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# 1. Management Introductions

The Board of Management (BOM) of Glanmire Community College (GCC) is delighted to launch our school's Strategic Plan 2019 – 2022. This plan will provide a structured framework for ongoing development and continued improvement of the school for the next three years.

Since its establishment in 1997, GCC has been committed to offering a high quality educational experience to all its students, seeking excellence and promoting achievement in all aspects of school life. Our school's Mission Statement underpins our ethos and values. Over the past twenty-two years we have been most fortunate to have benefited from the dedication of a highly talented and professional staff. Working together in consultation with our proactive and generous Parent's Council and our ambitious, energetic and dedicated students we have together achieved great success. These, allied with the support of our Board of Management, our Trustees the Cork Education & Training Board and the Diocese of Cork & Ross as well as local sporting and cultural groups, have combined to ensure that the school has continued to excel.

We have enjoyed many successes over the past 20 years, many of which are referenced below in the 'History' section of the plan. The school has always recognised that each individual student achieves success in their own unique way and each success is valued and celebrated by the student, their families and the school community as a whole.

GCC opened its new extension in September 2016 and is now at maximum enrolment. The school achieved its best ever results in the 2018 Leaving Certificate exams. In order to ensure that the school continues to develop, and to provide the foundation for continued achievement in all aspects of school life into the future, it was felt that now was an appropriate time to develop a Strategic Improvement Plan that would guide all members of the school community over the next 3 years. In this context, and taking account of the Looking at our Schools Quality Framework, the Teaching Council Code of Professional Practice, Junior Certificate reform and the Cork ETB Strategic Plan 2017-2021, a new framework is required for both the management and staff of GCC to continue to excel and meet the needs of students, parents and the wider community. This process actively sought the input and participation of staff, students, parents, BOM, trustees and members of the wider community. The plan will now provide clear direction for all our stakeholders as to the agreed priorities for the school over the period 2019 to 2022. Our Strategic Improvement Plan will provide us all with a clear path forward that will enable the school to continue to flourish and grow.

On behalf of our staff, students and parents I would like to acknowledge the critical role of our Board of Management in supporting the development of the school's Strategic Improvement Plan. The development of this plan has been facilitated by Pinta consultants, specialists in the area of strategic planning, under the direction of Mr Maurice O Mahony. Mr O Mahony has assisted the school in developing an improvement plan that will provide a structured framework for ongoing development and continued improvement of the school in the years ahead. The Board of Management wishes to acknowledge the involvement of all the partner groups in the



development of this new plan and to commend them on their ongoing commitment to our school. The Board would also like to thank Pinta and the members of the steering committee for their invaluable work in co-ordinating all aspects of this new and ambitious plan which will help to guide us through further improvements and exciting developments in GCC in the coming years.

## 2. History

Glanmire Community College (GCC) was opened in September 1997 as a co-educational, multi-denominational Cork County Vocational Educational Committee (VEC) school. The school was opened following active lobbying by the local community who had campaigned over many years for the establishment of a second level school in the Glanmire area. This community group had identified a significant shortfall in the provision of second level education for the young people of Glanmire and their families. At the time, students living in the area had no opportunity to attend a local secondary school, therefore forcing families to send their children to schools in the city or areas within commuting distance of Glanmire. The opening of GCC brought a halt to the daily exodus of local youth from the area and in its first year the school enrolled 140 students who had just finished their primary education. The school's first principal was Mr Ted Owens and current staff members Ms Gertie Cahill, Mr James Harrington, Ms Adah Lynch, Ms Anne Cussen and Ms Angela O Sullivan have been members of staff since the school opened in September 1997. By 2003 the college had reached its full complement of six year groups, boasting a student population of nearly 750 students with over 60 staff being employed. To meet the ever increasing demand for places the school built a new extension which opened in 2016 and brought our enrolment to 1100 students. The school currently employs 85 whole time teachers. During this period the County and City VEC's merged into one umbrella group Cork ETB (Cork Education and Training Board) which continues to act as co-patron to the school in conjunction with the Diocese of Cork and Ross. At the end of May 2019, as part of the extension of the city boundary, the Glanmire area has been brought under the direction of Cork City Council.



## **Glanmire Community College School Milestones and Highlights**

Over its 20 plus years of existence the school has excelled in a myriad of areas, achieved significant milestones and has received many accolades in the process. It would be impossible to capture them all in this document but please see below some of the highlights:

### **Academic**

- University entrance scholarship awards
- Leader in Teaching & Learning innovation with school based programmes such as our Go Assessment, Peer Learning and Learning to Learn initiatives.
- Participant school (annually) in ETBI Instructional Leadership Programme
- GCC selected to participate in PISA (Programme for International Student Assessment)
- GCC selected to participate in TIMMS (Trends in International Mathematics and Science Study)
- GCC students annually outperform national norms for State Examinations
- National recognition from the State Exams Commission (SEC) of the achievements of GCC students in subjects as diverse as Maths, German, Science & Metalwork
- Annual award winners at Cork ETB Best Leaving Cert awards ceremony
- Prize winners Young Scientist Competitions nationally and at European level
- Recipient of the prestigious Quercus scholarship to UCC
- Represented at European Union Science Olympiad
- Gaelbhreatach Award Winners
- Awarded the title of Entrance Scholar UCD
- Top mark SEC Junior Cert German exam. German Embassy scholarship to Germany
- ACCA Business Challenge Finals: Best teamwork and innovation award
- Visits by academic delegations and school leaders from schools in Norway, Singapore and the United States



## Extra-Curricular

- Annual School Musical Production
- All Ireland Basketball titles
- All Ireland Camogie titles
- All Ireland Track and Field titles
- Finalist at All Ireland Most Sporting School
- School of the year in Cork SBAI
- Young Chef of the future: National competition winners
- Annual success at Feis Maitiu Choir competition
- All Ireland Champions Most Active Schools
- Green Flag
- All Ireland winners in Badminton
- Regional Final of All Island School Choir Competition
- Health Promoting School Award
- Cork County and Munster football titles
- Cork County and Munster hurling titles
- Darkness into Light host venue and organiser.

## School Trips

- Annual French exchange to Paris
- Annual Transition Year Trip
- Hope Foundation programme annual charity trip to Calcutta



- GCC established a live link with the astronauts on the NASA International Space Station
- GCC students performed at the United Nations building in Manhattan
- Civic Link Partnership with Lisnagarvey High School in Lisburn & John Deering Middle School in Rhode Island
- School Ski Trip
- GCC students climbed Kilimanjaro to raise funds for Child Aid
- GCC students represented Ireland at the EU parliament in Strasbourg

### 3. School Demographics

Glanmire Community College serves the families of Glanmire and its surrounding areas. The school is proud of its Community College status and the variety of students that it serves. As mentioned the school has a population of 1100 students with the boy/girl ratio balance approaching 50:50. Currently, the school has slightly more males than females. The school has 10 recognised feeder primary schools, whose students receive priority as part of the enrolment process. The school is also extremely proud of the fact that it welcomes students from over 20 different primary schools on an almost annual basis. The school continues to grow and is now at full capacity, despite the completion of a new extension in 2016 to meet demand for increased enrolments.

In the provision and delivery of curriculum the school is almost unique in the broad and balanced range of subjects it offers at both Junior and Leaving Certificate level. This extensive subject choice allied to the range of programmes offered, including Transition Year and Leaving Cert Applied, is evidence of GCC's commitment to meet the needs of all our learners. Our targeted learning support provision also helps support all our students in having positive learning experiences and achieving their learning goals.

### 4. Methodology of the Planning Process

In June 2018, Glanmire Community College took the decision to develop a strategic improvement plan that would provide the school with a clear roadmap to enable the school to continue to progress and grow within the current environment. There was an acknowledgement that although the school had been very successful in many areas to date, a new strategic plan was required for both the management and staff of Glanmire Community College to continue to excel and meet the needs of our students, parents and the wider community.



The school contacted Pinta – specialists in the area of strategic planning to assist in developing a strategic improvement plan for Glanmire Community College. This plan would provide clear direction for the management, the staff and other stakeholders as to the agreed priorities for the school over the next three years.

The project began with an initial meeting with the Principal and Deputy Principals to discuss and develop a project plan that would assist in delivering the schools strategic improvement plan. Central to this was the creation of a Steering Group. The formation of a steering group consisted of parent council representatives, staff members, local business representatives, members of the Board of Management in addition to members of the schools senior management team

The steering group was formed to act as an advisory group for the process and encouraged the participation of stakeholders throughout the project. A workshop was held with the group to gather their aspirations for the future of Glanmire Community College and identify what they wanted to see in place in 2022.

**The group comprised of:**

Ms Linda Skillington	Chairperson, Board of Management
Mr Ronan McCarthy	Principal
Ms Gertie Cahill	Deputy Principal
Ms Janet Gahan	Chairperson, Parents Council
Ms Susan Casey	Member of Teaching Staff
Ms Nell Leahy	Member of Teaching Staff
Ms Evelyn O Mahony	Member of SNA staff
Mr Liam Ryan	Local Community Representative
Mr Maurice O Mahony	Pinta Facilitator

The group identified the stakeholders to engage with, the method of engagement and the timings of the consultations. They also completed an exercise of identifying and agreeing on potential key areas of focus (Pillars) for the school.

The next phase of the process was a facilitated workshop with the teaching staff. They identified the key areas of focus for the school for the next three years. They focused on the opportunities in the school to facilitate growth, educational excellence and increased student satisfaction. This yielded a significant number of ideas that are contained in the plan. Pinta also met with the school's





administration team, SNA staff and caretaking staff to capture their thoughts and opinions on their preferred future for the school. All staff were invited to participate in individual online surveys in order to include any additional ideas or expand on any captured ones.

In addition, one to one meetings were held with the school's senior management team. Group meetings were facilitated with the school's post-holders and the Board of Management. Online surveys were again created for all parties.

Pinta met with a cross section of students from Junior Cycle and Senior Cycle in two separate sessions, using the workshop format. All GCC students were given the opportunity to participate in an extensive online survey. They were asked about their aspirations and what they believed to be the future requirements for the school. Innovative and challenging ideas of creating new offerings were derived, building on the current strengths of the school.

The next phase of the consultation was to invite parents and community members to participate in a workshop to share their opinions and ideas on the future of the school. A wide range of areas were discussed at the workshop and are included later in the report. An online survey was also conducted with parents and other community members.

Pinta met with a group of Principals from feeder Primary schools to get their input to the process. It was a very productive session with some excellent insights, particularly in relation to the transition process from primary to secondary school and how the communication process and collaboration between the primary schools and Glanmire Community College can be enhanced and improved.

A comprehensive document was produced and was presented to the Senior Management Team containing a collation of all inputs received from the extensive consultation process that represented the views of all stakeholders.

**The information was categorised in the identified key areas of focus as follows:**





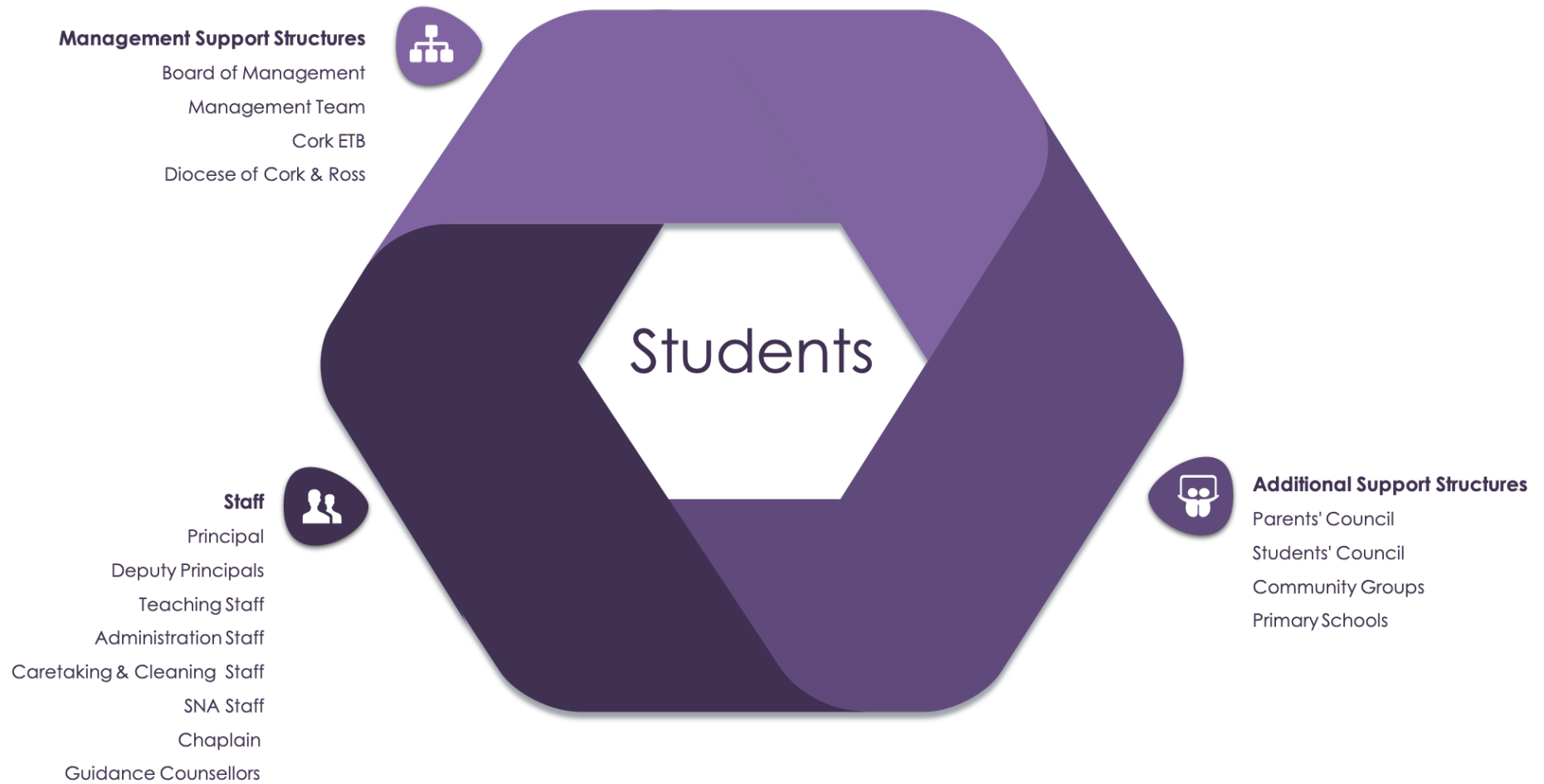
The final phase was to translate the aspirations of all into an achievable set of projects / initiatives that would enable the plan to become a reality. The school was determined to establish a prioritised set of projects into each of the three years to ensure the plan was executable and achievable. The school's management team worked over a period of weeks to create a "first pass" of the prioritised projects by pillar and this formed the basis for the steering group meeting and discussion. To that end the steering group worked through the entire project list in a face to face meeting. Subsequent reviews of documents were completed via email which resulted in a detailed plan for the three years, with a particular emphasis on Year 1.

It is envisaged that prior to the completion of each school year, the management and staff will jointly review progress against action items contained in the plan and adjust, modify or adapt the plan as appropriate.

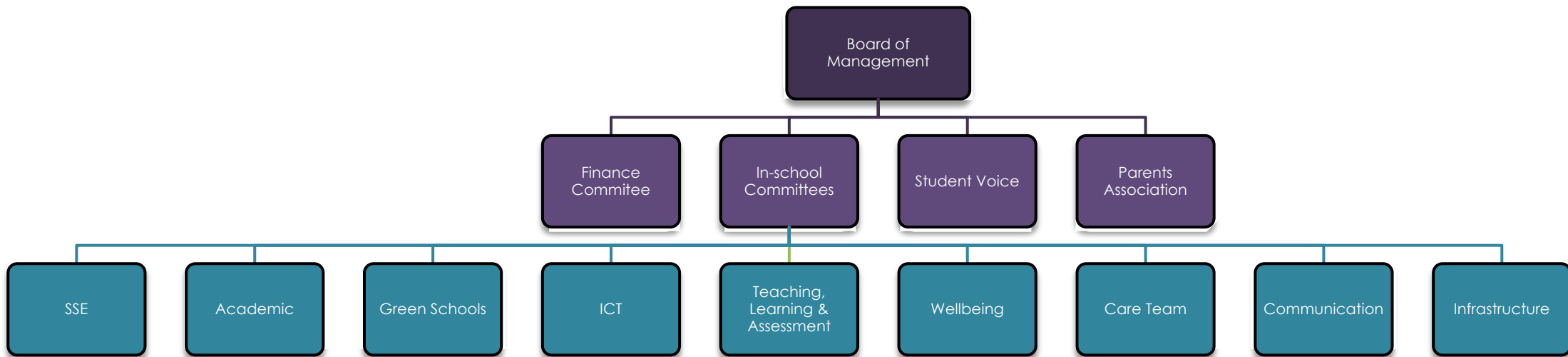
## 5. Mission, Vision & Values

<b>Our Mission</b>	Glanmire Community College strives to be a happy, safe, caring and inclusive Christian community that promotes quality teaching and learning in an environment of mutual respect.
<b>Our Vision</b>	Our vision is to ensure Glanmire Community College continues to excel as a high quality centre of learning.
<b>Our Values</b>	<p>Glanmire Community College endeavours to provide the best possible education for all its pupils, taking account of each individual's unique talents, aptitudes and interests. The pursuit of academic excellence is a central feature of college life, and our success to date has been based on making progression to third level education a core value of our college.</p> <p>Cultural, spiritual and physical development are strongly supported in the college and given expression through a wide range of co-curricular activities. The wide range of curricular subjects and programs provides for each individual child and assists them in achieving their potential.</p>

## 6. Staff Structure



## 7. Committee Structure



## 8. A Snapshot Of What We Heard From Our Students



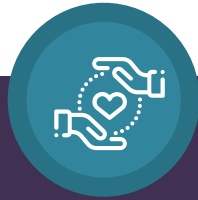
## 9. A Snapshot Of What We Heard From Our Staff



## 10. A Snapshot Of What We Heard from Our Parents



## 11. Strategic Framework : What we will be able to say in 2022:



### 1. School Culture

*"In Glanmire Community College, students, staff and parents work together to ensure our school is a welcoming, safe and inclusive place for learning, founded on positive relationships, effective communication and shared responsibility."*



### 2. Teaching & Learning

"Glanmire Community College is recognised for achieving high quality learning outcomes through excellence in teaching and supporting the continuous development of our staff, students and management"

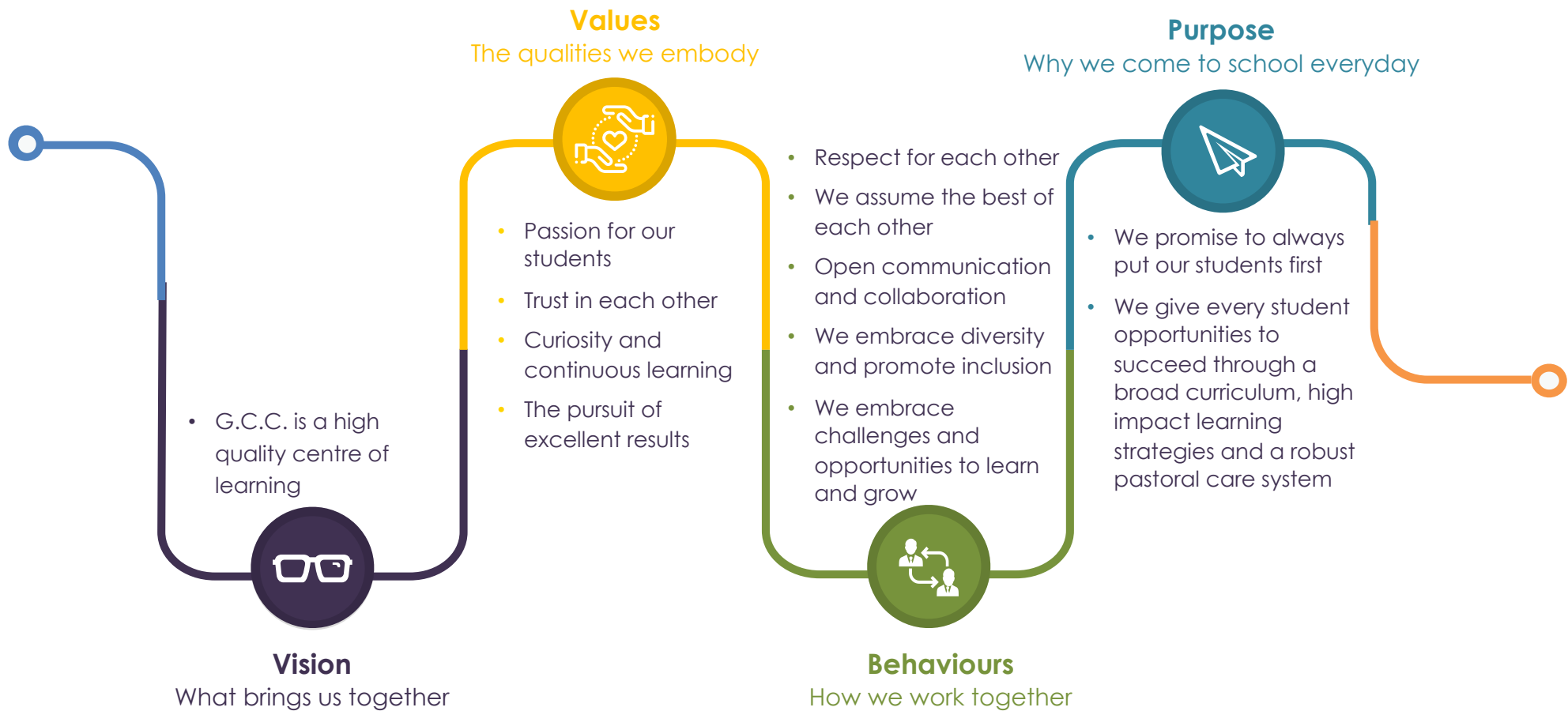


### 3. Leadership & Management

"The highly effective structures, policies and practices in Glanmire Community College promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment"



## The Implicit Principles Governing Our School





## Pillar 1. School Culture

In 2022 we will be able to say....

*In Glanmire Community College, students, staff and parents work together to ensure our school is a welcoming, safe and inclusive place for learning, founded on positive relationships, effective communication and shared responsibility.*

Year	Actions	Achievement Milestones	Notes
<b>Year 1</b>	<p><b>Transition into GCC</b></p> <ul style="list-style-type: none"> <li>Review the effectiveness of current transition strategies for students moving from primary school or from another secondary school.</li> <li>Create orientation material to support new students.</li> <li>Continue the established practice of scheduling meetings with primary schools and promoting ongoing communication and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Survey parents, students and teachers before October midterm 2019</li> <li>In consultation with staff and parents, senior management to develop resources to support the transition of students and staff new to GCC by May 2020.</li> <li>Senior management and Learning Support teachers to continue the current practice of visiting and working with primary school personnel</li> </ul>	



Year	Actions	Achievement Milestones	Notes
Year 1	<p><b>Promoting positive and responsible relationships</b></p> <ul style="list-style-type: none"> <li>Provide Restorative Practice training for staff</li> </ul>	<ul style="list-style-type: none"> <li>Seek an expression of interest from staff to engage in training in consultation with Restorative Practice Ireland. Training to be provided by Christmas 2019</li> </ul>	<p>Training to be offered annually in September</p>
Year 1	<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>Allocate areas for reflection and meditation : a quiet room and prayer room.</li> <li>Develop a healthy eating policy and facilities.</li> <li>Establish a working group to look at the provision of healthy eating menus and break time seating for students</li> </ul>	<ul style="list-style-type: none"> <li>Review the current provision of space for reflection and meditation. September 2019</li> <li>Establish a working group in Term 1 2019.</li> <li>Survey staff and students in Term 1 2019.</li> <li>Develop and implement the policy by May 2020.</li> </ul>	
Year 1	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Carry out a review of the current practice &amp; modes of communication with parents and implement recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Current practice to be reviewed and evaluated by Christmas 2019</li> <li>Agreed recommendations and strategies to be implemented by Summer 2020</li> </ul>	



Year	Actions	Achievement Milestones	Notes
Year 1	<b>Inclusion</b> <ul style="list-style-type: none"> <li>Research and implement initiatives to promote inclusive activities in the Hub through engagement and consultation with the core staff, students and parents</li> </ul>	<ul style="list-style-type: none"> <li>A consultation process to commence by January 2020 to further develop initiatives that promote inclusion.</li> <li>Implementation for September 2020</li> </ul>	
Year 1	<b>Parent / Teacher Meetings</b> <ul style="list-style-type: none"> <li>Consult and engage with teachers and parents re feasible options for improving the current format</li> </ul>	<ul style="list-style-type: none"> <li>Consult with parents' council to seek recommendations for consideration Summer 2020</li> </ul>	
Year 1	<b>Parents' Council</b> <ul style="list-style-type: none"> <li>Assist and support the Parents' Council in a promotion campaign to recruit parents</li> </ul>	<ul style="list-style-type: none"> <li>Involvement in Parents' Council to be promoted by Senior Management at scheduled information events for parents</li> </ul>	
Year 1	<b>School Self Evaluation</b> <ul style="list-style-type: none"> <li>Establish an SSE working group to review current work and strategies and outline recommendations.</li> <li>Use online surveys to gather the diversity of views of key issues for GCC</li> </ul>	<ul style="list-style-type: none"> <li>Working group to be established in Term-1 2019</li> <li>Continue to expand the good practice of using digital surveys , as relevant to support the ongoing SSE review process.</li> </ul>	



Year	Actions	Achievement Milestones	Notes
Year 1	<p><b>Links with Community</b></p> <ul style="list-style-type: none"> <li>Investigate approaches to further promote awareness of planned co-curricular and extra-curricular activities in the school.</li> <li>Investigate ways that GCC can further develop links with local sporting, community and business organizations</li> </ul>	<ul style="list-style-type: none"> <li>Provide regular updates on planned activities through the school webpage and social media. Process to be in place by Summer 2020</li> <li>Committee to be established in consultation with local club(s)/businesses to enhance greater collaboration with community stakeholders. Implementation by Summer 2020</li> </ul>	
Year 1	<p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>Establish a Sustainable/Green Schools Group to review hygiene, litter and school maintenance.</li> <li>Set up a programme to ensure shared responsibility in the school re hygiene and litter</li> <li>Improve the seating facilities in the respective student zones. Review progress to date and roll out the next phase</li> <li>Lockers : Review and implement the locker allocation process factoring in the book loan scheme. Review the maintenance of the lockers.</li> </ul>	<ul style="list-style-type: none"> <li>Newly formed Environmental committee in place in September 2019</li> <li>New outdoor seating to be provided for students between Block B &amp; Block C by Summer 2020</li> <li>Revised procedure for lockers and book loan scheme to be fully implemented by Autumn 2020.</li> </ul>	



Year	Actions	Achievement Milestones	Notes
Year 1	<p><b>Infrastructure</b></p> <ul style="list-style-type: none"> <li>• Aesthetic appearance of the school : Set up a design team to review and assess the current status.</li> <li>• Locate and collate all available material and recommend selected material for display throughout the school.</li> <li>• Room facilities : Schedule ongoing work to maintain lockers, clocks and blinds in the school</li> <li>• Schedule the ongoing work to upgrade classroom &amp; facilities on a zone by zone basis. All classrooms in B block to be completed</li> <li>• Water Fountains : Investigate options for improved facilities and upgrade the water fountains based on the findings</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Environment committee to review and develop strategies to improve the aesthetic appearance of the school by September 2019. Report back by Easter 2020</li> <li>• Lockers, clocks and blinds to be serviced by Christmas 2019. Continued periodic review at Easter and Summer 2020</li> <li>• B-Block classrooms to be refurbished by Summer 2020.</li> <li>• Consult with Student Council to decide on preferred options to access water fountains. Completed by Summer 2020</li> </ul>	Implementation Summer 2020
Year 1	<p><b>ICT &amp; Printing</b></p> <ul style="list-style-type: none"> <li>• Review the existing print management contract to ensure increased reliability and efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Cork ETB to review the current provision and maintenance of ICT &amp; Print Management contracts. Christmas 2019</li> </ul>	Subject to ETB Procurement procedures



Year	Actions	Achievement Milestones	Notes
	<ul style="list-style-type: none"> <li>• Provide easier access to print management through establishing central locations.</li> <li>• Utilize technical support to clean up the teachers shared drive</li> </ul>	<ul style="list-style-type: none"> <li>• Establish robust and frequent maintenance procedures to ensure reliability of ICT &amp; print systems throughout the school year.</li> </ul>	
<b>Year 1</b>	<p><b>Car Park Health &amp; Safety</b></p> <ul style="list-style-type: none"> <li>• Create a programme to educate students re car park safety.</li> <li>• Research the feasibility of erecting a barrier at the school's main entrance.</li> <li>• Employ the services of an external expert to provide traffic management advice.</li> <li>• Put in place health and safety car park signage.</li> <li>• Create and launch a car park safety awareness campaign for parents and the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Education programme to be developed in School Year 2019/2020 and implemented each year subsequently. Completed by October 2019</li> <li>• Feasibility study completed by October 2019</li> <li>• Employment of an external expert completed by the end of the School Year 2019/2020</li> <li>• Awareness Campaign developed in school Year 2019/2020 and implemented each year subsequently</li> </ul>	



Year	Actions	Achievement Milestones	Notes
Year 2	<b>Transition into GCC</b> <ul style="list-style-type: none"> <li>Review the effectiveness of transition strategies for students moving from primary school or from another secondary school.</li> <li>Update orientation material to support students new to GCC</li> <li>Continue to schedule meetings with primary schools and promote ongoing communication and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management and 1<sup>st</sup> Year Head to review revised procedures - Christmas 2020</li> </ul>	
Year 2	<b>Communication</b> <ul style="list-style-type: none"> <li>Implement recommendations from review process to ensure effective modes of communication with parents and key stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Senior management to consult with focus groups and gather feedback about revised communication processes from stakeholders. Review process to be conducted by Christmas 2020.</li> </ul>	
Year 2	<b>Inclusion</b> <ul style="list-style-type: none"> <li>Implement initiatives to promote inclusive activities in the Hub through engagement and consultation with the core staff, students and parents</li> </ul>	<ul style="list-style-type: none"> <li>Review and update initiatives developed and implemented by Christmas 2020.</li> </ul>	





Year	Actions	Achievement Milestones	Notes
Year 2	<b>Parent / Teacher Meetings</b> <ul style="list-style-type: none"> <li>Parent Teacher Meetings : consult and engage with teachers and parents re feasible options to continue to improve the format of meetings</li> </ul>	<ul style="list-style-type: none"> <li>Review and consultation process completed in 2019-2020.</li> <li>Implementation of recommendations throughout 2020-2021.</li> </ul>	
Year 2	<b>Parents' Council</b> <ul style="list-style-type: none"> <li>Assist and support the Parents' Council in a promotion campaign to recruit parents</li> </ul>	<ul style="list-style-type: none"> <li>Senior management to provide ongoing support for Parents' Council through advocacy with general parents body. Ongoing throughout the duration of this plan.</li> </ul>	
Year 2	<b>School Self Evaluation</b> <ul style="list-style-type: none"> <li>SSE working group to review current work and strategies and outline recommendations for future areas for improvement in line with SSE guidelines</li> <li>Continue to develop method to gather the diversity of views on key issues for GCC</li> </ul>	<ul style="list-style-type: none"> <li>Interim review of progress to be completed by December 2020.</li> </ul>	
Year 2	<b>Links with Community</b> <ul style="list-style-type: none"> <li>The established working group to investigate ways that GCC can further develop links with local sporting, community and business organizations</li> </ul>	<ul style="list-style-type: none"> <li>Continue consultation and collaboration with stakeholders – ongoing throughout duration of this plan.</li> </ul>	



Year	Actions	Achievement Milestones	Notes
<b>Year 2</b>	<p><b>Infrastructure</b></p> <ul style="list-style-type: none"> <li>• Aesthetic Appearance of the school Continue to identify and improve the visual environment of the school</li> <li>• Room facilities : Schedule ongoing work to maintain lockers, clocks and blinds in the school</li> <li>• Schedule the ongoing work to upgrade classroom &amp; facilities on a zone by zone basis.</li> <li>• All classrooms in B block to be completed</li> <li>• Water Fountains : Implement chosen options for improved facilities and upgrade the water fountains based on the findings</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing as part of the Environmental Committees work.</li> <li>• Senior management to review progress from Year 1 and update the refurbishment plans by Christmas 2020.</li> <li>• Tendering process for outstanding refurbishment work to be completed by May 2021 &amp; work to be completed by September 2021</li> <li>• Access to fresh water dispensers to be available for students by Christmas 2020.</li> </ul>	

Year	Actions	Achievement Milestones	Notes
<b>Year 3</b>	<p><b>Transition into GCC</b></p> <ul style="list-style-type: none"> <li>• Implement revised transition strategies for students moving from primary school or from another secondary school.</li> <li>• Review effectiveness of orientation material to support new students.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Management, Learning Support Coordinator and Year Head to review and update procedures based on feedback from parents, students and feeder primary schools. May 2022</li> </ul>	



Year	Actions	Achievement Milestones	Notes
	<ul style="list-style-type: none"> <li>Continue to schedule meetings with primary schools and promote ongoing communication and feedback</li> </ul>		
<b>Year 3</b>	<p><b>Promoting positive and responsible relationships</b></p> <ul style="list-style-type: none"> <li>Continue to develop and promote ways of reinforcing and building on the existing positive and respectful interactions in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school approach – promotion of positive inter-personal attributes of kindness, respect and trust through assemblies, meetings with parents and at all events. Ongoing over the duration of this plan</li> </ul>	
<b>Year 3</b>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Continue to promote multiple modes of communication with staff, parents and the wider community and implement recommendations from review process</li> </ul>	<ul style="list-style-type: none"> <li>Survey key stakeholders to review revised communication procedures – May 2022</li> </ul>	
<b>Year 3</b>	<p><b>Inclusion</b></p> <ul style="list-style-type: none"> <li>Continue to implement initiatives to promote inclusive activities in the Hub through engagement and consultation with the core staff, students and parents</li> </ul>	<ul style="list-style-type: none"> <li>Hub Coordinator and Senior Management to review inclusion programme by May 2022</li> </ul>	



Year	Actions	Achievement Milestones	Notes
Year 3	<b>Parents' Council</b> <ul style="list-style-type: none"> <li>Assist and support the Parents' Council to recruit parents</li> </ul>	<ul style="list-style-type: none"> <li>Senior management to provide ongoing support for Parents' Council through advocacy with general parents body. Ongoing throughout the duration of this plan.</li> </ul>	
Year 3	<b>School Self Evaluation</b> <ul style="list-style-type: none"> <li>SSE working group to review current work and strategies and outline recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>SSE working group to continue to promote strategies that support Literacy, Numeracy and Teaching and Learning. Review of progress May 2022</li> </ul>	
Year 3	<b>Links with Community</b> <ul style="list-style-type: none"> <li>The established working group to investigate ways that GCC can further develop links with local sporting, community and business organizations</li> </ul>	<ul style="list-style-type: none"> <li>Continue consultation and collaboration with stakeholders - ongoing throughout duration of this plan.</li> </ul>	
Year 3	<b>Facilities</b> <ul style="list-style-type: none"> <li>Support the Sustainable/Green Schools Group to review hygiene, litter and school maintenance.</li> <li>Continue to develop the programme to ensure shared responsibility in the school re hygiene and litter</li> </ul>	<ul style="list-style-type: none"> <li>Final report from Sustainable Environment/Green Schools Group by May 2022</li> <li>Environment/Green School Group, along with Senior Management to continue to</li> </ul>	



Year	Actions	Achievement Milestones	Notes
		<ul style="list-style-type: none"> <li>promote shared responsibility for school hygiene.</li> </ul>	
<b>Year 3</b>	<p><b>Room Allocation</b></p> <ul style="list-style-type: none"> <li>Carry out a review of room allocation &amp; the feasibility of Teacher-Based Classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management and AP with responsibility for timetabling to conduct a new review of the feasibility of Teacher-Based Classrooms before December 2021</li> </ul>	<p>Previous review completed in March 2019</p>
<b>Year 3</b>	<p><b>Infrastructure</b></p> <ul style="list-style-type: none"> <li>Aesthetic Appearance of the school: Continue to update and improve the visual environment</li> <li>Heating System: Enable the Sustainable Energy Group to investigate grants available to the school to improve insulation and heat retention in the B Block</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management to continue to work with staff and students to ensure that the aesthetic appearance of the school promotes a positive learning environment. Review work completed and further areas for development by May 2022.</li> <li>Sustainable Energy Group to develop an energy conservation plan, including any available grant applications by May 2022</li> </ul>	



Year	Actions	Achievement Milestones	Notes
	<ul style="list-style-type: none"><li>• Room facilities : Schedule ongoing work to maintain lockers, clocks and blinds in the school</li><li>• Schedule the ongoing work to upgrade classroom &amp; facilities on a zone by zone basis. All classrooms in B block to be completed</li></ul>	<ul style="list-style-type: none"><li>• Ongoing work by caretaking staff</li><li>• Senior management, in consultation with staff, to schedule ongoing upgrading work.</li></ul>	



## Pillar 2. Teaching & Learning

In 2022 we will be able to say....

*Glanmire Community College is recognised for achieving high quality learning outcomes through excellence in teaching and supporting the continuous development of our staff, students and management.*

Year	Actions	Achievement Milestones	Notes
Year 1	<p><b>Collaborative Practice</b></p> <ul style="list-style-type: none"> <li>Carry out a review of the current subject department planning process and identify any areas for improvement to promote consistency and coherency of subject curricular plans.</li> <li>Consolidate and continue to share effective learning strategies through subject departments with all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Senior management and subject co-ordinators to begin the consultation &amp; review process by Christmas 2019.</li> <li>Establish recommendations to support effective subject department planning and collaboration. To be developed by April 2020.</li> <li>Senior management to facilitate both internal and externally provided professional development opportunities and to identify a forum to promote sharing of practice – Ongoing throughout the duration of this plan</li> </ul>	
Year 1	<p><b>Learning Skills</b></p> <ul style="list-style-type: none"> <li>Continue to support and expand programmes and initiatives that enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management and Junior Cycle Co-ordinator to continue to expand the Learning-</li> </ul>	



Year	Actions	Achievement Milestones	Notes
	<ul style="list-style-type: none"> <li>Build and roll out the use of online learning platforms e.g. Google G Suite.</li> </ul>	<p>to-Learn initiative. Ongoing throughout the duration of this plan.</p> <ul style="list-style-type: none"> <li>Senior Management will continue to facilitate peer-learning workshops and establish a process to share experiences with all interested staff. Begin sharing process by Christmas 2020.</li> <li>All students and staff will be provided with a specific user account to facilitate online interaction that supports teaching and learning. May 2020.</li> </ul>	
<b>Year 1</b>	<p><b>Induction for Staff</b></p> <ul style="list-style-type: none"> <li>Establish a core team of staff mentors to research ways to integrate staff mentoring to a greater extent. Put a plan in place to address findings.</li> <li>Create a feedback mechanism for new staff members of GCC.</li> </ul>	<ul style="list-style-type: none"> <li>Senior management to review current mentor process for staff new to GCC and/or new to teaching. Christmas 2019.</li> <li>Establish a core team of mentors and provide mentor training by May 2020.</li> <li>Senior Management to develop a mechanism to facilitate staff new to GCC, including placement and PME students, to provide feedback on their experiences of induction, support and working in GCC. To be implemented by May 2020.</li> </ul>	





Year	Actions	Achievement Milestones	Notes
Year 1	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Set up an Assessment review group.</li> <li>• Realign the calendar of assessment tasks at Junior Cycle.</li> <li>• Focus on Assessment for learning (AFL) strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Review group to be established September 2019. Revised calendar of assessment milestones at Junior Cycle to be developed and implemented by Christmas 2019.</li> <li>• Implement an assessment audit tool to review AFL strategies currently being used. October 2019.</li> <li>• Identify impactful AFL strategies for implementation as part of next phase SSE process May 2020.</li> </ul>	
Year 1	<p><b>Results Analysis</b></p> <ul style="list-style-type: none"> <li>• Provide CPD for staff re analysing relative academic achievement and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Management to provide training (including from NEPS/external experts) on promoting academic achievement.</li> <li>• Senior Management and Learning Support Coordinator to provide inputs on tracking and monitoring students' learning progress at staff meetings. Autumn and Spring each year.</li> <li>• Senior Management to generate and provide class teachers and year heads with spreadsheets of students' achievements in house and state exams. Christmas and Autumn each year.</li> </ul>	



Year	Actions	Achievement Milestones	Notes
		<ul style="list-style-type: none"> <li>Subject departments to be provided with analysis of students' performances in state exams. Ongoing at Autumn of each year</li> <li>Analysis of results relative to academic ability to be provided to class teachers and year heads. Ongoing at Christmas and Autumn each year.</li> <li>Senior management to ensure student profiles include standardised assessments results and reports (STEN's &amp; CAT4) are available on VSWare</li> </ul>	
<b>Year 1</b>	<p><b>VSWare Data</b></p> <ul style="list-style-type: none"> <li>Provide CPD training to staff to improve the quality of the VSWare Data input and accessibility.</li> <li>Create a phased schedule to optimize the functionality for each different section of VSWare.</li> </ul>	<ul style="list-style-type: none"> <li>Training to be provided on a bi-annual basis to all staff during staff meetings. First scheduled training Autumn 2019.</li> </ul>	
<b>Year 1</b>	<p><b>VSWare Access</b></p> <ul style="list-style-type: none"> <li>Provide tutorials for parents during open/information evenings</li> </ul>	<ul style="list-style-type: none"> <li>Provide training during 1<sup>st</sup> Year Information evening. Ongoing in September of each year</li> <li>Provide training to parents in attendance at option subject evenings for 3<sup>rd</sup> Years &amp; TY parents. Ongoing in Winter each year</li> </ul>	



Year	Actions	Achievement Milestones	Notes
Year 2	<p><b>Collaborative Practice</b></p> <ul style="list-style-type: none"> <li>Consolidate and continue to share effective learning strategies through subject departments with all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management and Subject Department Coordinators to review progress in subject department planning process. May 2021</li> <li>Senior Management to identify and promote sharing of practice through staff meetings and specific learning groups. Ongoing throughout the duration of this plan.</li> </ul>	
Year 2	<p><b>Learning Skills</b></p> <ul style="list-style-type: none"> <li>Continue to support and expand programmes and initiatives that enhance learning.</li> <li>Build and roll out the use of online learning platforms e.g. Google G Suite.</li> </ul>	<ul style="list-style-type: none"> <li>Review of progress achieved in 2019-2020 and revised strategies to be developed by end of Term 2 2020-2021.</li> <li>Senior management to continue to support the roll out online platform access to teachers and students. Review of levels of use to be conducted by May 2021.</li> </ul>	
Year 2	<p><b>Induction for Staff</b></p> <ul style="list-style-type: none"> <li>Support the core team of staff mentors to implement the staff mentoring plan. Incorporate findings from the feedback process of new staff</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management and mentors to review feedback and identify any recommendations to revise the mentoring process. May 2021</li> </ul>	



Year	Actions	Achievement Milestones	Notes
Year 2	<b>Assessment</b> <ul style="list-style-type: none"> <li>Focus on assessment for learning (AFL) strategies.</li> <li>Review revised assessment calendar</li> </ul>	<ul style="list-style-type: none"> <li>Implement AFL strategies identified from AFL audit and review. September 2020.</li> <li>Assessment Review group to review revised assessment calendar at Junior cycle. May 2021</li> </ul>	
Year 2	<b>Results Analysis</b> <ul style="list-style-type: none"> <li>Continue to provide CPD for staff re analysing relative academic achievement and performance.</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management to continue to provide input on academic profiling, tracking and monitoring of students' academic progress. Autumn of each year.</li> <li>Results analysis to be provided to subject departments each autumn and to class teachers and year heads following Christmas and Summer house exams.</li> </ul>	
Year 2	<b>VSWare Data</b> <ul style="list-style-type: none"> <li>Continue to provide feedback and CPD to staff to ensure high quality VSWare Data input and accessibility.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback and training to be provided on a bi-annual basis to all staff during staff meetings.</li> </ul>	
Year 2	<b>VSWare Access</b> <ul style="list-style-type: none"> <li>Provide tutorials for parents during open/information evenings</li> </ul>	<ul style="list-style-type: none"> <li>Senior management to continue to provide training during 1<sup>st</sup> Year Information</li> </ul>	



Year	Actions	Achievement Milestones	Notes
		evening & 3 <sup>rd</sup> Year & TY Option evenings. Ongoing in September & Winter of each year	

Year	Actions	Achievement Milestones	Notes
<b>Year 3</b>	<p><b>Collaborative Practice</b></p> <ul style="list-style-type: none"> <li>Implement recommendations from May 2021 review of revised subject department planning process</li> <li>Consolidate and continue to share effective learning strategies through subject departments with all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Subject Department Coordinators to lead colleagues in the implementation of the revised planning process. Ongoing throughout 2021-2022</li> <li>Senior Management to continue to identify and promote sharing of practice through staff meetings and specific learning groups. Ongoing throughout the duration of this plan.</li> </ul>	
<b>Year 3</b>	<p><b>Learning Skills</b></p> <ul style="list-style-type: none"> <li>Continue to support and expand programmes and initiatives that enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>Peer learning group to continue to promote evidence-based practice. Learning to Learn strategies to be expanded through consultation with teachers and students – review of progress by May 2022.</li> </ul>	



Year	Actions	Achievement Milestones	Notes
	<ul style="list-style-type: none"> <li>Build and roll out the use of online learning platforms e.g. Google G Suite.</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management to facilitate a review of the frequency and impact of digital learning amongst teachers, students and parents. May 2022</li> </ul>	
<b>Year 3</b>	<p><b>Induction for Staff</b></p> <ul style="list-style-type: none"> <li>Support the core team of staff mentors to implement the staff mentoring plan. Incorporate findings from the feedback process of new staff</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management and mentoring team to review progress. May 2022</li> </ul>	
<b>Year 3</b>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Focus on assessment for learning (AFL) strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement AFL strategies identified from AFL audit and review.</li> <li>Seek feedback from students and parents about the impact of strategies to support learning May 2022</li> </ul>	
<b>Year 3</b>	<p><b>Results Analysis</b></p> <ul style="list-style-type: none"> <li>Continue to provide CPD for staff re analysing relative academic achievement and performance.</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management to continue to provide input on academic profiling, tracking and monitoring of students' academic progress. Autumn of each year.</li> </ul>	



Year	Actions	Achievement Milestones	Notes
		<ul style="list-style-type: none"> <li>Results analysis to be provided to subject departments each Autumn and to class teachers and year heads following Christmas and Summer house exams.</li> </ul>	
<b>Year 3</b>	<b>VSWare Data</b> <ul style="list-style-type: none"> <li>Continue to provide feedback and CPD to staff to ensure high quality VSWare Data input and accessibility.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback and training to be provided on a bi-annual basis to all staff during staff meetings.</li> </ul>	
<b>Year 3</b>	<b>VSWare Access</b> <ul style="list-style-type: none"> <li>Provide tutorials for parents during open/information evenings</li> </ul>	<ul style="list-style-type: none"> <li>Senior management to continue to provide training during 1<sup>st</sup> Year Information evening &amp; 3<sup>rd</sup> Year &amp; TY Option evenings. Ongoing in September &amp; Winter of each year</li> </ul>	



### Pillar 3. Leadership & Management

In 2022 we will be able to say....

*The highly effective structures, policies and practices in Glanmire Community College promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment*

Year	Actions	Achievement Milestones	Notes
Year 1	<p><b>Review of Mission Statement</b></p> <ul style="list-style-type: none"> <li>Set up a working group to review the school's Mission Statement</li> </ul>	<ul style="list-style-type: none"> <li>Working group to be established In Term 2 2019. Report and recommendations to be presented May 2020.</li> </ul>	
Year 1	<p><b>Relationships &amp; Values</b></p> <ul style="list-style-type: none"> <li>Support and assist the Wellbeing Committee in their work researching and implementing initiatives to further enhance the overall wellbeing of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing Committee to identify strategies to further promote the integration of the JC Wellbeing indicators across the curriculum and beyond. Deadline May 2020.</li> <li>Senior Management to support the Wellbeing Committee to organise and host various events annually such as Schools go Orange and Darkness into Light – Ongoing throughout the duration of this plan</li> </ul>	





Year	Actions	Achievement Milestones	Notes
Year 1	<p><b>Affirmation and Celebration</b></p> <ul style="list-style-type: none"> <li>Establish a process of sharing and celebrating achievements.</li> <li>Update and review the current Affirmation guidelines.</li> <li>Establish a representative group of stakeholders to look at how the schools achievements can be collected, recorded and promoted.</li> <li>Actively promote and encourage the independence of the classroom setup by teachers to maximize learning and engagement</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management, in collaboration with Parents, Teachers and Students to identify how to collate, record, promote and celebrate significant achievements by members of our school community. An efficient process to be developed by May 2020.</li> <li>Subject and Class teachers to identify how best to identify and showcase elements of students' achievements in class. Selected pieces to be displayed each term on the school website. Ongoing throughout the duration of this plan.</li> </ul>	
Year 1	<p><b>Policy &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Curriculum Review Group to review curriculum provision to ensure compliance with DES requirements and to optimise student engagement and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Senior management to establish a curriculum review group and lead the curriculum review process. Present the findings to the whole staff for discussion and feedback. February 2020.</li> </ul>	



Year	Actions	Achievement Milestones	Notes
	<ul style="list-style-type: none"> <li>Curriculum Review Group to consult with stakeholders and implement curricular reform in compliance with DES CL79/2018 (JC Curriculum : Wellbeing Provision &amp; JC Assessment Process)</li> <li>Digital Learning Policy Implementation : Schedule the Implementation of the plan outlined in the policy.</li> <li>Policy Review Group : Set up a working group to review all school policies and report on the findings.</li> <li>Establish a schedule for the redrafting of existing policies including consultation with stakeholders</li> <li>Upgrade the WIFI, servers and hardware.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum review group to prepare a report with recommendations for implementing requirements of CL79/2018. February 2020.</li> <li>Senior Management to reconvene the Digital Learning Group to review and revise the actions contained in the Digital Learning Plan. February 2020.</li> <li>Senior Management to lead a group of interested staff to review all existing school policies. Group to be convened and schedule of review drafted by May 2020.</li> <li>Senior Management to consult with Cork ETB to advance the procurement of the necessary equipment to upgrade the existing WiFi &amp; IT hardware.</li> </ul>	
<b>Year 1</b>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Investigate ways to promote and further enhance staff input to the decision making processes in the school</li> </ul>	<ul style="list-style-type: none"> <li>Survey staff to seek feedback and suggestions on how to improve collective decision making. January 2020.</li> </ul>	



Year	Actions	Achievement Milestones	Notes
	<ul style="list-style-type: none"> <li>Important information for students and parents regarding transition into GCC, Uniform, Stationary etc. to be available in a timely manner and displayed on the school website each year</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management to identify relevant information, prepare appropriate documentation and upload prior to the end of each academic year. Senior management to also investigate the greater use of SMS and Social Media to further enhance communication with parents. Ongoing throughout the duration of this plan.</li> </ul>	
<b>Year 1</b>	<p><b>Student Leadership/Voice</b></p> <ul style="list-style-type: none"> <li>Promote the Student Voice and increase the Student Council's Profile.</li> <li>Review the current structure of the student council.</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management to explore and provide CPD for teachers to further promote the student voice in the classroom and across the school. May 2020.</li> <li>Elected Student Council members to review current role and function of the council and make recommendations to increase its presence and influence in the school. January 2020.</li> </ul>	
<b>Year 1</b>	<p><b>Middle Leadership</b></p> <ul style="list-style-type: none"> <li>Schedule weekly AP1 and monthly AP2 middle management meetings following a review of the meeting times that would</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management to reintroduce weekly/bi-weekly AP1 team meetings. October 2019.</li> </ul>	



Year	Actions	Achievement Milestones	Notes
	<p>work for all parties (before, during or after school.)</p> <ul style="list-style-type: none"> <li>Review the roles of post holders and build leadership capacity.</li> <li>Schedule senior management meetings with each postholder at the end of the school year to discuss posts of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management to introduce a schedule of AP2 team meetings. January 2020.</li> <li>Senior Management, in consultation with AP1 and AP2 post holders, to review the respective roles to further build leadership capacity to meet the needs of the school. Begin January 2020.</li> <li>Senior Management to implement end-of-year review meetings with AP1 &amp; AP2 post holders as per CL 003/2018. April – May 2020.</li> </ul>	
<b>Year 1</b>	<p><b>Resource Management</b></p> <ul style="list-style-type: none"> <li>Timetabling, Interviews and Appointments: In consultation with the DES and the Cork ETB, senior management will continue to further optimize resource utilization as part of the ongoing curricular strategic planning process</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management to review the existing timetabling, interview and appointment process to further optimise and improve its efficiency and effectiveness. June 2020</li> </ul>	
<b>Year 1</b>	<p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>Continue to support staff First-Aid training.</li> <li>Identify a designated area for Recovery/First Aid.</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management to allocate funding to support staff training and upskilling in First Aid – May 2020.</li> <li>Identify a potential area to provide for Recovery/First Aid by May 2020.</li> </ul>	



Year	Actions	Achievement Milestones	Notes
	<ul style="list-style-type: none"> <li>Seek external professional advice re first aid</li> </ul>	<ul style="list-style-type: none"> <li>Senior management to consult with ETB to seek professional advice about best practice for provision of first aid &amp; medical support within the school community. May 2020.</li> </ul>	
Year 1	<p><b>Support Staff</b></p> <ul style="list-style-type: none"> <li>Schedule meetings with Management and all ancillary staff</li> </ul>	<ul style="list-style-type: none"> <li>Senior management to review the current communication process with administration, caretaking and cleaning staff. Implement an improved schedule of meetings and communication. May 2020.</li> <li>Senior management to explore ways of ensuring a greater input by ancillary staff into the management of the plant and facilities. May 2020</li> </ul>	



Year	Actions	Achievement Milestones	Notes
Year 2	<p><b>Relationships &amp; Values</b></p> <ul style="list-style-type: none"> <li>Continue to support and assist the Wellbeing Committee in their work researching and implementing initiatives to further enhance the overall wellbeing of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing Committee, in collaboration with Senior Management, Staff and Students to support the integration of the JC Wellbeing indicators across the curriculum and beyond – September 2020 onwards</li> <li>Senior Management to continue to support the Wellbeing Committee to organise and host various events annually. Ongoing throughout the duration of this plan</li> </ul>	
Year 2	<p><b>Policy &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Continue to support the Policy Review Group to review and redraft all school policies. Implement the review schedule for the redrafting of existing policies following consultation with stakeholders</li> <li>Curriculum Review Group to consult with stakeholders and implement curricular reform in compliance with CL79/2018 (JC Curriculum : Wellbeing Provision &amp; JC Assessment Process)</li> </ul>	<ul style="list-style-type: none"> <li>Schedule of Policy Review and redrafting to be implemented by Policy Review Group. September 2020 onwards.</li> <li>Implement the recommendations of the Curriculum Review Group to ensure compliance with the requirements of CL79/2018. September 2020.</li> </ul>	



Year	Actions	Achievement Milestones	Notes
	<ul style="list-style-type: none"> <li>Digital Learning Policy Implementation : Continue to roll out the implementation of the plan outlined in the policy.</li> </ul>	<ul style="list-style-type: none"> <li>Digital Learning Group to lead the implementation of the revised actions contained in the Digital Learning Policy, including the use of online learning platforms. September 2020 onwards.</li> </ul>	
Year 2	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Investigate ways to promote and further enhance staff input to the decision making processes in the school</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management to implement recommendations arising from review and feedback surveys. September 2020 onwards.</li> </ul>	
Year 2	<p><b>PR / Marketing</b></p> <ul style="list-style-type: none"> <li>Create a Marketing / PR plan for the school.</li> <li>Establish a strategy for the use of social media channels to improve school promotion.</li> </ul>	<ul style="list-style-type: none"> <li>Senior management to establish a working group to review current PR avenues and impact. September 2020</li> <li>Report and recommendations of the PR Working Group to be prepared - February 2021</li> </ul>	
Year 2	<p><b>Student Leadership/Voice</b></p> <ul style="list-style-type: none"> <li>Promote the student voice and increase the Student Council's Profile.</li> <li>Review the current structure of the Student Council.</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management, in consultation with staff and students, to implement identified strategies to improve student</li> </ul>	



Year	Actions	Achievement Milestones	Notes
		voice and leadership roles within the school. September 2020 onwards.	
Year 2	<b>Middle Leadership</b> <ul style="list-style-type: none"> <li>Continue to progress the roles of post holders to further build leadership capacity.</li> </ul>	<ul style="list-style-type: none"> <li>In consultation with post-holders, Senior Management to implement feedback arising from end-of year review meetings with AP1 &amp; AP2 post holders to further support middle leadership in the school. October 2020 Onwards.</li> </ul>	
Year 2	<b>Support Staff</b> <ul style="list-style-type: none"> <li>Schedule meetings with Management and all ancillary staff</li> </ul>	<ul style="list-style-type: none"> <li>Senior management to implement improved communication processes to include ancillary staff in decision making about their roles and responsibilities. September 2020 onwards.</li> </ul>	
Year 2	<b>Resource Management</b> <ul style="list-style-type: none"> <li>Timetabling, Interviews and Appointments: In consultation with the DES and the Cork ETB, senior management will continue to further optimize resource utilization as part of the ongoing curricular strategic planning process</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management to implement improved resource management processes. March 2021 onwards.</li> </ul>	





Year	Actions	Achievement Milestones	Notes
Year 3	<p><b>Relationships &amp; Values</b></p> <ul style="list-style-type: none"> <li>Continue to support and assist the Wellbeing Committee in their work researching and implementing initiatives to further enhance the overall wellbeing of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing Committee, in collaboration with Senior Management to survey Staff and Students to review the impact of strategies to integrate the JC wellbeing indicators. January 2022</li> <li>Senior Management to continue to support the Wellbeing Committee to organise and host various events annually. Ongoing throughout the duration of this plan</li> </ul>	
Year 3	<p><b>Policy &amp; Practice</b></p> <ul style="list-style-type: none"> <li>Continue to support the Policy Review Group to review and redraft all school policies. Implement the review schedule for the redrafting of existing policies following consultation with stakeholders</li> <li>Curriculum Review Group to consult with stakeholders and implement curricular reform in compliance with CL79/2018 (JC</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management, in consultation with Policy Review Group to continue to implement the schedule of policy review and redrafting. Ongoing.</li> <li>Curriculum Review Group, along with Senior Management to continue to monitor the implementation of curriculum</li> </ul>	



Year	Actions	Achievement Milestones	Notes
	<p>Curriculum : Wellbeing Provision &amp; JC Assessment Process)</p> <ul style="list-style-type: none"> <li>Digital Learning Policy Implementation : Continue to roll out the implementation of the plan outlined in the policy.</li> </ul>	<p>reform in compliance with CL79/2018. Ongoing</p> <ul style="list-style-type: none"> <li>Digital Learning Group to continue to review and implement strategies to ensure the effective use of digital resources to support learning, teaching and assessment. Ongoing with annual review to take place in May.</li> </ul>	
Year 3	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Investigate ways to promote and further enhance staff input to the decision-making processes in the school</li> </ul>	<ul style="list-style-type: none"> <li>Staff to be surveyed bi-annually to monitor satisfaction with how their input to the decision-making process is supported. September and February annually.</li> </ul>	
Year 3	<p><b>PR / Marketing</b></p> <ul style="list-style-type: none"> <li>Implement the recommendations in the Marketing / PR plan for the school.</li> <li>Implement the strategy for the use of social media channels to improve school promotion.</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management and PR Working Group to oversee the implementation of recommendations arising from February 2021 review.</li> </ul>	



Year	Actions	Achievement Milestones	Notes
Year 3	<p><b>Student Leadership/Voice</b></p> <ul style="list-style-type: none"> <li>Promote the student voice and increase the Student Council's Profile.</li> </ul>	<ul style="list-style-type: none"> <li>Survey students and teachers to review the success of implementing recommendations to promote Student Voice and involvement in decision-making about issues that impact on their learning and wellbeing. January 2022.</li> </ul>	
Year 3	<p><b>Middle Leadership</b></p> <ul style="list-style-type: none"> <li>Continue to progress the roles of post holders to further build leadership capacity.</li> </ul>	<ul style="list-style-type: none"> <li>In consultation with post-holders, Senior Management to continue to seek and implement feedback arising from end-of year review meetings with AP1 &amp; AP2 post holders to further support middle leadership in the school. Ongoing</li> </ul>	
Year 3	<p><b>Support Staff</b></p> <ul style="list-style-type: none"> <li>Schedule meetings and improve communication with ancillary staff and their inclusion in decision-making about the management of the plant and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Senior management to continue to review and update the revised communication processes to include ancillary staff in decision making about their roles and responsibilities. September 2021 onwards.</li> </ul>	



Year	Actions	Achievement Milestones	Notes
Year 3	<b>Resource Management</b> <ul style="list-style-type: none"><li>• Timetabling, Interviews and Appointments: In consultation with the DES and the Cork ETB, senior management will continue to further optimize resource utilization as part of the ongoing curricular strategic planning process</li></ul>	<ul style="list-style-type: none"><li>• Senior Management to implement improved resource management processes. Ongoing.</li></ul>	



## 12. Implementing the Plan

The first step to implement this plan is to present it to Board of Management to provide them with the opportunity to approve the identified projects and milestones.

Once approved, the plan will be presented to students, parents, staff and community members ensuring that they are informed of the priorities within the School for the next three years. The school will also circulate the plan to parents and the wider community and will develop an online format to assist accessing the plan via the website.

The next step will be to assign goals and targets to the staff committees, teams, individuals and Principal and Deputy Principals. These goals are streamlined with those within the plan to ensure alignment and visibility.

Once all stakeholders review each component of the plan, the Schools Management Team and the Board of Management will be responsible to oversee the implementation of the plan. There is an option for an external resource to assist with the review of the plan on an annual basis to support the school in implementing the plan across each pillar if required.

## 13. Reviewing the Plan

The Board of Management, the Principal and Deputy Principals will complete a comprehensive review with each of the committees during May of each year. This will include an assessment of progress made in each component of the plan versus the established milestones. The review will also include an analysis of the relevance of each of the targets and the inclusion of new targets and projects that are deemed appropriate by the Board Of Management and the school's senior management team.



## 14. Appendices & Acknowledgements

The Glanmire Community College Strategic Planning process began nearly 15 months ago back in June 2018. In the intervening period so many people have contributed to the development of this plan that it would not be possible to thank everyone deserving of recognition on an individual basis. It is, however, appropriate and necessary to acknowledge and thank the following groups who were key contributors to the Strategic Planning process and without whom this process would not have come to such a successful outcome.

- Steering Group

Ms Linda Skillington	Chairperson, Board of Management
Mr Ronan McCarthy	Principal
Ms Gertie Cahill	Deputy Principal
Ms Janet Gahan	Chairperson, Parents Council
Ms Susan Casey	Staff Member Teacher
Ms Nell Leahy	Staff Member Teacher
Ms Evelyn O Mahony	Staff Member SNA
Mr Liam Ryan	Local Community Representative
Mr Maurice O Mahony	Facilitator

- The members of our Board of Management
- The members of our Teaching Staff
- All our students and the members of our Student Council



- The members of our SNA staff
- The members of our Ancillary staff
- Our Primary School Principals
- The members of our Senior Management Team

A very special and sincere thanks to Mr. Maurice O Mahony PINTA and to Mr Sean McGrath Deputy Principal for all their work in the development of our GCC Strategic Plan 2019-2022



## Planning Specialists

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*A special thank you to all our students and parents who participated in our workshops and online survey.  
We truly appreciate your time and input.*

## Glossary of Terms

JCSP	Junior Certificate School Program
RSE	Relationships and Sexuality Education
SEN	Special Educational Needs
SNA	Special Needs Assistant
TY	Transition Year