



B.O.M. Strategic Plan

Coláiste Iognáid

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Introduction

Strategic Plan 2009-2014

Colaíste Iognaid Galway

The tradition of Jesuit education in Galway is a long and varied one, not only in the variety of place and time, but also in its attempts to meet the challenges of the evangelisation in different decades.

Since 1620 the Jesuits have, with some involuntary intermissions, been working with and for the people of Galway. In 1645 our first school was founded through the generosity of Edmund Kirwan. While the language of the classroom was Latin, it is worth noting that only Jesuits with a fluent command of Irish were sent on the "Irish Mission".

The school, incorporated it seems into a Jesuit residence in the present Abbeygate St., survived and flourished although it had been established at a time of political upheaval and military activity. After the surrender of Galway to the Cromwellian forces in 1652, all priests were either banished or imprisoned. In spite of this the Jesuits tried to maintain contact with the people of the area, and there is reference in 1658 to three members of the Society living secretly in Co. Galway. Jesuits returned openly to Galway after the Restoration of Charles II, but were banished again by Williamite forces in 1691. Once more they made a comeback in 1728 and for forty years they worked among the people of Galway. Sadly, a decrease in manpower forced the withdrawal of the "Mission" in 1768.

In 1859, at the request of the Bishop, members of the Order once more took up residence in the city, this time in Prospect Hill and served in St. Patrick's Church. Within a year they had opened a college near the site of the present Bank of Ireland at 19 Eyre Square. The college's present location on Sea Road dates from 1862.

The modern phase of Coláiste Iognáid began in 1929. The local enthusiasm for the language revival efforts of the emerging State was to be served by a re-invigorated Coláiste Iognáid, which became an Irish-medium School in 1931. In spite of many difficulties this service has continued to the present day; improvements in curriculum, buildings and equipment being made as circumstances demanded and opportunities allowed.

In contrast with our original foundation of 1620, Coláiste Iognáid became part of the "non-fee-paying" secondary school system in 1967. With the co-operation of management and staff, coupled with the generous help of parents, past pupils and friends of the Society, the present main school building, the Griffin Building, was opened in 1969.

The ability to respond to the needs of the time and place was demonstrated once again in 1974 when the school population was increased to provide three-form entry, one co-educational form being for the Irish medium Scoil Gaeilge. Following extensive consultations with staff, and Jesuits, our Board of Management was established in 1980 to take shared responsibility for all aspects of the school - the first agreed Board of its kind in Ireland.

Currently the school embraces a four-stream entry seeking as ever to develop the whole person - "cura personalis". A strong co-curricular ethos including sport through hockey, rugby, rowing, soccer, basketball, and Gaelic football, allied to the creative and aesthetic work involved in the school show and debating and significant social action programmes, enlivens the whole school experience of our pupils.

The new building started on site in July of this year, 2010. New facilities include The Sports Hall, extended teaching spaces, chaplaincy facility, I.T. suites, parent/teacher meeting room and school administrative area. This new building project underlines our confidence in the fine educative process on Sea Road and equips us for the challenge of the future.

Preamble

This plan is the result of a series of consultative meetings with BOM members, Staff and parents from early 2009. Appendix A outlines the series of consultative meetings. Four target areas of planning activity were identified during the process and a fifth, Policy development, was added by the steering committee as a result of the Staff meeting of March 12, 2010.

This document contains the main goals and actions 2010-2014 identified by working groups within the five target areas. The members of each working group were drawn from the Parent, BOM and Staff constituencies. Reports from working groups within the four target areas were submitted to the Steering Committee and these were edited for inclusion in this document.

Five Target Areas

1. Teaching and Learning and Supporting Staff
2. Development of Active Partnerships and Communication with all the stakeholders.(Staff, Students, Jesuits, Parents and BoM)

3. Celebration of School Culture and Heritage
4. Finances and Buildings
5. Policy development and review

Teaching and Learning and Supporting Staff (2009 - 2014)

The aim of developments within this target area is to develop and support:

- A. A Pastoral Care System which will enable positive and active student engagement with school.
- B. An ICT infrastructure which will enhance students' teaching and learning experiences in the classroom.
- C. Co-curricular provision and activities which will contribute positively towards the teaching and learning experience for all.
- D. Whole school Curriculum provision review and development so as to enhance and optimise the teaching and learning opportunities for students.

Activities

<p>2010-2011</p>	<p>Reactivate Pastoral Care Team (2009-2010)</p> <p>Continue the installation of the e-portal system in all classrooms</p> <p>Develop communications system in school, webtexting, etc</p> <p>Initiate a plan for the upgrade of classrooms, installation of whiteboards and data projectors in every classroom</p> <p>Curricular provision: Review First, Fifth year subject provision/choices</p> <p>Review Guidance timetable provision to 5/6 years and Careers Day</p>
<p>2011-2012</p>	<p>Initiate and complete whole School Review of Transitions Year.</p> <p>Design System of continuous review of curricular/subject provision</p> <p>Initiate a whole school review and policy development in relation to extra/curricular provision in the school.</p>
<p>2012-2014</p>	<p>Whole School Review of Pastoral Care System and ICT provision</p>

Development of Active Partnerships and Communication (2009-2014)

The aim of developments within this target area is to support:

- A. An integrated approach to partnership as the school moves towards 2014
- B. The existing strong school community which has the potential to underpin all aspects of school growth and life in the future.
- C. The development of a robust communication system, which accommodates the needs of the individual groupings, staff, students, parents, trustee, BOM.

Activities

<p>2010-2011</p>	<p>Staff, Student and Parent Council prepare annual report</p> <p>Staff days planned in conjunction with staff representatives</p> <p>Where appropriate and necessary representatives of other groups/stakeholder bodies be invited to meetings.</p> <p>Social Committee from staff supported in expanding activities</p>
<p>2011-2012</p>	<p>Develop Communications Policy for school to include in-built procedures for representing issues from staff, Parents and students with BOM</p> <p>Student Liaison Officer to further support student council and related activities</p>
<p>2012-2014</p>	<p>In general a long-term goal is that all members of our school community have the opportunity to communicate freely with each other and have a forum for partnership in the management of the school</p>

Celebration of our School Culture and Heritage (2009-2014)

Key Statement:

School culture and heritage is one of those illusive yet pervasive aspects that is largely invisible yet exerts a huge influence on an organisation. The culture and heritage of Coláiste Iognáid is varied and complex- it comes from a particular historical perspective, has been shaped and modified over the years; and is an amalgam of visions, perspectives and theories from individuals and groups. The four key historical values attributed to the school: “Irish, Catholic, Jesuit and free” are still exerting a significant influence, while the great educational ‘Sean O’Connor SJ’ experiment of the 60s/70s is reflected in the contemporary student’s life.

Particularly under threat today is the Jesuit and Catholic heritage of the school for a whole variety of reasons and the concern here is that this heritage is maintained and strengthened. A specifically Jesuit Education revolves around implementing the Characteristics of Jesuit Education and their holistic approach to forming the whole person. The key element of Jesuit education which can sometimes be overlooked in these secular times is the student’s relationship with God, and her or his acceptance of Jesus as a role model.

The aim of developments within this target area is to support

- A. The creation of a school which promotes and mainstreams Irish Culture and Heritage.
- B. Students’ understanding of Development Education and the wider world.
- C. Deep understanding and application of the Characteristics of Jesuit Education by all stakeholders in the school, including students, parents, teachers and board of management.
- D. A review of the RE programme with a view to strengthening it as an integral constituent of the whole school’s curriculum
- E. The development of a relevant Retreat programme for all students.

Activities

2010-2011	<p>Continue to support development Education work being developed by the Irish Jesuit Mission Office together with Slí Eile and the Jesuit Refugee Service</p> <p>Continue to support the IIG in its work with parents including the September meeting with parents.</p> <p>New teachers facilitated in learning about Characteristics of Jesuit Education and refresher courses provided for current teachers</p> <p>Revisit recent review of the RE programme and develop an actions plan for implementation of recommendations</p>
2011-2012	<p>Implement action plan for RE development</p> <p>Initiate a review of the Irish aspect of the school including a review of the standing and role of the Sraith Gaeilge</p> <p>Initiate Review of the retreat programme</p>
2012-2014	<p>Complete reviews, develop actions plans and implement identified changes and developments within the three areas above</p>

Finances and Buildings (2009-2014)

The aim of developments within this target area is to support the development of:

- A. Infrastructure and fiscal arrangements within Coláiste Iognáid so as to support and enhance all teaching and learning activities within the school, including extra and co-curricular.**
- B. A Financial system which is robust and structured so as to enable coherent and focused school development and improvement**

Activities

2010-2011	<p>Investigate and explore the possibility of teacher-based classrooms and develop this as a mid-long-term policy strategy</p> <p>Communicate Ethos fund purpose to all stakeholders</p> <p>Develop policy on hiring school facilities, such as evening classes, adult education, supervised study</p> <p>Set-up Group to advise on administration of endowment fund</p> <p>Continue to support the re-establishment of the PP union</p>
2011-2012	<p>Steering group established to negotiate and plan for movement into new buildings.</p> <p>Initiate group to oversee use of Church both for school and community</p> <p>Fundraising committee meet building/finance group to share ideas on strategies in relation to fundraising, including ways of increasing the income of the current account</p>
2012-2014	<p>Implementation of plan for movement into new buildings.</p> <p>Continue to fundraise for new buildings and other associated developments</p>

Policy Development (2009-2014)

The aim of developments within this target area is to support whole school policy development in all areas of school life.

Activities

2010-2011	<p>Review Code of Behaviour</p> <p>Initiate Review of Admissions Policy</p>
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2011-2012	Policies as identified above to be developed and implemented by June 2012. Communications Policy Guidance Policy Extra/co-curricular Policy RE and Retreat Policy
2012-2014	Full whole school review of policies and creation of plan of development

Implementation of the Plan

The Board of Management in co-operation with the Principal is responsible for the implementation of this strategic plan. To support the implementation a steering group will be established. Membership of this group will be drawn from the main stakeholder groups; Staff, Parents, Students and BOM.

Responsibilities of the Steering Group

- a) Oversee the implementation of the strategic plan
- b) Support and advise as appropriate task groups and individuals as they embark on individual review and planning processes
- c) Prepare an annual report for the BOM. This report and response of the BOM will be made available to all stakeholders

Appendix A

Board of Management Strategic Plan 2009 – 2014 – History Line

January 31st, 2009: Board of Management met for a morning and with the help of a facilitator drew up areas that the Board thought should be included in a five year Strategic Plan. The Board naturally felt that the main stake holders, namely the teachers and the parents, should be in on the plan from the very beginning.

A sub-committee of the Board was set up. It was composed of Mary Fleming [Chair], Brian Flannery and Miriam Little.

March 31st, 2009: Mary Fleming, as Chair of the Board Strategic Plan Sub-committee and John Humphreys, as Chair of the Board, addressed a staff meeting and invited their participation in the formation of the strategic plan.

May 27th, 2009: The staff met and with the help of a facilitator came up with areas and issues that they felt a Strategic Plan for the next five years should address.

May, 2009: Parents, through the Parents' Council, were invited to make a submission regarding the issues and areas that should form the basis of a five-year Strategic Plan for the school. The Board offered to pay for the services of a facilitator should that be thought helpful.

September, 2009: The Board Sub-Committee trawled through the three reports, the one from the Board, the one from the teachers and the one from the parents, and came up with four areas around which the plan should be structured.

October 21st, 2009: The Board approved the process, content and time-line suggested by the Board's sub-committee resulting from their work on the three submissions mentioned above. Four areas were decided on and Convenors for the working sub-groups were chosen. The proposed Convenors were to be approached and asked if they were agreeable to undertake the role.

December 16th, 2009: Following the December Board meeting the sub-groups were formed and meetings began in the New Year.

Time line: Draft Report for the Board by the end of March and a Final Report by the end of May.