



Stratford College  
*Co-educational Secondary School*

# Strategic Plan 2022-25

## Part 1

### Strategic Plan – Formulation and Context

The Board of Management of Stratford College ('BOM') was established in October of 2015 with a Terms of Reference ('TOR') developed and approved to provide a structure for BOM deliberations and decision making. These TORs are contained in Appendices of this Strategy and is subject to annual review by the BOM.

This Strategic Plan was formulated with reference to the following:

1. Review of the Strategic Plan (3) 2019-22 by the BOM.
2. Review of the Workings of the BOM 2018-21 by the outgoing BOM
3. Review of the Terms of Reference by the incoming BOM (appendix 1)
4. Review of other relevant documentation including Looking at our School 2016 A **Quality Framework for Post-Primary Schools DES** Inspectorate September 2022 and **School Self Evaluation for Post Primary**.
5. Review of the Strategic Plan of Stratford NS with whom we share our ethos, some services, staff and campus.
6. Consultation with key stakeholders.

This **Strategic Plan** has been presented to and approved by the Board of Management

Signed:

John Rafter

Chairperson of Board of ManagementDate:

Signed:

Patricia Gordon  
Principal

Date: 24 October 2022

## **Our Remit**

### **Section 9 of the Education Act, 1998**

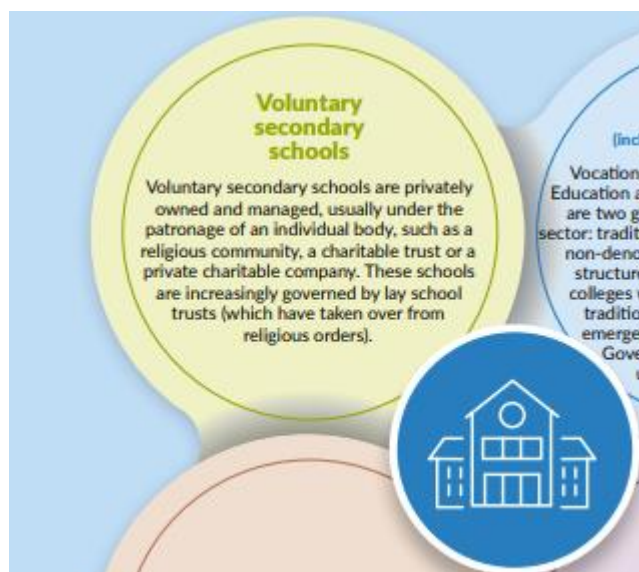
A recognised school shall provide education to students which is appropriate to their abilities and needs and, without prejudice to the generality of the foregoing, it shall use its available resources to

- (a) ensure that the educational needs of all students, including those with a disability or other special educational needs, are identified and provided for,
- (b) ensure that the education provided by it meets the requirements of education policy as determined from time to time by the Minister including requirements as to the provision of a curriculum as prescribed by the Minister in accordance with section 30 ,
- (c) ensure that students have access to appropriate guidance to assist them in their educational and career choices,
- (d) promote the moral, spiritual, social and personal development of students and provide health education for them, in consultation with their parents, having regard to the characteristic spirit of the school,
- (e) promote equality of opportunity for both male and female students and staff of the school,
- (f) promote the development of the Irish language and traditions, Irish literature, the arts and other cultural matters,
- (g) ensure that parents of a students, or in the case of a student who has reached the age of 18 years, the student, have access in the prescribed manner to records kept by that school relating to the progress of that student in his or her education,
- (h) in the case of schools located in a Gaeltacht area, contribute to the maintenance of Irish as the primary community language,
- (i) conduct its activities in compliance with any regulations made from time to time by the

Minister under section 33 ,

- (j) ensure that the needs of personnel involved in management functions and staff development needs generally in the school are identified and provided for,
- (k) establish and maintain systems whereby the efficiency and effectiveness of its operations can be assessed, including the quality and effectiveness of teaching in the school and the attainment levels and academic standards of students,
- (l) establish or maintain contacts with other schools and at other appropriate levels throughout the community served by the school, and
- (m) subject to this Act and in particular section 15 (2) (d), establish and maintain an admissions policy which provides for maximum accessibility to the school.

**Stratford College is a fee paying, co-educational voluntary secondary school recognised by the Department of Education (DE).**



## **Our Governance Structures**

### **Dublin Talmud Torah – our Patron Body**

The Trustees of DTT are responsible for the property and assets of DTT.

The objects of the Institution shall be to make provision for the maintenance of:

- (a) a Talmud Torah where Hebrew and religious instruction will be provided and

(b) National Schools (to be styled Scoil Naisiunta Stratford) for boys and girls under the Department of Education, and Secondary Schools: and

(c) lectures and other suitable entertainments for the benefit of the Institution and the Community generally.

There is also a subsidiary object in furtherance of the main objects dealing with financial assistance

We share our patron body, some staff, services and facilities with our sister school Stratford NS.

## **Board of Management Articles of Management October 2012**

*In these articles, unless the context otherwise requires, the following words or expressions have the meaning hereby assigned to them respectively: "The School" means the Secondary School referred to in the first Schedule hereto; "The Trustees" means the Dublin Talmud Torah, or such person or persons as may be duly authorized by it to act on its behalf.*

2. (a) *The conduct, management and financial administration of the school shall be under the control of the Board of Management (hereinafter called "the Board") which shall exercise the powers hereinafter conferred, subject to the general supervision and control of the Trustees for the time being.*

(b) *The Trustees hereby grant to the Board of Management the necessary licence to enter and use the school premises for the purpose of the management and administration of the School during such periods as shall be determined by the said Trustees.*

(c) *The School shall be conducted in accordance with the religious and educational philosophy of the aforesaid Trustees as contained in the second schedule hereto and in accordance with such Statutory Rules and Regulations of the Department of Education & Skills of the Republic of Ireland as may be in force from time to time and as may have been agreed by the Trustees, and in accordance with the provisions of these Articles, and shall not be conducted for personal gain or farmed out to the Principal or any other person.*

3. **The Board of Management** shall consist of eight persons (hereinafter called "the members") appointed by the Trustees as follows:

- (i) *By nomination of the Trustees: 4 members*
- (ii) *(ii) By election of parents / legal guardians of children currently in the school: 2 members*
- (iii) *(iii) By election of all the current pro-rata contracted, non casual part-time, job-sharing and current full-time teachers on the staff of the school on the date of the election: 2 members.*

## **In School Management**

Along with the Principal and Deputy Principal, Ms Siobhan Reynolds, there are six additional Assistant Principals with the following roles and responsibilities.

## Middle Leadership Roles and Responsibilities

Learning Support Co-ordinator (SENCO) Environmental Officer/Green Schools

Year Head(s)

SSE Co-ordinator Student Council

Programme Co-Ordinator

ICT Co-ordinator

Well-Being Co-ordinator And including Awards and Graduation Ceremonies:

## Administration and Ancillary Staff

Accounts, School Secretary, Admissions.  
Caretaker.

## Vision, Mission and Principles

### Vision

*Honouring the past, valuing the present and committing to the future*

In honouring the past, valuing the present and committing to the future, Stratford College seeks to provide meaningful learning opportunities for all our students.

Stratford College is committed to providing a challenging and rigorous curriculum that helps each student progress and provide a safe environment for all students. As you will see, each year aims to provide important transitions and the acquisition of new skills that will enhance each student's ability to apply learning in many ways.

### Mission

*Stratford College aims to provide a teaching and learning community committed to quality and excellence in education.*

*We are dedicated to:*

*Providing a nurturing environment where each individual can develop self-esteem and a sense of their place in, and responsibility to, society.*

*Instructing Jewish students in their religion while fostering mutual respect for all traditions.*

*Promoting personal achievement and academic success.*

*Respecting the unique potential of every student and encouraging each to maximise it.*

*The founding values continue to inspire the school today; those of educating our students in **an inclusive academic environment** which seeks to foster in young people a sense of **personal and academic achievement**, of **respect** for diversity and of **service** to the community.*



## Principles

Our guiding principles are:

**Quality:** all learners will be offered a high quality education, characterised by high expectations of the learner and the pursuit of excellence. It will aim to generate engagement and enthusiasm and encourage participation.

**Inclusive education:** the curriculum will be inclusive of all learners and contribute to the achievement of equality of opportunity, participation and outcome for all.

**Continuity:** the curriculum will build on students' learning to date, actively support their progress in learning, and facilitate them in preparing and planning for future learning.

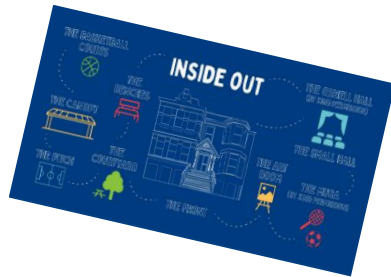
**Lifelong learning:** Students will develop the skills of managing and directing their own learning that will assist them in meeting the challenges of life beyond school, in further and continuing education, and in working life.




## External and Internal Factors







## Key achievements through the 2019-2022 Strategic Plan

	<p><b>Teaching, Learning, Assessment and Reporting (TLAR)</b></p> <ul style="list-style-type: none"> <li>- Review of Anti Bullying Policy</li> <li>- Establishment of Student Support Team and associated CPD.</li> <li>- Annual School Self Evaluation (SSE) and School Improvement Plan (SIP) focusing on Differentiation</li> </ul> <ul style="list-style-type: none"> <li>• <b>Junior Cycle:</b> <ul style="list-style-type: none"> <li>- Step Up Project (Junior Cycle for Teachers) for teachers of JC English, Business and Science completed.</li> <li>- All revised subjects now introduced and to be examined for first time in June 2022.</li> </ul> </li> <li>• Participation in NCCA JC Quality Assurance in Business and Science</li> <li>• Junior Cycle Specifications final ones introduced eg Jewish and Classical Studies (2019). Leaving Certificate Computer Science (2018)</li> <li>• Participation in JC and Senior Cycle Curriculum Development Group (Classical Studies)</li> <li>• Review of Student- Centred Junior Cycle Programme (in progress)</li> <li>• Management of new assessment calendar, organization of Whole School and Subject Clusters CPD, communication with parents.</li> <li>• Roll out of new Junior Cycle Profile of Achievement (JCPA) template, data input and Student Voice.</li> <li>• <b>State Examinations</b> <p>As an accommodation to the serious disruption of senior cycle education in particular, there were significant accommodations made to the state examinations this year with July sittings for anyone who contracted Covid, repeat Orals, extended deadlines for practical work and wide choice on all papers. The fear is that these will lead to grade inflation, increased CAO points and difficulties in accessing college places. However, the mood is calm, students are engaged and have kept well.</p> <p>No such accommodation was made for Junior Cycle.</p> </li> <li>• <b>Senior Cycle Development</b> <p>Please see this link for developments in this area and a timetable for change.</p> </li> </ul>
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<https://www.stratfordcollege.ie/content/home/Presentation-on-Senior-Cycle>  
<https://www.stratfordcollege.ie/content/home/Presentation-on-Senior-Cycle-Redevelopment-April-2022-1.pdf>

### • Well Being Policy, Framework and Plan

We define Wellbeing as care of the individual in the school to ensure that they are contented, healthy and able to reach their full potential. We recognise that promoting the wellbeing of our students is a shared responsibility and requires a whole-school approach. Our Whole School Theme is 'Healthy Body, Health Mind'

*Stratford College Well Being Policy 2019*

- Overhaul of school Assessment and Reporting calendar to meet changing demands of new Junior Cycle Programme.
- Annual School Self Evaluation (SSE) and School Improvement Plan (SIP) focusing on Whole School Inclusion Policy draft: Identify and support emerging needs.
- Team teaching, Subject Planning and access to CPD.
- Annual School Improvement Plans and School Self Evaluation (SSE) on areas of Teaching and Learning (2016-2020) and Management and Leadership (2020-tbc). Looking at our Schools (LAOS)DES Quality Framework.

### Curriculum Developments ie

- Review and restructuring of our Transition Year Programme to meet needs of bigger year group and new Junior Cycle Programme

Junior Cycle Reform


### • STE(A)M


Digital Learning Strategy


The aim of our Digital Strategy is to promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment.




- Year 1 of Leaving Certificate Computer Science (LCCS) and supporting CPD.
- Upgrade of our IT systems Summer 2019

This was a major project encompassing a clean up of our server (Active Directory etc) as well as Windows 10 upgrade (installing new PCs and upgrading existing PCs with extra RAM and a SSD), and replacement of some PCs. It follows the upgrading of our server and firewall last year and provides us with state of the art computer technology as part of our Digital Learning Strategy. *Ms. Helen O'Kelly IT Co-Ordinator*

	<ul style="list-style-type: none"> <li>• Embedding of Stratford College 365 Virtual Learning Environment (VLE) and deployment of mobile devices to promote and support Blended Learning Environments.</li> </ul> <p><b>Learning Environments:</b></p> <ul style="list-style-type: none"> <li>• Upgraded to rear of school building: The Courtyard – retractable awning, mural, recyclable materials benches.</li> <li>• Install of outdoor gym equipment.</li> <li>• Replacement of our gas boiler (summer works and DE grant aided)</li> <li>• Ventilation (install of windows into penthouse offices)</li> </ul> <p>- Upgraded Art room, Science Lab, Herzog Room, School Hall, Security systems, Basketball Courts, public spaces, IT, Herzog Room and by default the newly developed Multi Use Games Area (MUGA) in next door Herzog Park.</p> <p><b>Student Voice</b></p> <ul style="list-style-type: none"> <li>• Assemblies, graduations, sports day, Feile, all were back in person from March of 2022.</li> <li>• The most significant contribution was a workshop we conducted with our Student Council on their experience of the Jewish legacy and heritage of the school which affirmed good practice in this area and will inform further communications around diversity and inclusion.</li> </ul> <p>➤ Students attending senior parent teacher meetings (TY, 5<sup>th</sup> and 6<sup>th</sup> Years),</p> <p>Student Voice on such issues as Social Media, Safeguarding, GDPR and right to privacy</p> <p><b>Middle Management</b></p> <p>Our middle management team of seven including the Deputy Principal and Assistant Principals lead School Development Planning in key areas again this year such as ; Cultivating a Culture of Well Being for Students and Staff, Assessment and Tracking, Sustainability Goals, Digital Planning and Development.</p> <p>Key staff members also reported on our TY Programme, School Self Evaluation and our School Improvement Plan (focus on differentiated teaching and learning) and Attendance and Behaviour.</p>
	<p>Annual meetings with the PA, Student Council and Board of Management, PA AGM, Regular meetings with PA and Ezines (3 per annum) and Newsletters (monthly) continue to be in place. The PA has been an invaluable support through Critical Incidents and Covid -19.</p> <p>We surveyed our parents post covid and were very gratified by their positive responses. We reversed our covid measures carefully and with agreement. 2 things emerged from the experience. One was the desire for parents to</p>

	<p>continue on-line parent teacher meetings as more efficient points of contact and the second was the desire for more outdoor spaces. Our summer works programme will meet these needs.</p> <p>Without doubt the highlight of our year, of the last 3 years, was Feile22@Stratford, a celebration of the lifting of covid measures.</p> <p>Consultation with the PA and improved look and feel from our school Content Management System (CMS) Vsware has lead us to paperless communications going forward.</p> <p>And we applied successfully to the Safer Routes to Schools Project under the auspices of last year. Progress on this has been very slow but we were pleased to receive the results of our parents survey this week. We look forward to real change in the transport alternatives to Stratford for the benefit of our students.</p> <p>The <b>Safe Routes to School (SRTS) Programme</b> was developed in partnership with the NTA and Green-Schools in 2020 as a response to the need to support schools to increase walking and cycling to school.</p> <p>Aims of the SRTS Programme:</p> <ul style="list-style-type: none"> <li>➤ Improve safety at the school gate by providing ‘front of school’ treatments to alleviate congestion and improve access;</li> <li>➤ Improve access routes to school by improving walking and cycling infrastructure; and</li> <li>➤ Increase the number of students who cycle to school by expanding the amount of cycle parking</li> </ul> <p><b><u>See more details here.</u></b></p> <ul style="list-style-type: none"> <li>➤ Student attendance at parent teacher meetings (TY, 5<sup>th</sup> and 6<sup>th</sup> Years).</li> <li>➤ Development of an Information for New Parents Handbook</li> <li>➤ Consultations on key policies on social media, mobile devices.</li> <li>➤ Support and advice on Critical Incidents.</li> <li>➤ General Information Handbook for New Parents</li> <li>➤ Enhanced communication through our Management Information System (MIS) VSWare.</li> </ul>
 <p>PUBLIC PROFILE AND SUPPORT</p>	<p>We are very pleased to have re- engaged a part time communications consultant again this year to work alongside our Admissions Secretary to work in this area and plan to continue with this arrangement next year.</p> <p>Significant time and resources have gone into refreshing our messages, revamping promotional materials including the website, and managing the pipeline of enquiries which has increased noticeably over the last year.</p> <p>This year we continued our engagement in a series of workshops with our stakeholders commencing in 2018. These have proved to be invaluable sources of information for our communications strategy and have served to validate the experiences of students and parents.</p>

	<ol style="list-style-type: none"> <li>1. Identity.</li> <li>2. Admissions Journey</li> <li>3. Jewish Legacy and Heritage</li> <li>4. Diversity and Inclusion and Jewish Legacy</li> <li>5. Jewish Legacy (Jewish parents).</li> </ol> <p>We also look forward to our first Open Day since 2019. In line with our Admissions Policy this has been brought back to September 2022 (instead of November).</p> <p>This year we invited just the incoming 1<sup>st</sup> Years in to see the school in November which was very well attended. We plan to include all our current families in this invitation as many have not been into the school since their children began in Stratford!</p> <ul style="list-style-type: none"> <li>➤ Annual Communications Plan and enrolment tracker, to ensure a strong pipeline of student applications, open day feedback emphasizing continuing student voice and participation, and feeder school interaction.</li> <li>➤ Engagement with staff and students on our school identity (This is Us!) resulting in a wall mural and print graphic.</li> <li>➤ Increased enrolment</li> <li>➤ Provision of additional Administrative Support</li> </ul>
	<p>The BOM agreed a medium term strategy in consultation with the Trustees and the DES and continues to be grateful to the DE for its ongoing support of our unique, stand alone school. <b>However, as our enrolment has increased this support has been decreased. And we have been informed that we need to become sustainable as we are now a developing school.</b></p> <p>Despite these challenges, enrolment has increased from 92 in 2012 students to this year's confirmed 174). (. This year for the third time in our history we have a double class in 1<sup>st</sup> Year!</p> <p>The increase in enrolment has resulted in an increased allocation of 1 Department of Education (DE) Whole Time Equivalent (WTE) with a projected allocation of .5 in September pending enrolment.</p> <p>The school has benefitted from generous DE grants for essential capital expenditure on desks, ventilation, folding wall, benches, toilets, etc and for Personal Protective Equipment (PPE) which has helped to provide for Covid measures and ensure the safety of our students and staff.</p> <p>The BOM also benefitted from the prudent management of our finances of the previous BOM which left us with monies to spend on works during the year. We are continuing this policy with a view to increased demands on our finances in the coming years.</p> <p>Our summer works programme this year include the installation of an outdoor gym and the replacement of our gas boiler. The latter will be a</p>

	<p>condenser boiler which we are promised will see a 35% increase in efficiency. These works have been grant aided by the DE.</p> <p>We have also informed parents that the fees will increase by 250 euro this year. This to offset the inevitable increases and the need to become provide a more sustainable teacher allocation from our own resources.</p> <ul style="list-style-type: none"> <li>➤ We have generated a modest surplus for the last few years and with the continuing support of the Department of Education and Skills and the successful applications to Community funding this has allowed us to invest in the upgrading and development of facilities in the school ie</li> </ul> <p>Art room, hall, Science Lab, Herzog room, significant upgrade of our IT capacity including new firewall and transition to Windows 10 (increased RAM of existing PCs, replacement of 10 end of life PCs, Solid States); Upgrading of building security; Upgrading of Basketball courts.</p>
 <p>GOVERNANCE</p>	 <p>The current BOM took over on the 15<sup>th</sup> October 2021. Agreed reports are published to the website after each meeting.</p> <p>We outsourced several additional venues to allow us to use the two School Halls as classrooms ie Orwell Spots Hall, Christchurch Rathgar, Multi Games Usage Area (MUGA) (rent payable for first time this year). See graphic below.</p> <ul style="list-style-type: none"> <li>➤ Internal communication of Key Employment Policies, TLAR and School policies (agreed format, uploaded to Sharepoint for teacher access)</li> <li>➤ BOM training</li> </ul> 

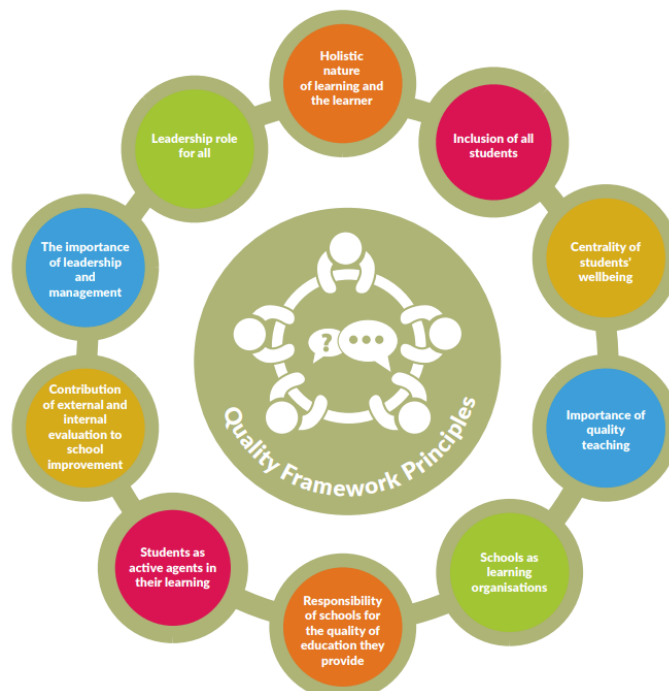
## Strategic Pillars\* (Looking at Our Schools (LAOS) Quality Framework Post Primary 2022)

*\*Pillars are the method of achieving the goal.*

### Principles

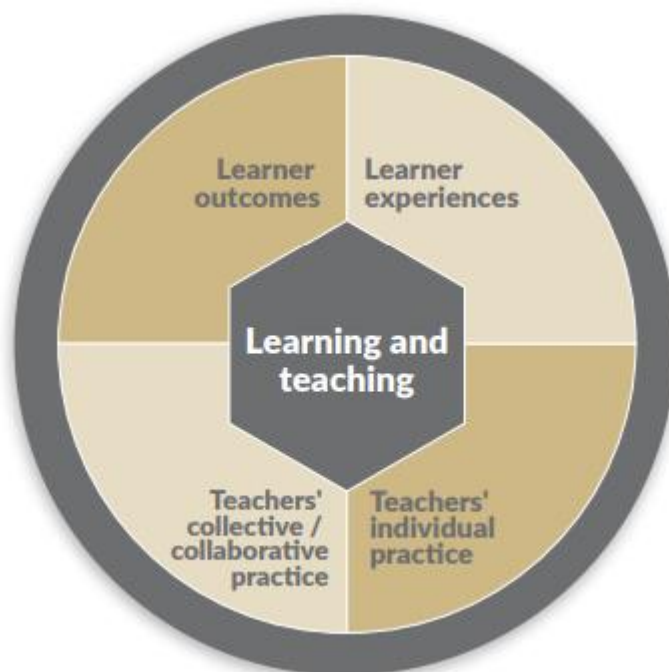
Looking at Our School 2022: A Quality Framework for Post-Primary Schools

Ten key principles underpin *Looking at our School: A Quality Framework for Post-primary Schools 2022*.



Dimensions The quality framework has two dimensions: ● Learning and teaching ● Leadership and management These dimensions are the most important areas of the work of a school. Each dimension is structured using four domains.





## Strategic Goals and Enablers



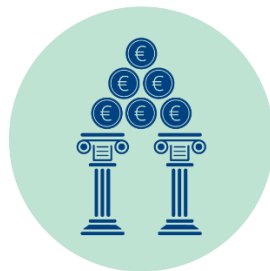
EDUCATIONAL  
ACHIEVEMENTS



PARENTAL  
ENGAGEMENT



PUBLIC PROFILE  
AND SUPPORT



FINANCIAL  
STABILITY



GOVERNANCE

## Strategic Goals\*

\* Strategic goals are the specific objectives aimed to achieve over a specific period of time.



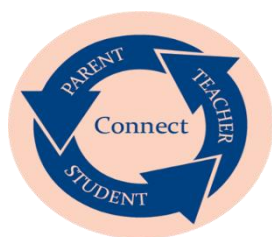
EDUCATIONAL  
ACHIEVEMENTS

### COMMITMENTS

**We will ensure that we are consistently innovative and leading in educational standards through the commitment and excellence of our teaching staff by**

- **Tackling the legacy of Covid** – especially in relation to the learning and wellbeing of children and young people in the Irish education system
  - **Curriculum** – in particular the challenge of reforming the curriculum and assessment experience for students at Senior Cycle in post-primary schools
  - **Inclusion and diversity** – to ensure that all students, no matter what their background or educational need, can achieve to their fullest potential
- 
- 1.1 To improve the learning experience and success of our learners (Teaching, Learning, Assessment and Reporting (TLAR) via Numeracy, Literacy, School Self Evaluation and School Improvement Planning, the Quality Framework Looking at Our Schools (LAOS) 2022 and teacher support agencies for CPD. Review and embed our Junior Cycle and Transition Year Programmes.
  - 1.2 Engage with Pajes and Pikuach quality framework along with the DE Inspectorate and JCT support agency for the best quality Jewish Studies education.
  - 1.3. To develop and imbed Well Being for All (new 3 Year Well Being Programme) on the themes of Sleep and Social Media 2022-26.
  - 1.5 Development and Implementation of new Digital Learning Strategy to comprehend hardware/infrastructure, policy, TLAR, training, safety, access and risk developments.
  - 1.6 To Embed Student Support Team
  - 1.7 To anticipate and plan for [Senior Cycle Reform](#) – see website for details of proposed changes.
  - 1.8 To engage with the Jewish Arts and Culture Ireland Schools Programme (JACI) on the theme of identities/Who Do You Think You Are? 2022-2024 with a view to using the

materials generated to celebrate the **Platinum Anniversary of the founding of Stratford College.**



PARENTAL  
ENGAGEMENT

## COMMITMENTS

**We will ensure that parents are fully engaged with the school through the PA.**

- 2.1 To continue to work with and support the PA and its agenda including support the charity links fostered by the PA with ChangeX for the benefit of our school community
- 2.2 To plan for and implement the Parent Student Charter.
- 2.3 To review, continue to improve and enhance communications (automated and social media) for the benefit of our parents and school community.
- 2.4 To promote membership of and participation with national parents representative groups ie Compassparents.org and National Parents Council Post Primary.
- 2.5 To promote and encourage links with our sister school Stratford NS with whom we share ethos, some services, staff and campus.



## GOVERNANCE

### COMMITMENTS

The DE has stated the need for schools to move towards a more effective, coherent and sustainable approach to school governance and leadership.

**We will ensure that we are meeting the needs of our stakeholders, and above all ensure that Stratford College continues to be a safe place for the children who attend our school.**

- 3.1 To provide a safe environment for students and staff through our policies and procedures with particular emphasis on our school Safeguarding Policy.
- 3.2.1 To provide an appropriate learning environment to meet the current and future needs of our students. Prioritisation of capital expenditure for annual upgrading of teaching and learning environment and maintenance of the building and campus with particular reference to physical sustainability, increased accommodation requirements and the needs of our SEN students going forward.
- 3.2.2 Strengthen links with and support for key stakeholders ie Trustees, Parents, Past Pupils and Past Parents
- 3.4 Attract and retain the best possible staff and skill sets in teaching, administrative and financial skills. To encourage and promote ongoing training and career development for the In-school Management Team and for the Board of Management.
- 3.5 To support and promote equality Jewish Education for our Jewish students. Engage with Pajes and Pikuach quality framework along with the DE Inspectorate and JCT support agency for the best quality Jewish Studies education to include a 'visioning process' commencing in November regarding the future development of a school under Jewish patronage.

## Strategic Enablers\*

\* Enablers are capabilities, capacities, and resources that are needed to effectively execute the strategic plan.



PUBLIC PROFILE  
AND SUPPORT

### COMMITMENTS

**We will work to ensure that the public profile of the school is highly positive reflecting on the school, and the Jewish Community, to ensure a consistently strong enrolment of students who associate with the values of the school.**

- 1.1 To continue to work on and commit to our annual communications strategy and resources as core activities with particular reference to legacy, heritage and identity.
- 1.2 To promote our links with our feeder schools
- 1.3. To continue to improve and enhance communications (automated and social media) for the benefit of our school community



FINANCIAL  
STABILITY

### COMMITMENTS

**We will work to ensure that the finances of the school continue to be managed in a prudent manner.**

- 2.1 Continuing and regular review of annual audited and per BOM meeting accounts, budget and rolling capital budget.
- 2.2 Prioritisation of capital expenditure for annual upgrading of teaching and learning environment and maintenance of the building and campus with particular reference to

physical sustainability, increased accommodation requirements and the needs of our SEN students going forward.

- 2.3 Ongoing review of, and planning for, administrative efficiencies.
- 2.4 To provide for the increasing staffing allocation to mirror our increased enrolment, to aim for sustainable finances.

### **Monitoring, Review and Implementation**

- 1.1 Annual reviews and reporting to BOM, Parents Association and Trustees of Dublin Talmud Torah, our patron body.
- 1.2 Annual Work Plan submitted to the BOM.

## **Appendix 1 Terms of Reference (TOR)**

### **A. Annual Review of ToR and Evaluation of Board Performance (Each October led by Trustee Board Nominees)**

To ensure that the BoM focuses on those aspects of the School required by legislation, good practice and the strategic needs of the School in an effective manner, and that the composition and conduct of the Board meets those needs.

In October of each year, the Chair of the Board will meet with each board member individually to receive feedback and input into the ToR and in relation to the effectiveness of the Board. The results of this review will be discussed with representatives of the Trustees and the School Principal, with proposed changes to the ToR and operations of the Board brought to the Board for discussion.

At any time during the year, any Board member may bring a suggestion for improvement or concern to the Chair in relation to such matters, which may then be brought to the following Board meeting for discussion.

### **B. Student Achievement and Staff Development (Each November led by Staff Board Nominees)**

To ensure the personal development of each student and the continuing professional development of Teaching Staff.

Relevant considerations include DES Policies, Annual Subject School Plans and Annual Staff Development Plans.

Monitoring to be through :

- Regular Student Assessment results as well as examination results (both house and state exams)
- Annual Awards Day which highlights both student achievements and those of each subject department
- Review of matters raised by Student Council

### **C. Parental Involvement and Support (Each February led by Parent Board Nominees)**

To ensure that parents understand and support the objectives of the school including through active participation in school life via the Parents Association, and specifically for implementation of the Student Code of Conduct.

Relevant considerations include the Student Code of Conduct and the Parents Association Annual Plan.

Monitoring to be through :

- Attendance and participation at PA events
- Report by the Dean of Discipline
- Evidence of parental referral of potential enrolments as well as enrolment of siblings



#### **D. Financial Stability and Administrative Efficiency (Each April led by Finance Sub Committee)**

To ensure that the school continues as a going concern with an appropriate level of investment in facilities consistent with the educational objectives of the school, and recognising the specific challenges facing the Irish economy, the Department of Education and both parents and staff.

Relevant considerations include the Engagement Model applied in working with the DoE, the Annual Budget, Delegation of Authority to the Bursar, the Five Year Rolling Capital Budget and Guidelines from the JMB.

Monitoring to be through :

- Correspondence with the DES
- Quarterly Accounts (to be available within one month of quarter end)
- Annual Budget and Audited Accounts
- Annual Facilities Review and Update of Five Year Rolling Capital Budget

#### **E. Public Profile and Support (Each May led by Principal supported by Deputy Principal)**

To ensure the clear articulation of the school brand to relevant audience of current, past and potential friends of the School.

Relevant considerations include the definition of the school brand and the Annual School Communications Plan (with specific reference to engagement and co-operation with Stratford National School)

Monitoring to be through :

- Tracking against Communications Plan milestones
- Attendance at, and feedback from, Open Day
- Tracking of enrolment enquiries, applications and acceptances
- Monitoring of media coverage of education issues

## Appendix 2

### Quality Framework for Post-primary Schools – Overview

	Domains	Standards
Teaching and Learning	Learner outcomes	<p><b>Students:</b></p> <p>enjoy their learning, are motivated to learn, and expect to achieve as learners</p> <p>have the necessary knowledge, skills and attitudes to understand themselves and their relationships</p> <p>demonstrate the knowledge, skills and understanding required by the post-primary curriculum</p> <p>attain the stated learning outcomes for each subject, course and programme</p>
	Learner experiences	<p><b>Students:</b></p> <p>engage purposefully in meaningful learning activities</p> <p>grow as learners through respectful interactions and experiences that are challenging and supportive</p> <p>reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</p> <p>experience opportunities to develop the skills and attitudes necessary for lifelong learning</p>
	Teachers' individual practice	<p><b>The teacher:</b></p> <p>has the requisite subject knowledge, pedagogical knowledge and classroom management skills</p> <p>selects and uses planning, preparation and assessment practices that progress students' learning</p> <p>selects and uses teaching approaches appropriate to the learning intention and to students' learning needs</p> <p>responds to individual learning needs and differentiates learning and teaching activities as necessary</p>
	Teachers' collective / collaborative practice	<p><b>Teachers:</b></p> <p>value and engage in professional learning and professional collaboration</p> <p>work together to devise learning opportunities for students across and beyond the curriculum</p> <p>collectively develop and implement consistent and dependable formative and summative assessment practices</p> <p>contribute to building whole-staff capacity by sharing their expertise</p>
Leadership and Management	Leading teaching and learning	<p><b>School leaders:</b></p> <p>promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment</p> <p>foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p> <p>manage the planning and implementation of the school curriculum</p> <p>foster teacher professional learning that enriches teachers' practice and students' learning</p>
	Managing the organisation	<p><b>School leaders:</b></p> <p>create and maintain a positive school culture and a safe, healthy and purposeful learning environment and sustain it through effective communication</p> <p>manage the school's human, physical and financial resources so as to create and maintain a learning organisation</p> <p>manage challenging and complex situations in a manner that demonstrates equality, fairness and justice</p> <p>develop and implement a system to promote professional responsibility and accountability</p>
	Leading school development	<p><b>School leaders:</b></p> <p>communicate the guiding vision for the school and lead its realisation</p> <p>lead the school's engagement in a continuous process of self-evaluation</p> <p>build and maintain relationships with parents, with other schools, and with the wider community</p> <p>manage, lead and mediate change to respond to the evolving needs of the school and to changes in education</p>
	Developing leadership capacity	<p><b>School leaders:</b></p> <p>critique their practice as leaders and develop their understanding of effective and sustainable leadership</p> <p>empower staff to take on and carry out leadership roles</p> <p>promote and facilitate the development of student participation, student leadership and parent participation</p> <p>build professional networks with other school leaders</p>