

PGTA Annual General Meeting

2025





Agenda

Parent Talk on Youth and Substance Misuse 7 pm

School update 8 pm

- SSE plan for the year
 - School Build Project
-

Review of PGTA year 8.15 pm

Finance report for the school year 2024/25

Kerrie Sensory Garden Project 8.30 pm

Ratification of Revised Constitution 8.45 pm

PGTA New Council for 2025/26 8.50 pm

Date of next Council meeting 04/11/2025

AGENDA





Clonturk Community College

SCHOOL SELF EVALUATION

2025/26

WHAT IS SSE?

- School Self-Evaluation (SSE) is a reflective, evidence-based process where schools:
- 🔍 Evaluate their own practices in teaching, learning, and wellbeing.
- 🎯 Identify strengths and areas for development.
- 🧠 Set specific improvement targets to enhance student outcomes.
- 🤝 Work collaboratively — involving staff, students, and parents.
- 📊 Track progress and celebrate improvement over time.

At Clonturk Community College:

- SSE helps us make intentional, informed changes that ensure every student feels empowered, included, and responsible for their learning.

SSE THEME

- Adopting “**Empowering Students Through Inclusive, Reflective, and Responsible Learning**” as the SSE theme for 2025/26 is both evidence-based and strategically aligned with LAOS priorities. Each element responds to direct feedback from students, staff, and parents, builds on groundwork already laid in 2024/25, and supports the long-term goals of Clonturk’s SIP and national educational reform.



SSE 2025/26

01 Belonging for All

Diversity
Awareness and
Anti-Racism

02 Attend Today, Achieve Tomorrow

Attendance
and
Punctuality

03 Building Better Learning Habits

Developing
Strong Study
Skills

04 Feedback in Action

Student
Reflection on
Feedback

SSE TARGET 1– BELONGING FOR ALL

RATIONALE

- Builds on strong foundations: Diversity and School of Sanctuary committees 🏢
- Reinforces inclusive policies — Bí Cineálta, Code of Positive Behaviour, Inclusion for Learning 🤝
- Addresses reports of racist incidents with proactive education and restorative practice 🗣️
- Supported by national frameworks (DES, NCCA, UNCRC, Equality Acts) 📖
- Promotes empathy, understanding, and allyship among students, staff, and parents ❤️



SSE TARGET 1– BELONGING FOR ALL

GOALS & ACTIONS

- **Promote awareness and understanding of diversity, inclusion, and anti-racism across the whole school community** — Workshops for students & parents, Racial Justice Week, and cross-curricular integration (SPHE, CSPE, Ethics), support the diversity committee and school of sanctuary committee, form links with external agencies (padlet)
- **Foster a school environment where all students feel respected, safe, and valued regardless of their background or identity.**— Celebrate cultural events (Diwali, Ramadan, Wear Red Day), embed diverse voices in curricula, run inclusion surveys 🎉
- **Support and empower students to recognise, challenge, and report racist behaviour confidently and appropriately.**— QR code/reporting links, restorative support programmes, and peer-led initiatives 👧👦
- **Embed a clear, consistent, and visible zero-tolerance approach to racism within the school's policies, practices, and culture.**— Staff training (Brianna Fitzsimon workshops), new Anti-Racism Policy, consistent reporting and response procedures 🚫

CELEBRATE
DIVERSITY

SSE TARGET 2– ATTEND TODAY, ACHEIVE TOMORROW

RATIONALE

- Builds on 2024–25 progress; links attendance directly to learning outcomes 📊
- Reduces inequity — absenteeism often impacts the most vulnerable 💬
- Reinforced by TUSLA & Education (Welfare) Act 2000 📋
- Promotes wellbeing through routine, structure, and connection ❤️



SSE TARGET 2– ATTEND TODAY, ACHIEVE TOMORROW

GOALS & ACTIONS

Improve overall student attendance rates across all year)— Daily monitoring, app notifications for absences, targeted supports, attendance awards, and termly data reviews 📋

Reduce instances of lateness to school and to class— Weekly audits, morning protocol, staff consistency, positive start morning supports, morning check-ins, visible procedures, and SPHE time-management lessons 🌅

Strengthen student and parent engagement around attendance and punctuality— Clear reporting via school app, supports for parents- targeted and whole school, updated attendance and punctuality policy, focus groups, and student voice on attendance rewards 📱

Embed a positive school culture where attendance and punctuality are valued— “Attend Today, Achieve Tomorrow” campaign, Attendance Week in January, celebrate success through assemblies & social media, share progress with whole school community 🎉



SSE TARGET 3– BUILDING BETTER LEARNING HABITS– STUDY SKILLS

RATIONALE

- Student feedback shows uncertainty around studying effectively or applying feedback 
- PASS survey: 80th percentile in wellbeing vs. 63rd in learning confidence — clear scope for improvement 
- Aligns with LAOS Domains 1–3 and the National Lifelong Guidance Framework 



SSE TARGET 3– BUILDING BETTER LEARNING HABITS– STUDY SKILLS

GOALS & ACTIONS

Integrate consistent study skill building into subject teaching — Teachers model subject-specific study methods; guided Study Skills sessions for staff & students, audit of dept plans 

increase student awareness and confidence around the application of independent study skills and their relation to developing wellbeing and academic success.— Student & parent surveys, Study Skills Week, and parent information with practical home tips 

Sixth year students will be supported in terms of a more consistent planning approach to the application of study skills— Mentorship for 6th Years using study planners, tracking spaced repetition of topics 

TY mentoring & goal setting — Partner with Foróige or similar agency for workshops and personal development sessions 



SSE TARGET 4– FEEDBACK IN ACTION– STUDENT REFLECTION ON FEEDBACK

RATIONALE

- Students need clearer understanding of learning goals and success criteria 🎓
- Teachers provide high-quality feedback, but students often don't act on it effectively 📁
- Consistent class-start routines and visible Schemes of Work will promote readiness, reflection, and ownership ↻



SSE TARGET 4– FEEDBACK IN ACTION– STUDENT REFLECTION ON FEEDBACK

GOALS & ACTIONS

Ensure Learning Intentions and Success Criteria are consistently used in every lesson and understood by students as tools for reflection, feedback, and target-setting.— Peer teacher visits, intervention- CPD sessions and T&L Meetings, and exemplars to ensure consistent use across subjects 📖

Establish a shared routine for starting classes that promotes readiness to learn, consistency across subjects, and high expectations.— audit current routines, T&L Committee to design and model a shared approach for calm, focused starts to lessons 🌸

Increase the visibility of Schemes of Work so students can see how their learning builds over time, enabling them to take greater ownership of their progress.— audit of current accessibility, develop a consistent visibility approach, Departments to share accessible formats (OneNote/Teams/posters) to show learning progression 📖

Strengthen a school-wide approach to feedback that supports student reflection, raises expectations, improves organisation, and reduces teacher workload— Review and refine whole-school model, use OIDE portfolios for reflection, and link feedback to study skills and guidance 💡



Building Update

“The vision set by the Department of Education and Youth for the Whitehall Campus is to locate four schools on a single urban site, to enjoy shared facilities which will establish strong connections

with the local community. The schools are:

Clonturk Community College, Post Primary

Ellenfield Community College, Post Primary

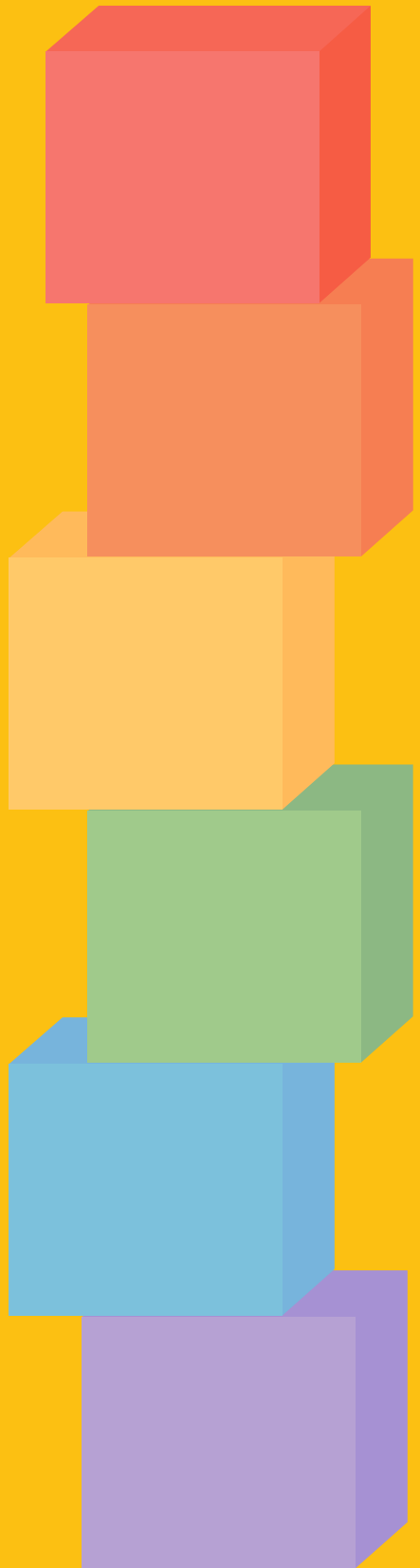
An Cosan Special Education Community School

Gaelscoil Aine Primary School

The Integrated Design Team, led by O'Donnell + Tuomey Architects for Whitehall, are currently working through Stage 1 Feasibility, exploring the challenges and opportunities of this co-located campus.”



Building Update



“The approach centres around an idea that while the schools would retain their separate identities and core facilities within the site, the wider campus facilities would provide benefits and advantages beyond what would be available to the individual schools on standalone sites. Those advantages may be physical facilities: landscape features, gardens, stepped gathering space, covered outdoor play areas, outdoor classrooms, nature walks. But they may also enable new opportunities for support networks and new learning opportunities between the schools and a stronger potential for community engagement through Universal Design approaches to building and landscape design.

Physical links between the schools, using third level campus strategies like covered walkways, rooftop play, and woodland walks, provide new opportunities for the schools to interact with each other and the community, while retaining a degree of autonomy within the campus. Each school will have its own identity, a typology based on engagement with the stakeholders. Schools will be designed to maximise the available ground for play and recreation. While the 4 schools are designed to operate as safe and secure learning environments, the overarching concept is for an Inclusive Campus, welcoming to people of all ages and abilities and open for community activities outside of normal school hours.”

Building Update

- No current end date for stage 1 of the project
- Traffic co ordinator site visit
- Feedback from school taken on board and being listened to
- Commitment from school to give termly updates on build progress going forward
- Opportunity for parental consultation and engagement to follow at a later stage of the process

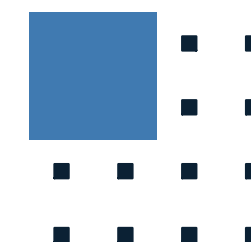




REVIEW OF PGTA YEAR 2024/2025

School & PGTA Collaboration

- Hospitality
- Parent Reps
- Policy feedback
- Teachers' Brekkie
- Student Support Fund
- JABS



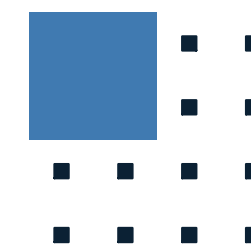


REVIEW OF PGTA YEAR 2024/2025

Parent Engagement & Talks

- New School Build – General Election email campaign
- Parent Talks
- Key Conversations
- ADHD Ireland
- Addressing Racism
- Journalling

PROCESS
GO
CREATIVE
COMMUNICATE
BRAINST
SKET
GOA
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FEET
ESEA
OUT OF THE BOX
OK
PROCESS

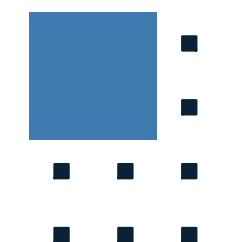




REVIEW OF PGTA YEAR 2024/2025

House Keeping

- Monthly meetings
- Bank account
- SumUp
- Eventbrite
- Constitution





Parents In Action

Fundraising Review

Festive Fair December

Bingo February

Annual Table Quiz September





Key Dates

2025

October

Thursday 16th. AGM and Parent Talk

November

Thursday 20th Exam Year Parental Wellbeing

December

Thursday 4th Bingo





Key Dates

2026

January

Wednesday 21st Open Meeting & Parental talk

March

Sunday 22nd Spring Fair

April

Thursday 23rd Parental talk

May

Thursday 7th Open Meeting





And Finally

Help us to get to know you





FINANCE REPORT FOR THE SCHOOL YEAR 2024/2025

PGTA FINANCIAL REPORT 2024-2025



Summary

PGTA Revolut Vault starting balance	3397.03	
PGTA Income	5830.05	
	9227.08	
School Funding	5304.50	
Expenses	1380.97	
	6685.47	
Closing Balance Bank Account	2541.61	May 31 2025

Notes

- 6th Year Graduation expenses not included.
€600 Receipt for sandwiches paid in Sept
- Drinks, biscuits, treats donated
- Table Quiz deferred to Sept





FINANCE REPORT FOR THE SCHOOL YEAR 2024/2025

Income

Festive Fair	4530.55
Parent Talks (Eventbrite)	457.50
PGTA Bingo for TY	842.00

Total Income 5830.05

Expenditure

School Funding	
Netting for separate outdoor space	1500.00
The Cove Sensory Room	1500.00
Dungeon and Dragon equipment	70.00
TY Musical	958.50
Student Support Fund	500.00
Teacher appreciation	300.00
Flowers, bird feeders	300.00
Resources Wellbeing, Diversity (Eventbrite)	176.00
	5304.50

Expenses	
Hospitality (JC results, PTMs, etc)	211.31
Festive Fair Expenses (inc Float)	695.38
Bingo Expenses	89.00
PGTA insurance, equipment, training	385.28
	1380.97

Total Expenditure 6685.47





Kerrie's Garden

Why a sensory garden?

A sensory garden provides a calm space to explore nature and stimulate the senses through sight, sound, touch, taste and smell

How do we do it?

This is a parent-led partnership with the school

We have a garden designer on board already

But most of the work will be done by parent volunteers



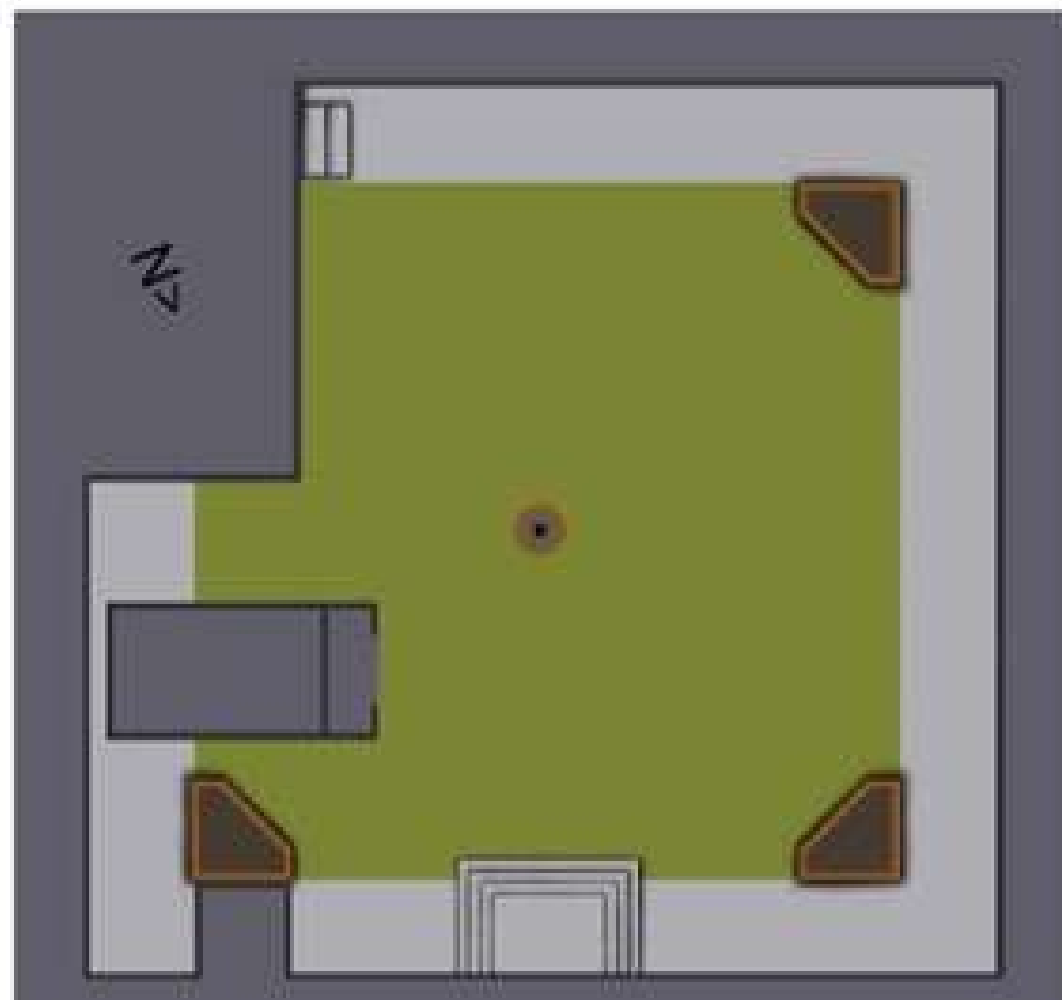


The Design

The concept is to create a park like experience for those using the garden and also for the views from inside

brianoharadesign

11 myrtle park dun laoghaire co dublin
brian.ohara@web.de 087 6591679





Pebble pathways leading to all areas creating a park like setting with diverse planting (colour, scent, structure, low maintenance)

Simple wildlife pond raised 40cm above ground planted with self cleaning plants
Lamp post protruding through the middle

Perspex roofed sitting area for wetter weather

Existing raised bed with existing trees with additional underplanting

Possible area for two existing small sheds and other storage



Existing raised bed with cut back existing butterfly bush and underplanting

5 x 10m yoga or play area using suitable artificial grass for all year round usage

Existing composite table benches
4 more can be added around the garden

Existing raised bed with new tree and underplanting

Existing paving surrounding the garden weeded and repaired





The Design





Kerrie's Garden

Funding & Support

We have already raised €3,500 from the table quiz. Great start!

Sum up link/QR code for donations

Our Motivation! Kerrie!

The students' well-being and development were at the heart of everything Kerrie did

Now we want to do it for her!





Thank You!

