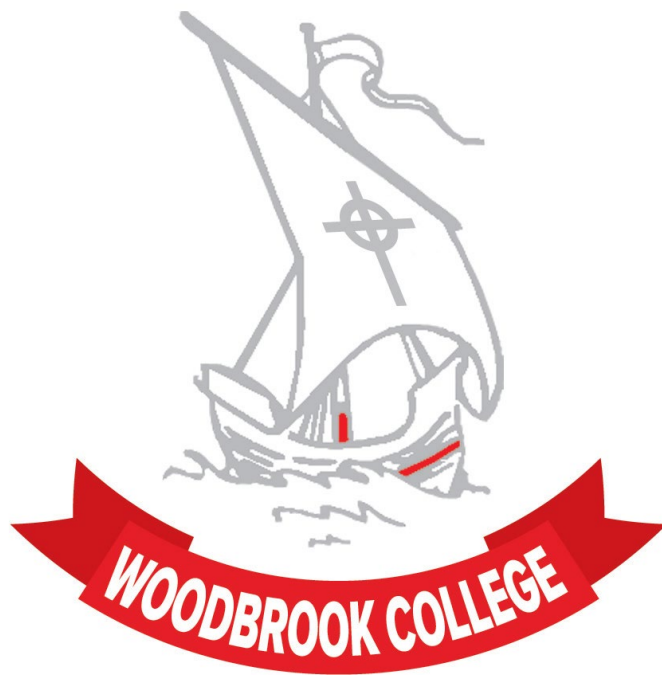


# **Woodbrook College Bray, Co. Wicklow.**



## **School Development Plan 2023 - 2028**

Approved at a Board meeting held on 26<sup>th</sup> February 2024

# Contents

Introduction .....	3
Section 1: Mission Statement .....	3
Aims.....	4
Vision.....	4
History and Philosophy of Education .....	4
Ethos and Values .....	5
Edmund Rice Schools Trust Charter .....	6
Section 2: School Profile.....	7
Location.....	7
Status .....	7
Section 3: Brief outline of School Structure and Resources.....	7
Structure and Resources .....	7
Enrolment .....	7
Management Structure.....	8
Middle Management .....	8
Facilities.....	8
Section 4: Curriculum .....	9
Provision .....	9
Planning and Coordination .....	9
Learning and Teaching Process .....	9
Student progress and attainment.....	9
Current policies in our school .....	9
Section 5: Key school Policies on non-curricular issues .....	10
Section 6: Review and evaluation practices.....	10
Priorities.....	11

## Introduction

The fundamental goal of this school development plan is the provision of an enhanced education service in Woodbrook College, relevant to the needs of our pupils, through the promotion of high-quality teaching and learning, the professional empowerment and development of teachers, and the effective management of innovation and change. This goal is reflected in this School Development Plan which expresses our policies in relation to a number of key areas of school life. This plan clearly outlines current practice while also establishing goals and targets for the future.

This school development plan has been led by the Principal and teaching staff in collaboration with the education partners in Woodbrook College comprising of the Trustees, the Board of Management, the Parents' Association, and the Student Council. As part of our commitment to a policy of continuous improvement, the plan will be reviewed and updated on a regular basis. In this way, the School Development Plan will constitute a living document determining our practices and procedures, and encapsulating our educational vision as we prepare our pupils to meet the challenges of a changing world.

This school development plan was drafted in consultation with the education partners at Woodbrook College, Bray, Co. Wicklow. This school development plan fully reflects the ethos of the school and embraces fully the guiding principles of the Edmund Rice Schools Trust Charter.

Under our School Evaluation Planning (SEP) we currently have working groups targeted on eight key areas of our school development. They are tracked, measured and reported on an annual basis to the Board of Management.

### Section 1: Statements of the school's mission statement, Vision and Aims

**1.1 Mission Statement** At Woodbrook College, we are committed to excellence in all that we do. We educate in an atmosphere that promotes responsibility, tolerance, and respect. We are guided by Gospel-based values and, in keeping with our Catholic ethos and the principles of our founder Blessed Edmund Rice, we work as one inclusive community of Board of Management, staff, parents and students to provide a safe, caring, and disciplined environment in which all of our students are challenged to reach their full potential in their academic, artistic, sporting and personal pursuits.

#### 1.2 Aims

- To promote a RICH Culture (Respect, Inclusion, Commitment and Honesty) among our students and wider school community.
- To ensure students achieve the highest academic standards based on their own individual abilities.
- To deliver a broad-based curriculum that adequately responds to the needs of our students and society in general.
- To provide and resource an extensive programme of extra-curricular activity which caters for the wide range of talents and interests amongst our students.

- To provide a student-centred education which strives to develop the whole person – spiritually, morally, intellectually, physically, and socially.
- To foster a spirit of co-operation and respect amongst all of our school community.
- To promote a happy, positive and safe environment where the wellbeing of each person is valued and respected and where healthy relationships are developed.
- To facilitate and embrace a harmonious integration of different cultures, faiths, nationalities, genders, sexual orientations, and ethnic diversities.
- To inspire and promote lifelong learning in our students to prepare them to take their place as responsible citizens in a changing society.
- To continue to grow our partnership with the wider community by reaching out in a tangible way to people in need.

### **1.3 Vision**                      ***Learning Together for a Better Future***

**1.4 Our History and Philosophy of Education** Woodbrook College, formerly St. Brendan's, is a voluntary Co-ed secondary school. It was founded by the Irish Christian Brothers in 1956 and is now managed by a Board of Management and along with all the other Christian Brothers Schools (CBS), is part of the Edmund Rice Schools Trust (ERST).



St. Brendan's opened its doors to 46 students in a building known as Walcot House (formerly The Walcot Hotel) located on Old Connaught Avenue. This was the first of three buildings serving the educational needs of the Little Bray community under its first Principal Brother J.C. O 'Flynn. Over the course of the next 14 years the school would grow beyond its capacity, and a purpose-built school was approved and completed in December 1970.



With the new building came a change of location from Old Connaught Avenue to the Dublin Road and St Brendan's would increase its capacity to cater for 300 students. The school has seen many changes over the years including the retirement of the last Christian Brother and Principal, Br. E.M. Tallon in 1990. Like many other former CBS schools, St. Brendan's went on to employ a lay Principal. The direction of the school was changing in line with the needs of the community, the result of which was a fundamental change in vision.



The decision in 2015, by the Board, to move to a Co-Ed was a much-welcomed addition for the local community. In September 2016 Woodbrook College opened its doors with a new building that catering for 425 pupils. This was an increase of nearly 50% of its previous capacity. It also welcomed the first 15 female student to blaze a trail in moving to a 50/50 split in a few short years.

With an ever-increasing demand for places, Woodbrook College was granted new accommodation, due to be completed in the coming years, which will bring the student capacity to 750 students. The facilities granted include the establishment of four classes for students with Autism.

This short history is just a sample of how exceptionally dynamic this school has become and the greater role it has in the wider community of North Wicklow and South Dublin. Our story is far from complete.

## **1.5 Ethos and Values**

In line with the values of our Charter, see "Our Charter" below, we have developed a model of education based on the founding intention and the life of Blessed Edmund Rice. Care for the disadvantaged and vulnerable, a strong opposition to poverty and injustice, fostering of leadership and a deep commitment to the Catholic faith are characteristics of an Edmund Rice school.

We promote equality of access and participation – in other words, children of any faith, or none, at every level of ability, of any nationality or ethnic grouping are all cherished in our schools given the opportunity to be the best they can be. Our schools recognise the uniqueness of each individual in caring communities where holistic development is nurtured. Enrolment processes are open and transparent, and the highest educational, developmental, and pastoral standards apply in all our schools.

In addition to the provision of high standards of excellence in teaching and learning, our schools uphold a strong cultural and sporting tradition. Inspired by the five key elements of the Edmund Rice Charter our schools are responding to a changing world. We aim to develop leaders of the future who will work in partnership together to promote social justice, human rights, and care for the environment and who will look after themselves and others equally and be inspirational citizens.

### **1.6 Edmund Rice Schools Trust Charter**

The Charter sets out a framework designed to enable Catholic education in the Edmund Rice tradition to thrive and grow into the future. Each school community in our network is invited to put the Charter into practice, taking account of its own unique circumstances and traditions. The values in the Charter came from the schools. Through a process of reflection and sharing the school partners reached a consensus on what comprises the heart and soul of an Edmund Rice school.

Inspired by the Charter we respond to the needs of a changing world. We ensure that our schools continue to adapt and re define themselves, while remaining faithful to our mission and founding vision. Faithful to the church and inspired by Edmund Rice’s vision, we ensure the future of our schools as Christian communities of learning and teaching.

The five key elements of the Edmund Rice Schools Trust Charter are:

- Nurturing faith, Christian spirituality, and Gospel-based values
- Promoting partnership
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership.

Our schools promote equality of access and participation – in other words, children of any faith, or none, at every level of ability, of any nationality or ethnic grouping are all welcome in our schools. All of our schools are encouraged to recognise the uniqueness of each individual in caring communities where holistic development is nurtured.

As Trustees we appoint and nominate Boards of Management to run our schools. We help these Boards through training and a rolling programme of advice and support.

We also advise and support our Principals, Deputy Principals and staff through Conferences, Cluster meetings, training, and induction courses.

Our Network promotes a strong sense of belonging and cooperation. We believe a great strength of our Network is this sense of belonging and consistently high levels of support and guidance given to our Principals and Boards of Management.

Our main objective is to ensure and foster the advancement of education and to further the aims and purposes of Catholic education in the Edmund Rice tradition. To enable us to do this we encourage and expect all our community to engage with us, and to assist us to improve and expand our service to young people.

The Edmund Rice Schools Trust is a vibrant schools Network that is developing and supporting Catholic education throughout Ireland today. To see the Woodbrook version please click [here](#).

## Section 2: School Profile

**2.1 Location** Woodbrook College is situated on the Shankill/Bray border. From a local government perspective, the school is part of Dun Laoghaire/Rathdown County Council but is classified as Wicklow for purposes of the Department of Education and An Post. Due to our location on the border of both areas, the school attracts students from both South Dublin and North Wicklow. Due to our geographic location adjacent to the suburb of Shankill, the Board of Management has taken steps to establish the primary schools in this area as natural feeder schools for Woodbrook College. The decision to change status to co-education was in part to cater for the absence of a girls' secondary school in the Shankill area.

Woodbrook College is located very conveniently on the Dublin Road, opposite the gates of Woodbrook Golf Club. The college is set in its' own fabulous private grounds and offers a safe, secure, quiet and highly motivating setting.

**2.2 Status** Woodbrook College is a co-educational voluntary secondary school under the trusteeship of the Edmund Rice School's Trust (ERST). The school was originally established as an all-boys school but changed its status to co-education with the admission of girls to 1<sup>st</sup> year in September 2016. It is now a diverse multicultural environment in which to learn.

## Section 3: Brief outline of school structure and Resources

**3.1 Structure and Resources** The school has a current enrolment of 585 students with a variation of four/five class groups in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year and three class groups in each year from 4<sup>th</sup> to 6<sup>th</sup> year. There are currently 61 staff including SNAs, Principal and Deputy Principal/s. In addition, there are three administrative staff and external companies who manage our canteen and campus maintenance.

**3.2 Enrolment** The school has the following objectives:

1. To stabilise enrolment to ensure a maximum of 24 students in each of the base class groups throughout the school. There will be a maximum of five base classes in each year. To this end, the Board of Management will strive to stabilise enrolment at a maximum of 120 students in 1<sup>st</sup> year each year. This is to maximise efficiency and effectiveness in the utilisation of teacher allocations from the Department of Education and to allow the school greater flexibility in the provision of subject choices and levels.

2. The confirmed enrolment for 2023/24 is 585 students with a 55%/45% boys/girls

**Projected Enrolment** The following enrolment numbers are projected:

Academic year	23/24	24/25	25/26	26/27	27/28	28/29
Total students	585	600	625	645	675	720

**Please note that the figures above are dependent on the DES providing a permanent extension.**

In line with equality legislation, the Board of Management will not be placing any quota on the numbers of boys and girls to be enrolled. Places will continue to be offered as per our admissions policy and relevant admissions legislation.

**3.3 Management structure** Woodbrook College has a Board of Management comprising of a Chair, three Patron nominations, two representatives from the parent body and two representatives from the teaching staff. The primary role of a Board of Management is one of governance in accordance with the Articles of Management for Catholic Secondary Schools. Governance is about providing direction and oversight for a school while ensuring that the rights of all members of the school community are upheld and that the school is accountable for its work. The Board delegates day to day responsibility to the Principal who has the support of his Deputy/s and middle management structure.

**3.4 Middle management** This is the support structure with distributed leadership allowing for the continued development of the staff and school. For the current Posts of Responsibility policy please see our website.

**3.5 Facilities** Woodbrook College operates from a state-of-the-art school building which opened in 2016 and a temporary building opened in 2022 while planning continues for an extension.

Among the facilities available in the school are:

Main Building	Temporary Building
Two fully equipped and modern woodwork/Construction rooms	
A fully equipped Technical Graphics Room with individual computers for each student	
Two state-of-the-art computer rooms with fifty-four computers, with an additional fifty laptops which are used for in class work	
Two fully equipped Art rooms	
Main Home Economics Room	Additional Home Economics room
Three Science laboratories	One additional Science Laboratory
Demonstration/Lecture theatre	
Sixteen classrooms equipped with wired broadband and data projectors	Eight classrooms equipped with wired broadband and data projectors



Main Building	Temporary Building
Meditation/Reflection Room	
Guidance office with specific guidance library and resources for students.	
Guidance Library and Resource Room	
Music and Drama Room	
Dedicated Support for Learning classrooms	Three ASD class units and ancillary facilities
Canteen	
PE hall, Fitness Suite and changing room block with showers and toilets	
Two pitches and four outdoor basketball/tennis courts	

## Section 4: Curriculum

**4.1 Provision** Woodbrook College offers a wide range of subjects at higher, ordinary and common level to meet the needs of all students.

<i>An outline of our current curriculum is hyperlinked under the following sections.</i>			
<a href="#"><u>Junior Cycle</u></a>	<a href="#"><u>Senior Cycle</u></a>	<a href="#"><u>Transition Year</u></a>	<a href="#"><u>Leaving Certificate Applied</u></a>

**4.2 Planning and coordination** Planning and coordination is done by class teachers as well as Department groups and as an overall staff. We work both individually and collectively regarding CPD. We use external agencies and internal expertise.

There is an extensive use of ICT in the delivery of curriculum to students with an emphasis on excellent communication with staff, parents and students.

**4.3 Learning and teaching processes** While the focus in this area is on the class teacher, the teacher is not a lone player. They are part of a Departmental structure which actively works towards a shared and common approach to teaching an agreed curriculum to the student body. In 2023-24 Woodbrook College moved to 60-minute classes. The research supports such a move and after a consultation process with staff it was agreed to review this after one academic year. During this review all stakeholders will be invited to participate through the use of surveys, focus groups and Departmental feedback. The staff will then meet again to discuss the findings and the decision to implement this permanently or reverse the decision will be made.

**4.4 Student progress and attainment** As indicated in our Attainment Policy ([Link](#)) Woodbrook College prides itself on working with our students to achieve the highest standards possible. We undertake a series of assessments over the time students are in our school. These are then aligned with their academic results and any special educational needs that they may have to create a target grade that is monitored for every student and for every subject.

**4.5 Current policies in our school** The school consistently review policies to meet the needs of all stakeholders. The responsibility for this is through a dedicated Post of Responsibility assigned each year. The current policies that are in place can be found [here](#).

## Section 5: Key school noncurricular policies

5.1 The key policies which are in place for this section are listed and hyper linked in the table below.

No	Policy	Location
1	Admissions Policy	Find the policy <a href="#">here</a> .
2	Relationship and Behaviour Policy	Find the policy <a href="#">here</a> .
3	Anti Bullying Policy	Find the policy <a href="#">here</a> .
4	Equality Policy	Find the policy <a href="#">here</a> .
5	Child Protection Policy	Find the policy <a href="#">here</a> .
6	Health and Safety Policy	Find the policy <a href="#">here</a> .
7	Grievance Policy	Find the policy <a href="#">here</a> .
8	School Evaluation Planning	Find the policy <a href="#">here</a> .
9	Data Protection Policy	Find the policy <a href="#">here</a> .
10	Protected Disclosure Policy	Find the policy <a href="#">here</a> .

## Section 6: Review and evaluation practices

6.1 In a review carried out at the beginning of this process of review, our staff worked in groups to complete their views on the strengths, weaknesses, opportunities, and challenges to our school currently and into the future.

**6.2 Priorities** Following on from the analysis of the SWOT feedback, the following issues have been deemed priority areas for development over the next five years:

Priority	Action plan
To consider and make amendments as necessary to the draft School Development Plan (SDP) 2017–2022 with a view to formulating a 5-year plan for the school for the period 2023-2028	SDP to be updated with 2023/2024 information Senior planning group to be formed to consider the SDP. Parents' Association to be asked to discuss and comment on the SDP. Action points to be inserted into the SDP with a timeline for ratification by BOM. Students/Student Council to discuss and comment on SDP.
Ongoing review of school policies, consideration and ratification of further policies including Data Protection, Staff CPD and Induction of New Staff.	To identify new policies, create and after review from all stakeholders, present them to the Board for their input and approval. To construct a schedule of review dates for both existing and new policies which is provided to the Board.

<b>Priority</b>	<b>Action plan</b>
The introduction of robust school self-evaluation techniques and processes to further enhance and maintain the school's reputation in the community.	<p>To begin work on our next area of school self-evaluation – Wellbeing, and link this to our work on the establishment of our new Junior Cycle programme.</p> <p>The provision of appropriate and continuous staff training and development in these areas.</p> <p>Continued use of the SEP plans and reports on these areas of self-evaluation to guide and measure work and success in these areas.</p> <p>SEP reports to be presented to BOM and recorded in summary form on school website.</p>
The establishment of a more robust Parents' Association which is truly representative of all of the year groups in the school.	<p>To assist the PA in organising a programme of interesting speakers and seminars.</p> <p>To continue engagement with the parents/guardians through such initiatives as the Homework Seminar.</p> <p>Arrange an annual meeting between the BOM and the Parents Association.</p>
The reconstruction of playing facility for use by school students.	To find funding to move goals on the GAA pitch and convert the pitch to soccer.
Accommodation needs of the school into the future	Having been approved for an extension to bring this to a reality is a priority.
Differentiation within classes	<p>To continue to develop a wider use of differentiation across all subjects for specific students, including Level 2 Learning Programmes.</p> <p>To develop a structured Departmental meeting system to ensure that no staff member misses out on second subject Department meetings.</p> <p>Review and monitor progress across all classes.</p>
Managing school attendance	<p>Ensure the role of the Home School Community Leason (HSCL) is fully established over the next five years.</p> <p>Establish the role of the School Completion Officer to support students who are at risk of early school leaving or drop out.</p> <p>Complete the revised Student Support Service Policy.</p> <p>Develop the role of an Attendance Officer into the Post of Responsibility.</p>
Maintain all ICT equipment on the campus	<p>Work to ensure the funding is available to repair or replace equipment as is needed.</p> <p>Ensure that proper seating plans are in place for the use of tablets and our computer rooms.</p> <p>Re develop the Wi-Fi system to better facilitate higher use.</p>
Work to fully establish co-teaching as an SfL tool for our school community.	Continue the work done during 2022-23 with the development of co-teaching and create policies and directives to support this among the staff.