Catchment Area

5 Community Schools Co-Ed

2 Educate Together Second Level

2 Voluntary Boys

4 Voluntary Girls

1 Private Co-Ed

1 Gael Cholaiste (GC Reachrann)

1 Community College (Grange CC)

2023 Intake vs 2013 intake

- 1500 students approx. in 6th Class in Howth Deanery

- 152 applications for 96 places

- 3 of those schools taking nearly 50% of all the students

- Demographics help but you can't rely on them when there is such choice in such a small area

- In 2013 there were initially 6 applications for 1st year. This increased to 13 by September but it was obvious we were in a lot of trouble

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Growth

2014/2015   142
2015/2016   159
2016/2017   182
2017/2018   201
2018/2019   230
2019/2020   281
2020/2021   334
2021/2022   394
2022/2023   450
2023/2024   510 Projected

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Grange Community College Journey

13 Years Ago

- Known as 'The Grange' with negative connotations.
- Stagnant- 120/130 students
- Limited curriculum
- Limited extra-curricular
- New Principal in 2014
- Record-low student intake with c. 13 first years.
- No P.E. Hall.
- Very generic and restricted subject options.
- Long-standing middle management structures in place. Small Team, Limited Capacity, Duties rather than Leadership Roles.
- Teaching Deputy Principal.
- General maintenance of facilities not prioritised.
- Committed staff but general regurgitation of ideas.
- Feedback less than desirable in DEIS inspection and MLL
- Poor "visibility" in the community.

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Change in Leadership

8 years Ago

- Rewriting the "story of Grange CC."
- Selling point: Small class sizes, Caring/Nurturing Environment, emphasis on technology
- Fostering relationships with Primary School Principals and Teachers- CPD, Secondary School Experience, Events
- Focus on PR, Social Media, Website, Local Newspaper
- Reinvigorated Staff- Teams and Committees formed around PR, DEIS etc.
- Timetable more student centred- Choice Options
- Restructured timetable- half-day, lunch
- Developed Curriculum- Music, Spanish, LCVP, Physics
- Physical Environment improved-carpet, paint, flooring
- Greater emphasis on Student achievement- mentoring, check and connect, started work on academic monitoring.
- Very positive SEN inspection.
- Biggest change was leadership style- trust and agency. Everyone given the scope to play to their strengths and deliver change.

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Taking the Reins

4 years Ago

- Tide had turned. Enrolment 230 in 2018.
- A fear that we'd lose momentum.
- Succession planning-worked and learned under Adrian, excellent hand-over and a great support ever since.
- Immediately established myself with local Primary Principals
- Early victory with an excellent DEIS Inspection in October 2018- further successful SSPS, Anti-Bullying, Science and Bio Inspections (Correcting the record)
- Developed a vision around Code of Positive Behaviour- Restorative Practice, High Care, High Expectations.
- Grew a Middle Leadership Structure- coincided with CL 003/2018
- Defined a Year Head System & redefined Role of Tutor
- Invested in student leadership structures and training
- Developed Curriculum further- Coding, Technology, Chemistry, Polish Next: German, PE, Computer Science
- Ongoing improvements in Learning and Teaching
- Development of Extra-Curricular
- Ongoing improvements physical environment

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Stages of Development: PR

- Website
- Social Media
- Publications
- Students and Parents

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PR

- Telling the story of your school is very important.
- Being transparent, visible and accessible to the community is the impression you are trying to give.
- Challenge myths/rumours/untruths/cultural baggage
- Different contexts will have different focuses-Caring, Academic, Sports/Extra-curricular, generating interest from boys/girls.
- High Quality Publications- Quality Control, Spelling, Grammar, High Definition images, Graphic Design.
- Students are our number 1 form of PR- If their needs are being met and they are happy in school they will spread that word. Guides at open night, work experience, talks in Primary Schools.
- Parents are a close second. Bring them in often. Encourage them to interact, follow social media, like posts.
- You need an excellent relationship with primary schools. 6th Class teachers are a huge influence on pupils choosing secondary school.
- PR is not enough- If you have problems-social media, photos, ads will not paper over the crack. Improve your school!

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Staff Strengths: Creating a PR team from permanent staff

- Group meets formally and maintains minutes.
- Group Liaises with wider body of staff in an informal context.
- Reports given at staff meetings on the strategy.

Development Officer

Social Media/Digital Media and Website

Local Media

Parent Liaison

Next Steps:

Prioritised as a Need and became a Post of Responsibility.

Led very successfully and a committee was formed around the AP2

New website designed.
Instragram established.
Quality Controls
High Quality Prospectus
Virtual Open Night video.

SEOs, Google Ads, YouTube Ads

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Website

Local Media

- Invite local reporters/photographers to events. Offer to send images/press releases otherwise.
- Advertise/Issue Press Releases on all core pillars of School Development.
- Post all newspaper coverage on social-media platforms.

Team teaching learning in Grange **for 21st century Community College**

Students get plenty of individual attention at Grange Community College. PHOTO: DARREN KINSELLA

Team Teaching has proven benefits for students. PHOTO: DARREN KINSELLA   The welcoming reception area.

• Grange Abbey Road, Donaghmede, Dublin 13 • Tel: 8471422 • www.grangecc.ie • Visit us on facebook

NORTHSIDE TODAY

near 90.3fm

northside today

Sean Smyth, Principal of Grange Community College, Donaghmede

Johnny - December 5, 2019

Sean Smyth, Principal of Grange Community College, Donaghmede speaks with Johnny Holmes about forthcoming Christmas Exams, Christmas Celebration Show, their New Technology Work space and about their students heading for the DDL ETB Festival of Music in January at the National Concert…

Grange Community College Donaghmede

Students and parents of 4th, 5th and 6th Classes are invited to **Grange CC** for our **Open Night** on Thursday **14th September** 7pm-9pm.

Visit our newly refurbished facilities and classrooms, sample some of the wide range of subjects, and meet the great team of staff and students. **Principals Address at 7.15 and 8.15**

A COLLEGE OF EXCELLENCE
SERVING THE LOCAL COMMUNITY

Grange Abbey Road, Donaghmede, Dublin 13 • t: 01 8471422 • e:grangeccadmin@ddletb.ie • www.grangecc.ie

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grangecomm

Instagram

Grange Community College
A college of excellence - serving the community
www.irishtimes.com/life-and-style/people/should-...

Professional dashboard
New tools are now available.

Edit Profile

TY — Transition Year
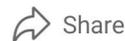Music
Art
Sport

grange comm...

facebook

👍 Like | 💬 Comment | ↱ Share

Grange Community College is at **Grange Community College**.
6 d · Dublin, Ireland · 🌐

A huge thank you to everyone who attended last week's bake sale held by the 6th years in support of the Irish Cancer Society!... See more

See Insights and Ads | **Boost post**

9:09

Why Choose Grange Community College?
Grange Community College · 1.5K views · 2 years ago

Mr O'Brien Guidance Coun... 13 chapters ⌄

1:01

What Secondary School Should I Go To?
Grange Community College · 94K views · 2 years ago

YouTube bscriptions | Library

From PR to School Improvement

- PR is everyone's job
- Not an individual or group anymore
- Success breeds success
- Capitalise on momentum
- Pause and Celebrate every success. It's important everyone feels they are making a difference.
- However, No room for complacency, there are always aspects of the school that can be developed/improved.

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What is a Good School?

Care (vertical axis)

Expectations (horizontal axis)

| High Care Low Expectations | High Care High Expectations |
| Low Care Low Expectations | Low Care High Expectations |

Care/Expectations Continuum
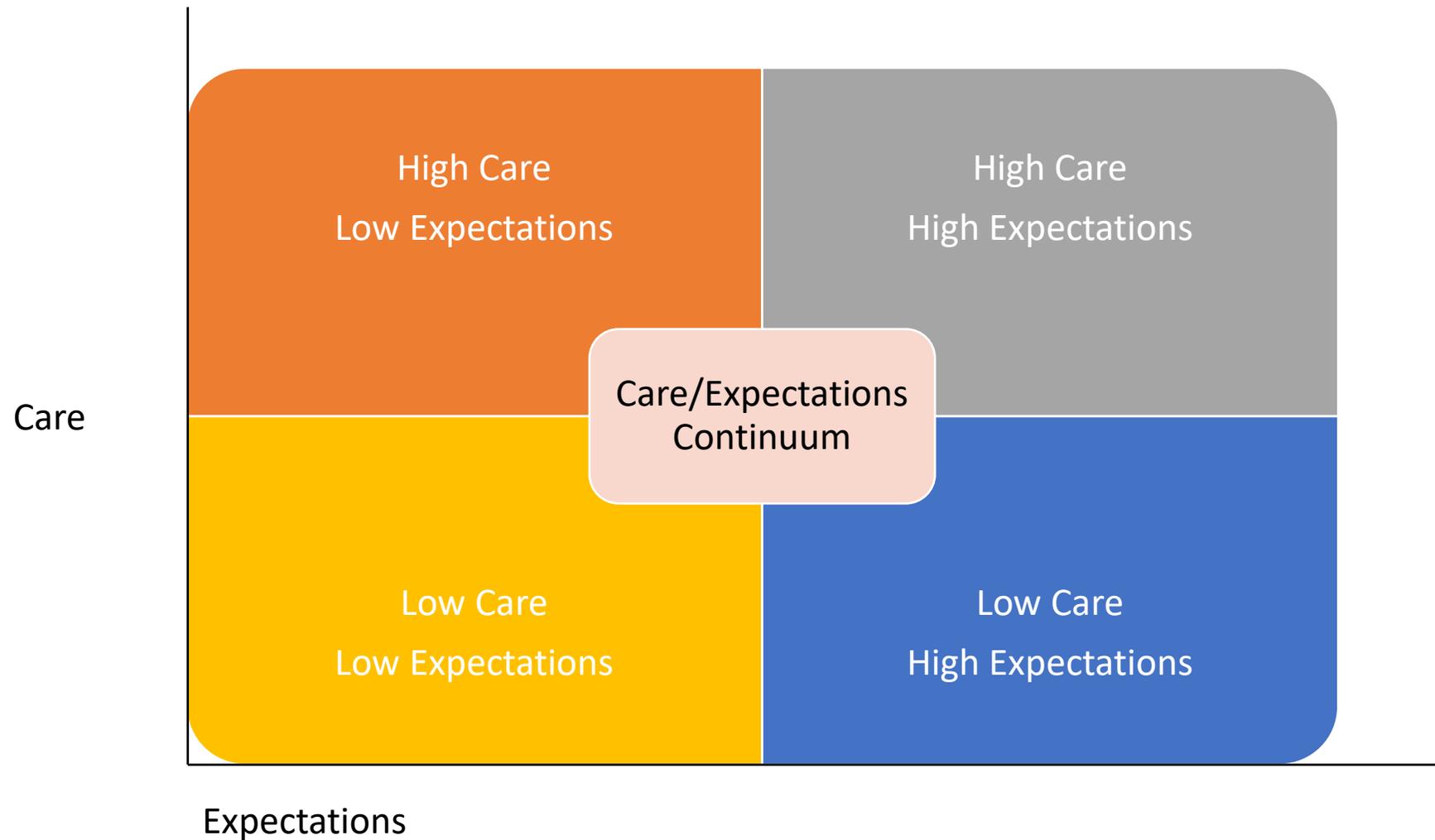
Stages of Development: Care and Wellbeing

- Code of Positive Behaviour
- Care Structures
- Cost of Living
- Student Voice
- Extra-curricular

High Care

- Code of Positive Behaviour (Changed our Culture)
- Restorative Practice
- No Shouting-Positive Interactions
- No Rules-Expectations
- Pastoral Care Team
- Year Head System
- Tutor System
- New SEN structure/EAL
- Student Support Team
- Check and Connect
- School Meals
- Generic Uniforms
- Book Rental
- Transition Programme 1st Year
- Summer Camp
- Wellbeing Coordinator
- Student Council/Prefects

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Code of Positive Behaviour

THE AIMS OF OUR CODE OF POSITIVE BEHAVIOUR

Our school's Code of Positive Behaviour is built around three core pillars. These pillars of *'Respect'* *'Responsibility'* and *'Cooperation'*, taken from our mission statement, are the foundation upon which all our expectations derive. We have extremely high expectations of our students in Grange Community College and, together as a whole-school community, we arrived at the behavioural expectations laid out in this code.

- Our code seeks to promote a safe and secure learning environment, where students are supported to make mistakes, ask questions, learn and achieve at the highest level.
- Our code seeks to enable students with additional support needs to access a full education.
- Our code seeks to foster an environment of equity, wellbeing, dignity, inclusion, respect, responsibility and cooperation for all members of the school community.
- Our code seeks to promote the development of positive, respectful relationships for effective learning, emphasising responsibility, accountability, restoration and forgiveness.
- Our code seeks to provide clarity around the roles and responsibilities of the whole school community, students, parents and staff, both individually and as a whole school collective.
- Our code seeks to provide clarity, transparency and consistency to procedures followed when expectations are not met.
- Our code seeks to outline our structures for students in need of support.
- Our code seeks to balance the individual needs of students with the rights of all to receive an education.

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Code Of Positive Behaviour

Expectations	Classroom	Corridors	Canteen	Toilets	Locker
Respect	• Arrive on Time • Have school materials and take care of them. • Listen when others speak • Follow Instructions	• Move quietly and carefully through the corridors. • Use appropriate language in the corridors. • Follow staff instructions	• Respect other people's space and privacy. • Speak Politely saying please and thank you • Clean up after yourself and queue up with care.	• Keep clean and free from Graffiti • Avoid Conflict • Respect Others Privacy	• Keep locker area tidy • Be Patient • Show care to others
Responsibility	• Be Prepared for class including homework • Allow Learning to take place • Work to your best Ability • Keep the classroom tidy	• Be mindful of yourself and those around you. • Keep the corridors clean • Go directly to class.	• Form Orderly Queue. • Clean Up and encourage others to do the same. • Leave canteen at agreed time • Eat the appropriate food for you.	• Have toilet pass with you. • Flush the toilet after use and wash your hands. • Keep it clean. • Report any problems.	• Take all you need to be prepared for class • Use at correct times • Take care of your own property and others
Co-operation	• Hands Up/One Voice • Work in teams and help others. • Follow teacher's instructions. • Be Confident and allow other students to participate.	• Keep to the left • Line Up outside of your classroom. • Cooperate with staff instructions, keep corridors clean keep phones off.	• Follow Instructions of teachers and canteen staff. • Use Canteen at Appropriate Times. • Use Vending Machine at correct time • Report Spillages	• Use at designated times • Use toilets in a timely manner • Ask a teacher for a toilet pass	• Consider the property of other students • Collect belongings quickly and go straight to class • Report any damage

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Restorative Practice

We have done a considerable amount of work with Connect RP

Relationships are very important to us- In every Inspection we have had since 2018 (4 so far) there has been a very positive comment on excellent Student/Teacher relationships. It is one of our unique selling points
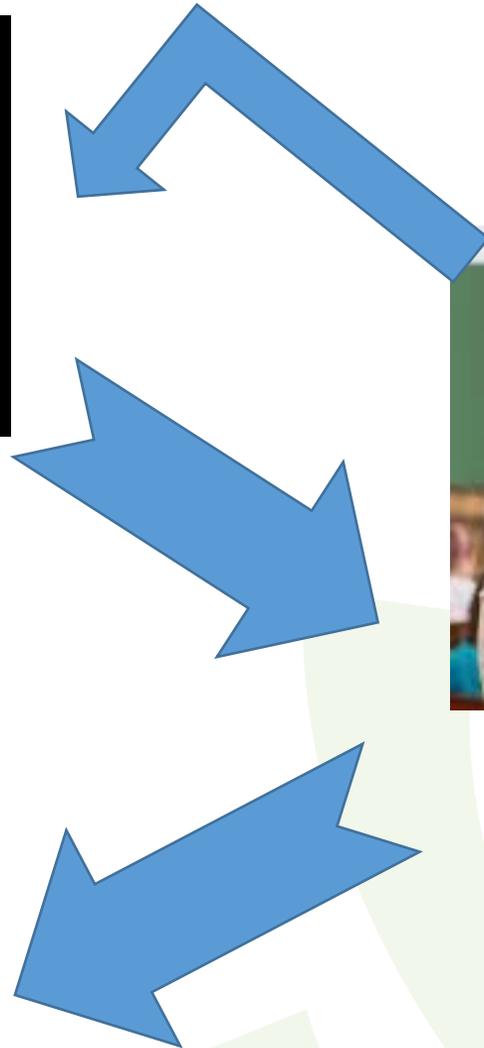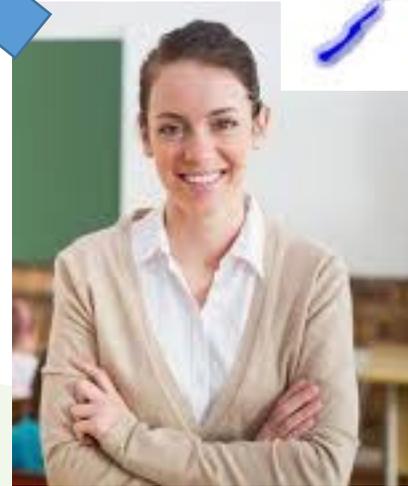
Restorative Approach underpinned by CPB.

Equity- All students treated according to their needs

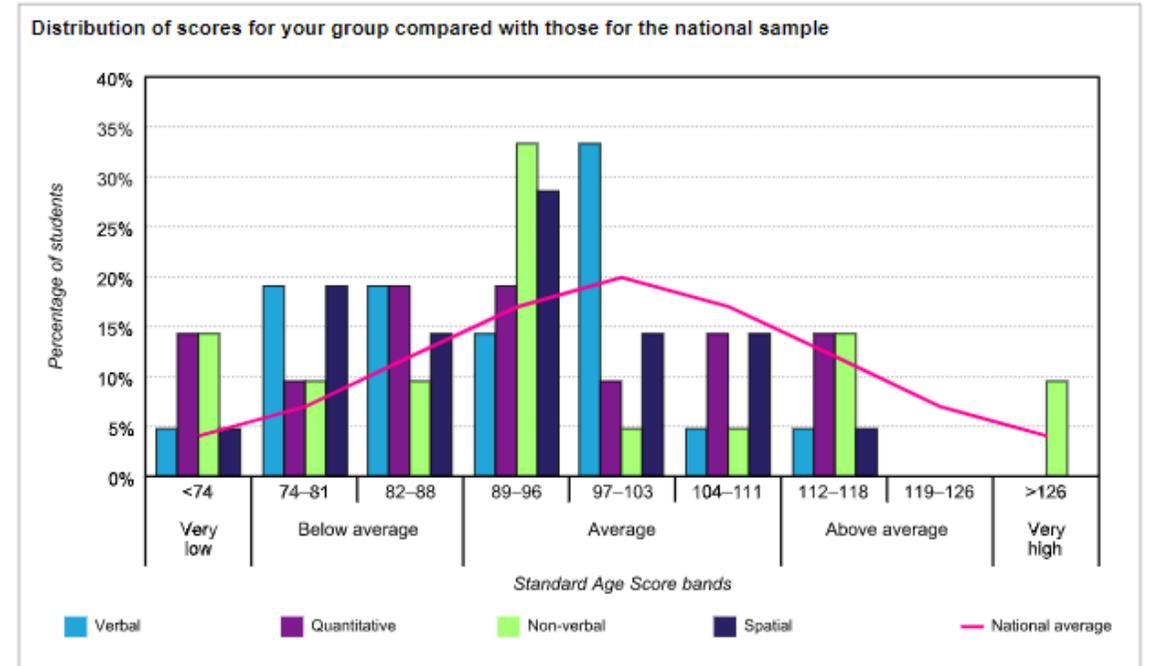Respectful interactions-Skills for life

Extracurricular Activities

Stages of Development: Academic Expectations

- Ability Testing
- Roadmap of Assessment
- Analysis of National Averages
- Teaching and Learning Practice
- Academic Tracking

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High Expectations

- Were GCC students always meeting their potential?
- How would we even know?
- What data did we actually have?
- Our uptake of Higher Level below National Averages. Why?
- National Averages not really helpful with such small numbers sitting Leaving Cert/Junior Cycle?
- What was the ability of our students?
- Introduced CAT4 in 2018- Will sit LC 2024
- Curve well below national curve- setting realistic expectations. Put appropriate supports in place.
- How do we improve?

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Assessment Journey

- How do we do assessment?
- Clearly outlined our Check-in moments
- Underpinned by Assessment Policy
- How do we ensure students are making progress?

1st Year	
January (6th Class)	Entrance Exams (CAT4)
September	Primary Passports (Information for teachers on Vsware, our online system)
September	CAT 4 - Reports sent to parents in October/November
October	Midterm Assessments (In-Classroom tests)
December	1st Year Parent's Junior Cycle Information Evening Christmas Assessments (End of Term) (NGRT Literacy Test, Numeracy Test, Irish Test)
January	PASS survey (Pupil's Attitude to Self and School)
February	Midterm Assessments (In-Classroom tests)
May	Summer Assessments (End of Term)
2nd Year	
October	Midterm Assessments (In-Classroom tests)
December	Christmas Assessments
January – February Midterm	CBA 1 - Science, Business, Home Economics & Visual Art
February – March/April (Easter)	CBA 1 – Geography & Maths
February	Midterm Assessments (In-Classroom tests/CBAs)
April – May	CBA1 - English, MFL (Modern Foreign Languages), History & Music
May	Summer Assessments (Includes follow-up NGRT (New Group Reading Test and Numeracy Test)
3rd Year	
October	Midterm Assessments (In-Classroom tests)
November – December	CBA 1 - Gaeilge
November – December	CBA 2 - English, Science, Business & Visual Art
November – March	Junior Cycle Assessment Tasks
December	Study Skills Seminar Christmas Assessments
January – Feb Midterm	CBA 2 - Gaeilge
February – Easter	CBA 1 – PE CBA 2 – MFL
February/March	Junior Cycle Mock Examinations Mock Results Analysis & Academic Mentoring
June	Junior Cycle Examinations

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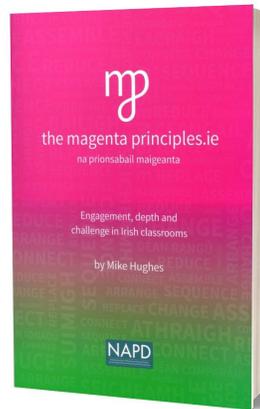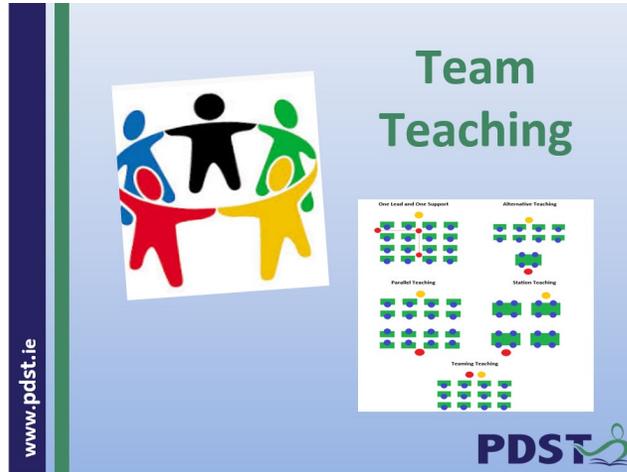Cliath agus Dhún Laoghaire Education and Training Board

Academic Tracking

- Using CAT4 Data to suggest the Potential of Students
- Are students Above Potential? (Green)
- Below Potential (Red)
- In line with Potential (Yellow)
- Results from Assessment Journey Input
- Informs school reports
- Informs PTM feedback

# Whole-school teaching and learning innovation?

Teaching and Learning

- Teaching and Learning Committee
- Teach Meets
- Droichead PST
- TLP
- Head Office Support- Development Officers and Teams
- Team Teaching
- Subject Leaders
- DEIS Committees (measures, T&L focus)
- Microsoft Innovative Educator
- TEL-Projectors, Staff/Student Devices/ Wireless
- Academic Awards-Roy Savage & Anne Marie O'Riordan
- Scholarship
- Gaeltacht Grants/bursaries
- Instructional Leadership-Pillars

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How are we doing?

- Our Cohort of students is growing and the profile is changing
- Very diverse/multi-cultural with over 50 different nationalities represented.
- Expectations increasing all the time.
- Cat4 1st Year 2022 is very close to an Average curve
- Challenged teachers of 1st year to plan to be in line with National Average uptake of Higher Level in English, Irish, Maths
- Change of Level procedure for students/parents
- Everything contributes to the continual raising of expectations and improvement of our school

Distribution of scores for your group compared with those for the national sample
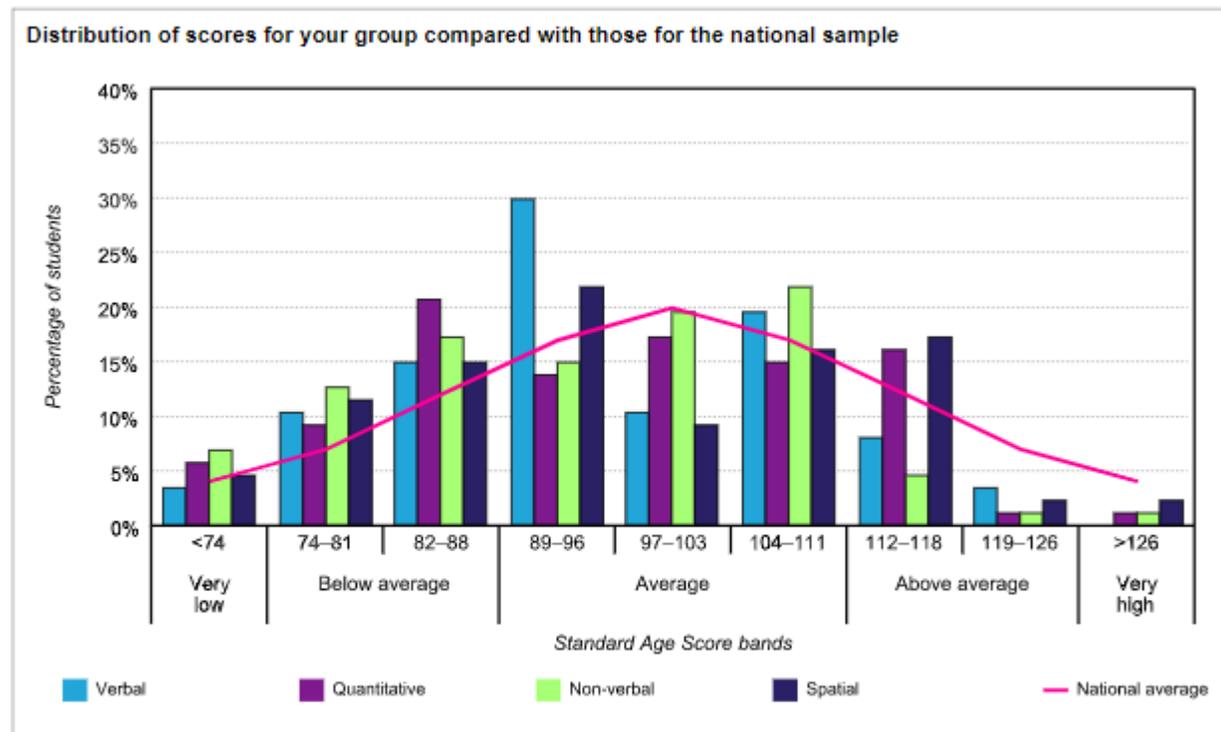
Stages of Development: Leadership Structures

- Circular 003/2018
- Admin/Management Focused Duties to Leadership
- Developing Leadership Capacity (LAOS)

Building a Leadership Team

Principal with Teaching Deputy Principal

- 2 AP1s: Exam Secretary and Policy Coordinator

- 3 AP2s

Principal with 1 DP and 1-2 years from 2nd DP

- 7 AP1s, Programme Coordinator, Robust Needs Analysis focused on Leadership and improvement

- 7 AP2s

  Additional Focus on Policy Development and Vision

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Fostering Leadership/Succession Planning

- Creating a Culture of Leadership-Not just a paid position- Prefects, Student Council, Restorative Practice, Detention, Lockers, Junior Cycle, EAL, SEN Link Teacher, Extra-curricular
- Encourage genuine opportunities for leadership- Playing to passions, not to "get ahead"
- New Teacher Support- What would they like to introduce? Have they seen anything in a previous school that would work here? Have they noticed any gaps in what we provide?
- Everyone is replaceable- The whole aim of leadership is that we foster it in others so that when we move on, our capacity doesn't leave with us
- Dealing with disappointment

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Needs and Priorities

- Focus on Leadership and Improvement
- Needs of our school
- Different in other contexts
- Engaging with LAOS to identify areas for improvement

Draft List of School Needs & Priorities Post on the Staff Notice Board	
School Name:	Grange Community College
Date of posting on staff notice board:	27/05/2021
Date of withdrawal from staff notice board:	31/05/2021

Identified Needs and Priorities at the Staff Meeting dated 26/05/2021 *(in no particular order)*
Year Head
Head of Further Education
School Improvement Coordinator (SSE/DEIS)
Academic Tracking/Teaching and Learning Co-ordinator
Technology Enhanced Learning Coordinator
PR Co-ordinator (SL&FE)
Policy Development
Induction and Transitions Co-ordinator
Wellbeing Co-ordinator (Curricular and Whole School)
New Teacher Mentor (SL&FE)
Teaching and Learning and TEL Co-ordinator Further Education
Exam Co-ordinator (SL&FE)

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Stages of Development: Timetable/Curriculum

- Structure of School Day
- Broad and Balanced Curriculum
- One Hour Classes

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Timetable

Then:
- 8.50-4.05 Monday, Tuesday, Thursday, Friday
- 8.50-1.10 Wednesday
- Home for Lunch (55 mins)
- No Canteen
- Poor afternoon attendance
- Anti-social behaviour in community
- 40 minute classes

Now:
- 8.48-3.45 Monday-Wednesday
- 8.48-2.45 Thursday
- 8.48-1.10 Friday
- 35 minute lunch
- Full canteen with hot food menu
- All Juniors stay in for lunch
- Seniors can go out for lunch but many stay in
- Afternoon attendance not an issue
- 1 hour classes

GLANMORE FOODS
Award Winning Healthy Irish School Lunches

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Curriculum Provision

2 subject options → 4 subject options → New Subjects introduced and promoted → Technology, Physics, Chemistry, Accounting, Polish. Next: PE, Computer Science, German

Teacher-Focused Provision → Student-focused provision → Team Teaching delivered across the school community → New SEN structure L2LP
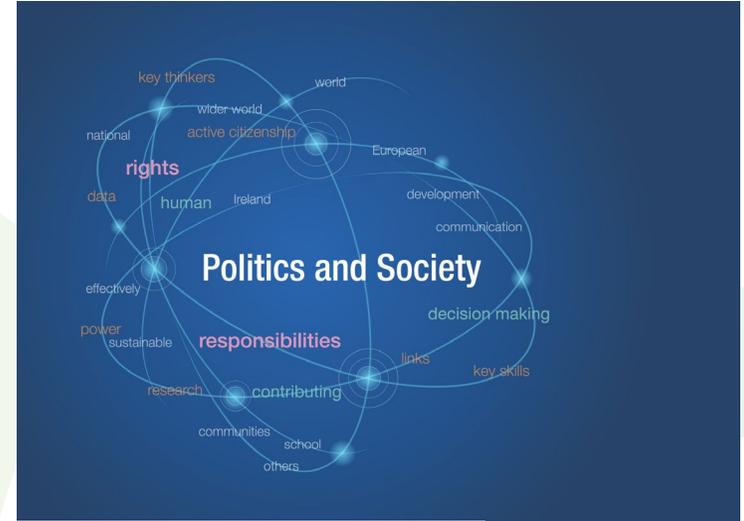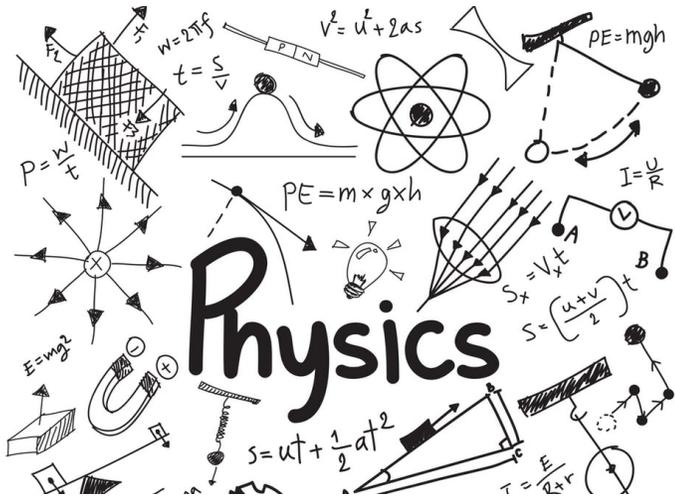
Restricted generic subjects offered → Augmented provision offered with teachers hired to accommodate changes → Short Courses developed and unique JCT options tailored to Grange CC → Coding, Polish, Life Skills

New Subject Identified and Promoted?

Recruitment of Staff

- Start as early as possible-curriculum planning, projected enrolment etc done before beginning May
- Take in PMEs and monitor their progress
- Be open to recommendations from staff-friends, relatives etc.
- Invest time into the people you appoint
- Avoid unsuitable staff-very damaging
- Lots of support for new staff in August/September

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Stages of Development: Aesthetics

- Grounds
- Uniform
- Crest/Logo/Branding
- Building

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Grounds Of The School

Well Maintained i.e. trees pruned, grass cut, fencing painted, carpark surface upgraded.

Strong Signage Outside

Highly Visible from Roadside

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Crest V Logo

Signage/Branding/Literature

Uniform: Change/Consultation?

Student Displays

Building Improvements

Stages of Development: Community Links

- Relationship with Primary Schools
- Business in the Community
- Professional Networks
- Parents

Primary-school relationship

Students
- Participation in activities
- Speaking directly to students in schools

Teachers
- Meeting at visits to primary schools(ongoing)
- Hosting them at school events-secondary school experience

Principal Invitations
- CPD Arranged for local Principals
- Briefing arranged to deliver strategic plan
- Wrote to local principals when appointed

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Local Links

Parental Involvement

HSCL

HOME VISITS

Building positive relationships between home and school.

Parents ASSOCIATION

New members welcome

Contact: Debbie Fowler 018471422

Activities include Open Night, Carol Service, Sports Day and Parents Association Christmas party.

Community Liaison

Working with agencies such as TULSA, School Completion, Social Services, TEN, Local Primary Schools and Youth Services

ASD Parent Support Group

Share experiences, resources, ideas and encourage the acquisition of home and community skills. New members welcome. Enquiries to 0860083098

Speak English

Free Certified Adult Courses

Starting end of September 2018
Learn to speak English
Meet people and have fun
Align skills to work place

Enquiries to lorraine.shalvey@grangecc.ie

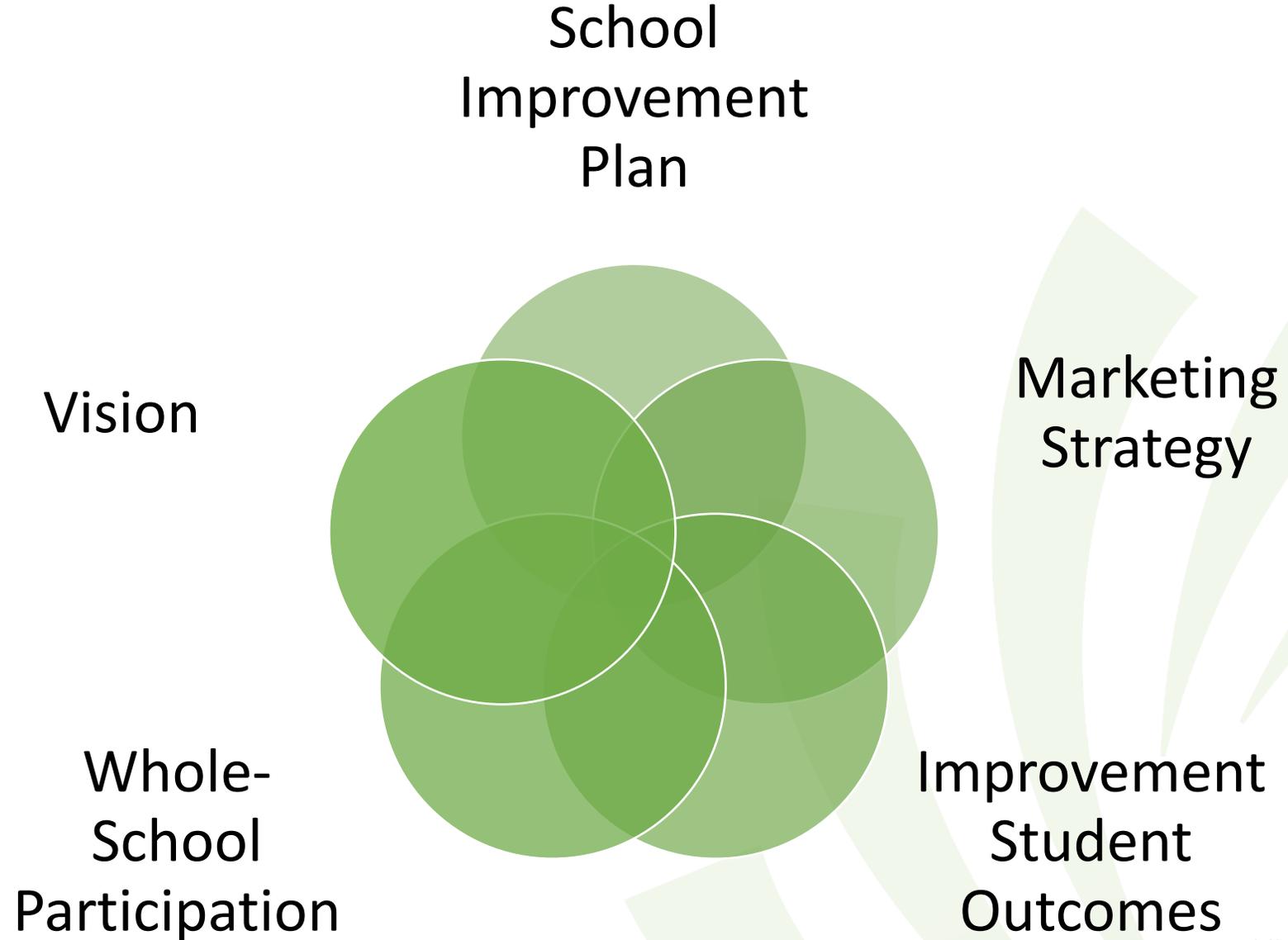**Courses for Parents**

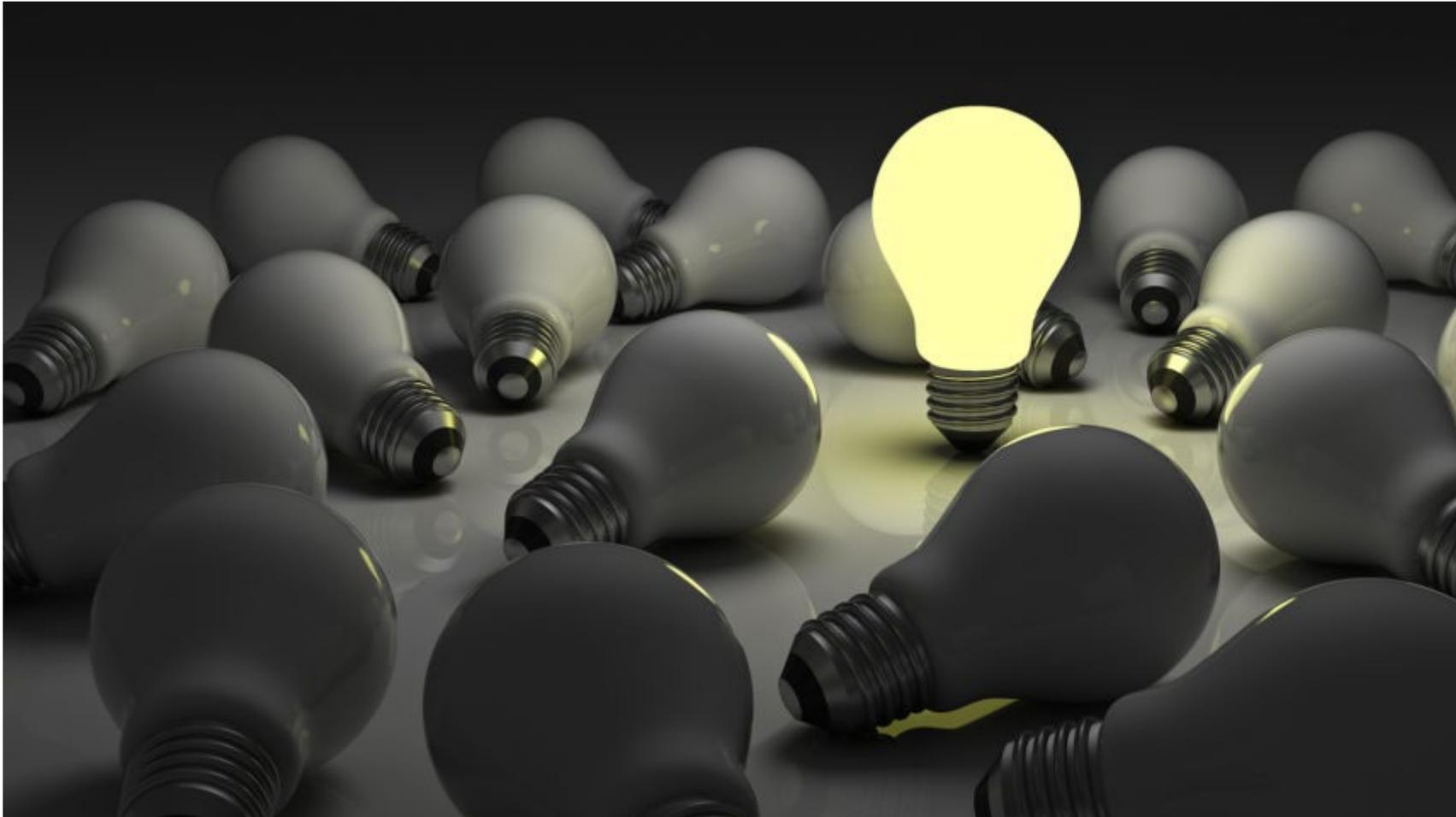Courses arranged during school year. Courses advertised on parent notice board and school website. All parents welcome

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Conclusions

School Improvement Plan

Marketing Strategy

Improvement Student Outcomes

Whole-School Participation

Vision

Unique Selling Point: What Makes You Different?

Why do Parents send their Child to your school?

- Confidence in you and your staff

- Influence by primary schools

- Tradition-Family, siblings

- Safe

- Modern/State of the Art/Advanced Curriculum

- They believe you are the best school in the area

- Ethos

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Why do 6th class pupils choose your school

- Feels like a safe choice/They trust you

- Friendships

- Extra-curricular

- Siblings

- Broad Curriculum- Home Ec, Wood Tech, Engineering, Technology, Languages

- Open Night

- 5th Class Experiences

- Ethos

Never Waste a Crisis

- One Hour Classes

- Base Classes 1st Years

- Online Ordering Canteen

- Huge investment in TEL- Teacher Devices, Interactive Whiteboards

- Inspections-Setting the record straight/celebrating progress

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Core Pillars of a School

Staff Welcome
Who are the staff and what do they represent?

Teaching and Learning
What are you must proud about within your classrooms?

Subject Choice
Are you offering a modern selection of options for learners?

Facilities
What are available and how do we plan to improve and increase them?

"How can you link your development and PR Strategy into these Pillars?"

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Core Pillars of a School Continued

Student Voice/Leadership
How are you championing this?

Pastoral Care/Student Wellbeing
Are your students surveyed on these services?

Parents Association
Are parents welcome and can we improve this?

Extra Curricular
What is happening and how is being promoted?

Community of Learning
How is this school teaching other schools and learning from them?

"How can you link your development and PR Strategy into these Pillars?"

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Keeping up with the Competition

- Bad idea

- If you are keeping tabs/copying/comparing you will never be the flag bearer

- Be unique

- Be true to your Core Values

- Strive for excellence

- Never become complacent

- Share advice, resources, be generous, if other schools look to you for guidance you are doing something right. Imitation most sincerest form of flattery

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"The path to your dream school will not be the result of one big cosmic choice but, instead, a sum total of small, trivial looking everyday choices - lived in a big direction."

-Kuik Shiao-Yin

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