

General Secretary's Report

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1. Introduction

Few of us would have believed the year that lay ahead as we departed the ACCS Convention 2020 hosted in Killarney from the 4th to 6th March 2020. Little did we know at that time that the decision to close schools on March 13th as part of the first lockdown aimed at curbing the spread of COVID-19 would have such significant consequences. Since then, we have seen such dramatic change to practices in response to the needs of the students. These changes were more significant for the examination classes of 2020. Who could have imagined that in the space of a short few months the Leaving Certificate examinations, such an integral part of the state assessment process, would be replaced with a process of 'calculated grades' and the Junior Cycle with school assessments accompanied by a State Certificate of Completion. A year later we are experiencing our third national lockdown and for the first time the ACCS Convention, like so many other events, is taking place in a virtual space.

The response of schools has been remarkable as they strive to meet the needs of students. Borrowing a quotation from our report on continuous professional development:

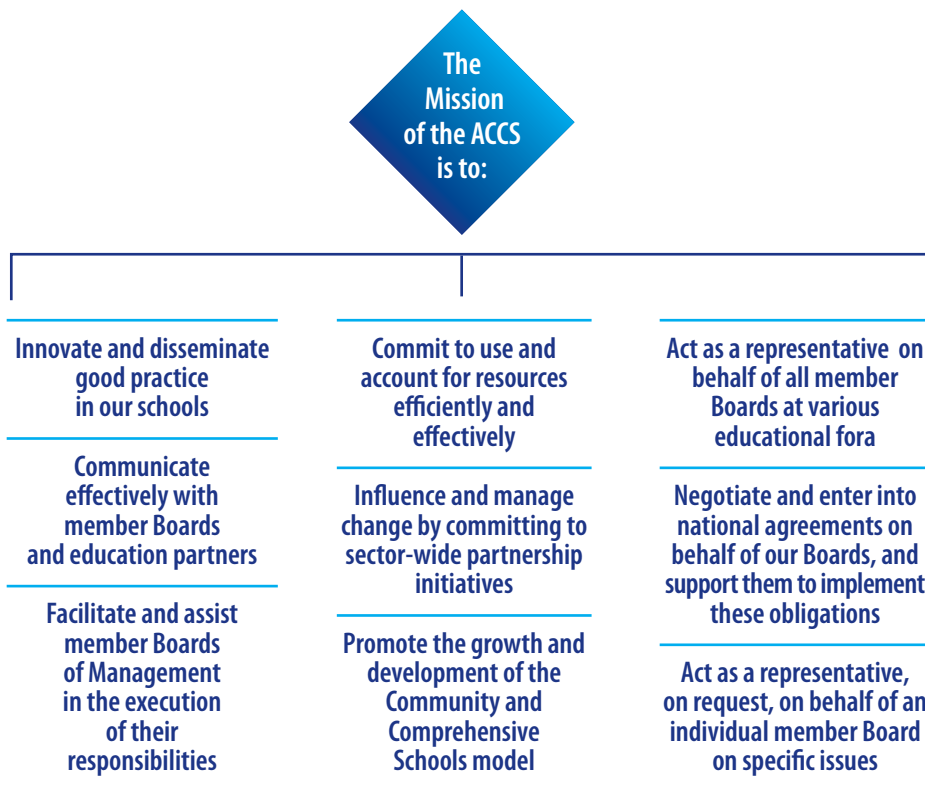
*"Distance learning is not an accelerator or obstacle of learning. What teachers and leaders do matters, not the medium in which they do it."
(The Distance Learning Playbook for School Leaders. Fisher, Frey, Smith & Hattie)*

This philosophy has been embraced by schools as they endeavour to meet the needs of students in a very changed learning environment.

When seeking to review the work of ACCS since our last Convention it is timely to remember what values are central to our vision for education. Our vision for education is underpinned by the ACCS's values of:



The commitment to a community-based, comprehensive education for all is captured in our Deeds of Trust which state the object of the school is to provide “a comprehensive system of post-primary education open to **all the children of the community**, combining instruction in academic and practical subjects”. This core principle of an inclusive education for all the children of the community is the bedrock of the multi-denominational education provided by Community and Comprehensive Schools since the advent of the free education scheme in the 1960s. To achieve this aim I will consider the work of ACCS over the last year against the stated aims of the organisation captured in its Mission Statement.



2. Innovate and disseminate good practice in our schools

ACCS represents 96 schools at a national level. All of these schools are under the management of Boards of Management appointed by their Patrons. 82 of the schools are Community Schools and the remaining 14 are Comprehensive Schools.

Following the announcement on March 12th 2020 that schools would close at the end of that day schools' priorities changed overnight. In ACCS we also had to adapt to meet the requirements of what was to become an extended period of school closure. During this time much of the continuous professional development programme moved to a virtual world online. The initial platform of choice was Zoom as it provided the easiest means of communication with large groups from Boards of Management representing our schools. The initial focus for schools was to establish means of communication between home and school to ensure the continuation of education in some form. Schools prioritised examination years and then sought to engage students in all other year groups. It was in its initial format an emergency response to an unexpected occurrence.

ACCS engaged in information seminars for Boards of Management and senior in-school leaders at both regional and national level. The seminars were hosted online and were by nature information giving and clarification events to begin with. As time moved on through our sub-committee structure ACCS began actively seeking ways to advise schools in their journey from emergency online provision to a more blended learning approach including methodologies developing a more active engagement approach from students. The aim is to move from mere connectedness to engagement and active learning for students. There were a number of key elements identified in this journey. They included:

1. Conducting a survey of schools to establish platforms used, levels of engagement of students and challenges faced.
2. Engaging in research and approaching relevant experts to assist in developing blended learning guidelines for schools.
3. Providing seminars and workshops in key areas of leadership in schools in challenging times, developing blended learning programs and supporting students with special education needs during periods of closure.
4. Establishing online forums for schools in the areas of blended learning and special education needs provision in an online environment.

A significant element of this approach to innovate and disseminate good practice in our schools was not only the promotion of collaboration within schools but also collaboration across schools. We continue to endeavour to establish communities of educators and learners with the central goal of enhancing the learning experience in our schools.

"The quality of an educational system cannot exceed the quality of its teachers" (Barber & Mourshed, 2007) or as Bob Schwartz, professor of practice in the Harvard Graduate School of Education, put it, *"what is the most important school-related factor in pupil learning: the answer is teaching"*. Based on these principles ACCS has extended its CPD programme to key teaching personnel in our schools. Over the course of the past year, it has included ICT and Special Education Needs Coordinators in schools. These initiatives are building on the success of the ACCS Middle Leaders Programme established to promote distributive leadership across our school communities as envisaged in the quality framework 'Looking at our Schools'. All aim at building communities of practice capturing the power of the shared knowledge of teaching professionals.

Delivery of this year's CPD programme has been a learning process for us all in ACCS. We greatly look forward to the time when we once again can meet people in person at events but also realise that a blended approach to delivery will serve our schools best. We want to keep what has proved to work well during this challenging period while also including essential in-person events for member schools. I would like to thank all in the ACCS team with particular reference to Áine O'Sullivan, heading up our Education Team and the support of Debbie Riordan and her team at ACCS Head Office for all the administrative and logistical support. You will find a detailed report of our Continuous Professional Development Programme presented elsewhere in this Convention Handbook which, at the time of writing, comprised over 40 different scheduled events attend by in excess of 6,000 participants.



3. Communicate effectively with member Boards and education partners



* Specialised support in Human Resource Management, Data Protection, Staff and Student Vetting, School Buildings Advisor and Further Education and Training.

** Support of dedicated agencies such as the State Claims Agency, SCA, the Financial Support Services Unit, FSSU and the School Procurement Unit, SPU.

It has been particularly important to communicate clearly and effectively with member schools during this past year which has been particularly challenging for all. A myriad of material has issued from the Department and the Inspectorate aimed at supporting schools but also establishing the expectations across the education sector of the required response from schools. In the 2020 calendar year we issued 84 Information Bulletins notifying schools of initiatives, interpreting and advising on the implementation of key strategies and processes. The Information Bulletins aim to provide concise information on the key provisions and central tasks to be overseen by school management.

Our new and revitalised Newsletters provide an opportunity for a closer look at some key initiatives and aspects of leading and managing schools. Schools also generously contribute to newsletters sharing their successes and best practice in different aspects of school life. Supporting agencies contribute at selected periods throughout the year. The task of drafting the newsletter falls to the Assistant General Secretary, Áine O'Sullivan, supported by Debbie Riordan.

The ICT Sub-Committee has undertaken to review the ACCS website. Liam Ryder has provided considerable support in establishing the website and updating the website since its initial introduction. Liam has guided support and has encouraged this long overdue review to ensure the relevance and ease of use of the website. In the initial phase the website has received a 'new look' and the Human Resource section has received a substantial update under the guidance of Director of HR, Anne Marie Dillon, supported by Antoinette Nic Gearailt. The architecture remains under review to ensure ease of access to priority information. As we move to a more blended approach of delivery of CPD the website attains even greater importance. In this regard and in seeking to enhance the ACCS online presence we are delighted to welcome David Cahill to the Head Office team as ACCS Web & IT Support Officer.

The volume of requests for support and advice through email continues to grow. We endeavour to answer all emails in a timely manner with clear and concise advice where available or advise on where appropriate support through our support agencies can be found. However, it remains good to talk and many school Principals and Chairpersons of Boards ring directly or to Head Office where Eileen Diver leads fielding calls for us in a very professional manner. Often ACCS is a sounding board sought to offer an informed opinion on a decision or course of action a school may intend taking. As we continue to expand the services and expertise in our Head Office team the service we offer schools continues to be enhanced.

The opening of the Continuous Professional Development Report indicates more than 40 individual events attended by in excess of 6,000 participants were facilitated during the course of this year. In ACCS we, like schools, have migrated much of our in-service online. One of the benefits is providing ease of access for participants and the ability to record relevant sessions for access to those who could not attend at the scheduled time. While we look forward to in-person events in the near future we will incorporate the learning from this period and devise our CPD programme using a blended approach.

Anne Marie Dillon, ACCS Director of Human Resources, provides a comprehensive report on all HR related activities in ACCS. The human resources service in ACCS is there to assist and support school management in employment related issues and queries. Anne Marie provides support, advice and guidance to Boards of Management and Principals in the following areas:

HR Management

- The appointment of staff
- Promotion to leadership posts
- Contracts of employment
- Performance and conduct issues
- Leave arrangements and working time
- HR policies and procedures
- Managing discipline, grievance and conflict resolution, including advice on workplace investigations
- Sick leave and employee welfare
- Dignity at Work

IR/HR Representation

- Representing school management in DES on employment related matters
- Preparing cases and representing school management at adjudications/WRC hearings

Training/In-Service

- Providing training/in-service to Boards of Management/Principals/Deputy Principals in HR Management and employment law matters

We have been very fortunate to have the professional services of Hilary Treacy, ACCS Data Protection Advisor, for the past two years. Hilary has worked collaboratively with corresponding personnel in ETBI and the JMB developing a template Data Protection Policy, updating existing resources and developing new resources for schools. Regional in-service has been provided and individual school visits and audits availed of by many member schools. This remains an ever-evolving space where expert advice is required by schools.

Catherine O'Sullivan has joined the ACCS team as ACCS/JMB Director of the Further Education Support Unit. Catherine has professionalised the support provided to both JMB and ACCS schools heading up the Further Education Support Unit. Her understanding of the FE sector has benefitted schools immensely where she liaises with SOLAS, QQI, ETBI and the NAPD Further Education sub-committee. It has been a very challenging year where FE services have migrated nearly totally online. Further Education is seen as an area of potential growth in the ACCS and JMB sectors.

ACCS is the relevant organisation with regard to Garda vetting of relevant staff, students and host families. Susan Cunniffe is the ACCS Vetting Administrator. While numbers being vetting has reduced due to curtailed Work Experience programmes and the cancellation of exchange programmes, Susan is busy planning and implementing the project where ACCS vetting will migrate to a secure online process. Pilot schools engaged in the project have been very positive regarding the new system.

The Department has continued a significant building programme, enhancing facilities in our schools and increasing capacity as applications to enrol continue to rise in our schools. Jim Twohig, ACCS School Buildings Project Advisor, provides assistance to schools where grants are devolved to the Board of Management. The feedback from schools is hugely appreciative of the expertise and support provided by Jim who guides schools through the procurement and tendering processes.

On behalf of member Boards of Management ACCS coordinates communication and additional in-service from support agencies. On behalf of all members we express appreciation for the professional support services provided by the State Claims Agency, Financial Support Services Unit and School Procurement Unit.

4. Facilitate and assist member Boards of Management in the execution of their responsibilities

ACCS delivers Board of Management training for members of Boards. This has traditionally been delivered in-person with individual Boards in schools on an evening of the Board's choosing. Clearly this has not been possible this year. We have revised our approach to the training of the Boards and have recorded four seminars over the past six months which are available to all Board members through the ACCS website.

The recordings are from the following schedule of events presented by ACCS and supporting organisations providing specific supports to member Boards.

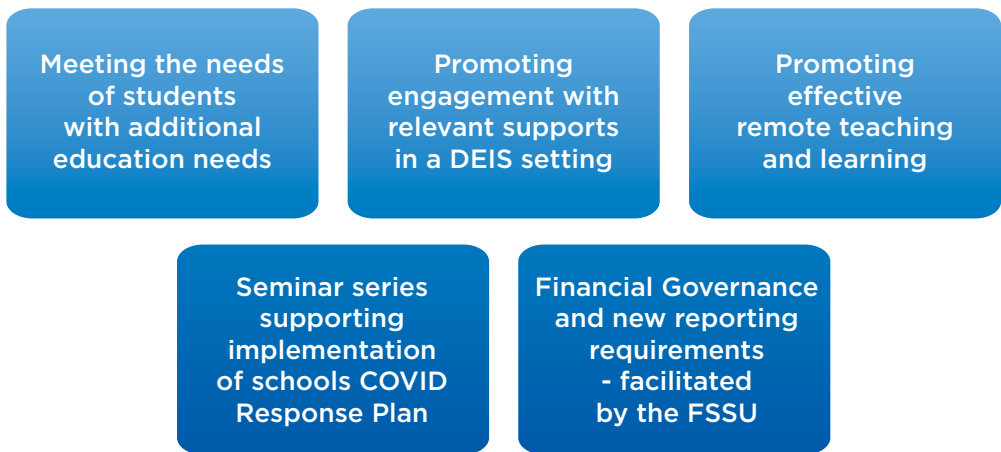


Hosted online these sessions generally take the form of an introduction to the key governance elements and the available resources hosted on the ACCS website and by relevant support agencies. Given the current restrictions in place the importance of online resources and an online presence has been brought into clear focus. To enhance these services and experience for schools the ACCS has recruited our newest member of the Head Office staff, David Cahill, Web & IT Support Officer.

Both the Assistant General Secretary Áine O'Sullivan and I remain available to provide training sessions to individual Boards as required.

Elsewhere in this report I reference the specific reports provided by ACCS staff members with particular expertise. At each Executive meeting, a Secretariat Report is provided detailing the range of engagements with individual Boards. Over the course of the year every Board has engaged directly with ACCS. During individual consultations and discussions we provide advice and guidance to assist school management and Boards in the execution of their responsibilities.

To ensure best practice across schools ACCS has a very active sub-committee structure. The sub-committees assist in identifying particular areas that require attention through focused seminars. In the current year these included areas such as:



Future planned seminars include Managing Health and Safety in Schools facilitated by the State Claims Agency and an Education Conference focused on the promotion of student voice.

Regular Area Information meetings are scheduled to facilitate direct engagement with members of Boards and school management. Discussion is promoted to ensure that in ACCS we have direct access to the issues arising in schools. During in-person conferences and Convention we have always scheduled a dedicated governance section. This year a significant portion of time has been dedicated to providing guidance on compliance with the requirements of the COVID Response Plan.

ACCS wishes to acknowledge the role of the Inspectorate of the Department of Education in developing detailed guidance for schools and support visitations for school management. Since the introduction of Supporting Safe Provision of Schooling Inspections it is gratifying to hear the overwhelming positivity of the outcomes. The safe reopening of schools during term one of this academic year was remarkable and indicative of the excellent and dedicated work at school level.

5. Commit to use and account for resources efficiently and effectively

ACCS Honorary Treasurer, Paul Thornton, has reported on progress in delivering on a commitment delivered at Convention 2017 to incrementally reduce the deficit from over €60,000 to a balanced position within three years. In achieving this goal, the ACCS Executive reviews the financial position at each Executive meeting. The aim has been to achieve this position without impacting on the services provided by ACCS.

During this period, while retaining all current services, ACCS has recruited staff in new areas including Hilary Treacy, Data Protection Advisor, Catherine O'Sullivan, Director of ACCS/JMB Further Education Support Unit and most recently David Cahill, Web & IT Support Officer. We are also delighted to be joined by Elaine Mooney in our administration team. Elaine comes with significant experience in membership-based organisations with charitable status. ACCS acknowledges the support of the Department of Education and SOLAS in supporting these positions.

With clear identified roles within ACCS and the willingness to engage in shared tasks to meet the needs of the organisation, Head Office staff endeavour to maintain and enhance the services we provide. Where appropriate we engage in shared projects with fellow management bodies and other agencies.

As mentioned, the Executive has oversight of both finances and activities of the organisation at each Executive meeting where reports from all ACCS personnel are presented regarding activities during the period. Participants are asked to provide feedback on each and every CPD event and seminar hosted. The feedback received is presented at each Executive meeting. The Officers of ACCS fulfil the role of the Risk and Audit Committee while ACCS accounts are audited on an annual basis.

Annual returns are made in regard to funding received to ensure delivery on service level agreements to both the Department of Education and SOLAS. The Annual Convention provides the forum where the Executive and Secretariat reports to the membership on the objectives of ACCS. The Convention Handbook provides a record of the activities of the year. In that regard I wish to express appreciation and thanks to all my colleagues at Head Office.

With regard to financial management, I wish to express sincere thanks to Debbie Riordan, ACCS Senior Administrator for all her dedicated work and guidance and financial prudence. Thanks to the ACCS Officer Board with particular reference to Paul Thornton, Honorary Treasurer, for their oversight and direction. ACCS Auditors, McFeely and McKiernan provide a very professional service to ACCS ensuring our financial management and procedures conform with best practice and are an accurate reflection on the performance of ACCS.

ACCS President, Paul Fiorentini, has been a tremendous support to us all at Head Office providing wise guidance emanating from a deep appreciation of leading and managing schools. Paul contributes significantly to the work at Head Office and informs the direction of ACCS in many crucial debates and engagements with education partners.

6. Influence and manage change by committing to sector-wide partnership initiatives

From their inception Community and Comprehensive Schools have been to the forefront of innovation in Irish education. Committed to providing an inclusive comprehensive education *‘for all the children of the community’*, since the opening of the first Comprehensive Schools in the mid-1960s to the evolution of the Community School model in the early 1970s, Community and Comprehensive schools have pioneered multid denominational community-based education. With its unique model of Joint Patronage, subsequently enshrined in the Education Act of 1998, the very essence of Community Schools is based on partnership.

Continuing the spirit of innovation ACCS was very involved in the process of developing the model of distributed leadership captured in CL 0003/2018 ‘Leadership and Management in Post Primary Schools’. This Circular Letter establishes *“the primary purpose of school leadership and management is to create and sustain an environment that underpins high quality in student care, learning and teaching”*. It envisages that *“leadership is distributed throughout the school as a key support for student learning”* and *“should build on and consolidate existing school leadership and management structures in schools in line with best practice as set out in ‘LOOKING AT OUR SCHOOLS 2016 – A Quality Framework for Post Primary Schools’”*. The quality framework provides a set of standards linking the two key dimensions of the work of schools:



ACCS has over the last number of years developed a programme of Middle Leadership designed to support leadership teams in schools. Member Boards identified the need to support such teams and the ACCS Executive initiated developing a programme. The continued development of this programme is led by Áine O’Sullivan, Assistant General Secretary of ACCS, and is accredited by the Centre for School Leadership, CSL. Áine brought together a group of established school leaders from across our schools to ensure the process was practitioner led and engaged Dr. Joe O’Connell to provide guidance on international best practice and education research to underpin this work. Combining the shared experience and practice of educational leaders with exemplars underpinned by best international research proved very powerful in developing a programme which participants highly value as evidenced by their feedback. In ACCS we not only promote the value of collaboration within school but also collaboration across schools. The power of this collaboration can be witnessed in the interactive sessions of representatives of school management teams working collectively and sharing experiences and best practice. The Middle Leaders Programme provides a solid theoretical base garnered from best international research to practices within the school.

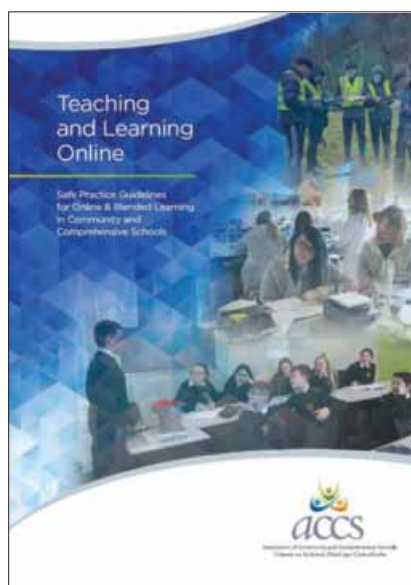
47 of the 96 Community Schools have engaged in the programme prior to the onset of the COVID-19 pandemic. As shared experience across school leadership teams is a central tenet of the programme it does not transfer seamlessly to an online environment. However, the current cohorts engaged in the programme are facilitated through online engagements such as the recent seminar “The Middle Leadership Team in Challenging Times Workshop” presented by Dr. Joe O’Connell and members of the ACCS Middle Leadership team. Central to the success of the programme is that schools are represented by three members of their Management team:

- A Principal or Deputy Principal
- An API
- An APII

This is to ensure the programme engages those across the school management team with participants committing to share practice on their return to school. This programme is truly transformational.

Facing the current challenges with school closures and the requirement for remote learning ACCS again engaged directly with member schools. The initial response was to provide guidance on emergency remote teaching and establishing connections with students. This progressed to the need to move beyond mere connection and promote engagement in the learning process by students. The ACCS ICT Sub-Committee embarked on a project to develop guidelines for schools. Their first task was to establish the position in schools facilitated through a survey completed by all 96 member schools. Once established the ICT Sub-Committee engaged the services of H2 Learning. H2 Learning was seen as an ideal partner to advise the group given their research and practice in the area of blended learning. Áine O'Sullivan and Catherine O'Sullivan of the ACCS Head Office Team were centrally involved in the project and reached out to others across the post primary education sector. Particular thanks to Limerick and Clare ETB who generously shared their experiences and expertise to assist in informing our approach.

The guidelines published feature much of the experience in schools highlighting the challenges for learners and innovative approaches in addressing these challenges alongside a framework of best practice that schools can adopt. This research was shared with education partners here in Ireland and Europe. To continue the concept of collaboration in schools and across schools a forum has been established by the ACCS ICT Sub-Committee with the support of H2 Learning to facilitate the sharing of best practice. The innovation shared by schools is inspiring and will benefit learners right across our schools. Thanks to our ACCS ICT Sub-Committee chaired by Paul Thornton for its leadership in this area.



“They have done a really great job – I like in particular the practical stories and quotes from students and teachers plus findings from their survey. There are also some great references to docs and articles – nice to see our blended learning guidelines in there too”

Deirdre Hodson, Policy Officer, European Commission DG Education, Youth, Sport and Culture.

Deirdre has responsibility for the Digital Education Action Plan and coordinates the Digital Education Learning, Teaching and Assessment Working Group.

The ACCS Sub-Committee structure assists and guides the work of ACCS. The Sub-Committees are chaired by Executive members but draw on the expertise across our schools and external agencies. In this current year we acknowledge and thank Tom Lonergan, PDST Technology in Education, for his contribution to our ICT Sub-Committee. The work of our Special Education Needs Sub-Committee continues to arrange seminars and in-service for schools. The focus is again on school leaders including senior management, but also special education needs coordinators in schools. Building on the experience of the ICT forum a similar forum has been established to encourage sharing best practice across schools. We would also like to express appreciation for Department personnel from Social Inclusion and Special Education for their engagement and support. The NCSE has also provided significant and valuable support to schools.

The key focus of our work is to enhance the learning opportunities and experience of students in our schools. In this regard the expression of their experiences is important to our work. Over the last three years ACCS has partnered with the NCCA in a sector wide student voice project. ACCS in conjunction with the NCCA intend launching a Journal capturing this project at the ACCS Education Conference scheduled for May 2021. The focus will be on student voice which is seen as one of the most powerful components of school development. Again, Assistant General Secretary, Áine O'Sullivan, is the facilitator of this project.

7. Promote the growth and development of the Community and Comprehensive Schools model

Much of the work of ACCS focuses on the development of the Community and Comprehensive models. The breath of the services provided has been and continues to expand as described elsewhere in this report and in the range of reports included in this Convention Handbook.

One of the most significant areas of development has been the revitalisation of the sub-committee structure and the building of capacity across schools. Most of this development has been led by Assistant General Secretary Áine O'Sullivan who plays a key role in supporting the sub-committee structure and designing the implementation of a comprehensive CPD programme for Boards of Management and member schools. The Boards flagged their desire for training of extended leadership teams in schools and ACCS has developed programmes to meet this additional requirement notably in the areas of Middle Management, SEN provision, developing a Blended Learning Framework adaptable by schools to their context and the promotion of student voice as a vehicle of improvement across our schools. All are developed with a clear focus on promoting both collaboration within and across schools.

Promotion of good governance remains core to the work of ACCS in assisting schools meet their responsibilities. This is achieved through a comprehensive programme of support particularly under the guidance of our Director of Human Resources, Anne Marie Dillon. Working collaboratively with our colleague management bodies, detailed guidance has been produced to assist schools with their significant employment responsibilities. This is accompanied with review and amendment of existing policies and procedures with relevant stakeholders as required. The addition of Hilary Treacy as Data Protection Advisor for the last two years on the introduction of the General Data Protection Regulation, GDPR, has been invaluable.

Catherine O'Sullivan, Director of Further Education Support Unit in ACCS and JMB schools has proved an invaluable support to schools with further education provision. While currently seeking to guide schools through this most difficult of times, Catherine also sees the potential growth of this sector where ACCS and JMB schools can uniquely provide Further Education opportunities directly to learners in their own communities.

While we continue to await the opening of the new Community School in Ennistymon, Co. Clare, it remains a significant disappointment that the current model of identifying new schools mitigates against the opening of new Community Schools. The current decisions beggar belief at a time when the process proposes to promote diversity of provision and account for parental choice. This present process falls short of meeting either standard by excluding the Community School model as an option. Reviewing previous iterations of the process, ACCS has submitted reasoned arguments as to how the process is seriously flawed showing where the opinion of the vast majority of parents could be met and diversity promoted by opting for a joint patronage model. The process has fallen short on delivering on its stated aims in so many cases.

In the most recent process patronage was granted to one patron for a school based on the preferences of 42% of parents polled. On analysis the expressed preference of parents shows 71% would be met by a multid denominational school under joint patronage. No school under the joint patronage of the relevant patrons currently exists therefore increasing diversity of provision. In discussions with the Department and at last year's ACCS Convention the Secretary General of the Department has stated the value of the Community and Comprehensive Schools model. A motion before Convention has asked ACCS to continue to progress this issue with the Department. The Department support is welcome but now is time to turn the support into actionable commitments and the opening of new Community and Comprehensive schools.

There has been significant engagement with patron groups. The Association of Joint Patrons of Community and Comprehensive Schools, AJP, has produced template characteristic spirit statements for Community Schools to meet the requirements of the Admissions to Schools Act. Given the emergency provisions which have impacted on schools the focus has moved to ensuring the supports for current member Boards of Management. ACCS is committed to supporting current member Boards and promoting the excellent work in Community and Comprehensive schools which meet the educational needs of 'all the children in the community' in a pluralist society.

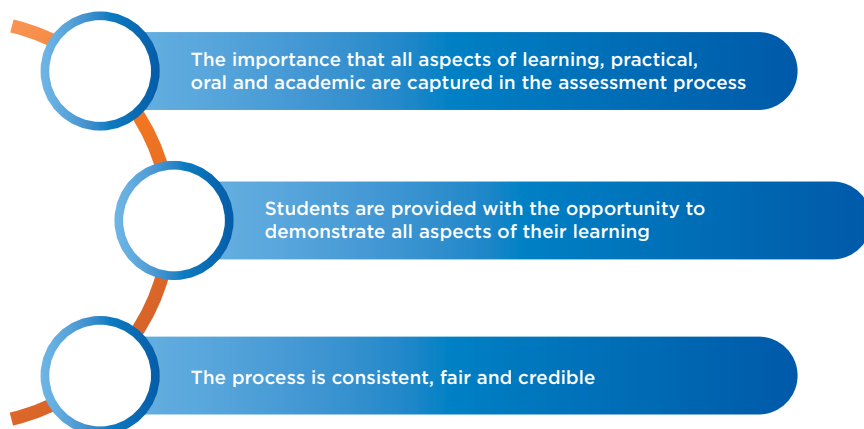
8. Act as a representative on behalf of all member Boards at various educational forums

The most significant engagement over the last year has been with the Advisory Group on Planning for State Examinations 2020 and now again in 2021. In both cases the purpose of the group is *to advise the Minister and the State Examinations Commission (SEC) in relation to arrangements for the state examinations while respecting the function/role of the Minister and the State Examinations Commission as the relevant decision-making bodies in respect of the state examinations and certification of students' learning*. The participants in the Advisory Group are:



In 2020 the group arrived at the conclusion that a process of Calculated Grades was required to meet the need of students to complete their post primary education and provide the opportunity to transition to the next phase of their lives in, higher education, further education, training or the world of work. While not a perfect solution the process undertaken by teachers, school management and the Department provided a solution for the vast majority of students. The commitment of teachers and school management to deliver the process was exemplary.

The Advisory Group has been reconvened due to the current school closures. While the efforts of schools to ensure the continuation of student learning have been very significant there has however, been disruption to student learning. Without doubt the observation of the Minister that reaching decisions outside our comfort zone would be required rings true. In the considerations of alternative options for students in 2021 there are a number of key principles ACCS stress:



Central to all considerations must be the need of the students to be afforded the opportunity to transition to their desired life choice.

ACCS engages with the following organisations on behalf of member schools on an ongoing basis:

- Centre for School Leadership
- Financial Services Support Unit
- Joint Committee on Education and Skills
- Junior Cycle for Teachers (JCT) Support Service
- NACED
- NAPD
- National Adult Literacy Agency (NALA)
- National Parents Council pp
- NCCA
- NCGE
- NEPS
- PACCS
- PLC Review Committee (SOLAS)
- Quality & Qualifications Ireland (QQI)
- Schools Advisory P-POD User Group
- School Chaplains Association
- School Procurement Advisory Committee
- SEAI
- State Claims Agency
- State Examinations Commission
- Teachers Conciliation Council
- The Association of Joint Patrons of Community and Comprehensive Schools, AJP
- The National Council for Special Education
- The Teaching Council
- The European Federation of Education Employers
- TUSLA
- Young Social Innovators

9. Negotiate and enter into national agreements on behalf of our Boards, and support them to implement these obligations

The most recent agreement reached following extensive negotiation with unions representing employees in Community and Comprehensive Schools is a Dignity at Work Policy which has been adopted by schools. The agreed procedure is currently the subject of a training programme for all with specific roles in the process along with raising awareness in general with all staff.

Prevention is the best policy, and the focus of the policy is promoting positive, respectful work environments but with fair and robust procedures when required to address issues. The policy identifies specific personnel with clearly stated responsibilities. Each of these identified persons has or will receive in-service to ensure clarity and confidence in their role. The development and implementation of this in-service has been led by Anne Marie Dillon, ACCS Director of Human Resources. This is consistent with the ACCS approach on the introduction or review of any policy or procedure. ACCS and the employee unions express appreciation to the Workplace Relations Commission in supporting and engaging in the process.

The next policy due for review is the ACCS, ASTI and TUI Code of Practice for Processing Complaints made by Parents/Guardians or Students (who have reached the age of 18 years) against a Teacher in Community and Comprehensive Schools. This review has been delayed to coincide with the Parents and Student Charter. The current Education (Student and Parent Charter) Bill 2019 remains at committee stage. The Department has committed to engaging with the education stakeholders to advance the provisions of the legislation when commenced. ACCS, as with other partners in education, will endeavour to ensure that the new provisions will be implemented consistently across schools through nationally agreed protocols.

ACCS represents member schools at the Teacher Conciliation Council, TCC. The TCC provides a forum to address national issues of common concern that impact on schools. As part of a review of the recruitment and employment of all teaching positions and promotional posts across schools the management bodies have concluded lengthy discussions on an Appeal Procedure for Principal and Deputy Principal appointments. The procedure emanates from the terms of a pay agreement reached between the Department and Unions in 2011. It will form part of a revised circular letter to replace CL 0003/2018 and see a modest increase in the number of promotional posts in schools.

This year has been dominated by engaging with the Department on the COVID Response Plan for schools seeking to ensure measures are implementable and sufficient to ensure, to the greatest extent possible, the safety of schools. ACCS acknowledge the spirit of generosity with which the Department approached this process and particularly the work of Department officials under the leadership of Assistant Secretary General, Deirdre Shanley.

The work of schools to ensure a safe reopening in September 2020 was remarkable as was the work engaged in facilitating delayed sittings of Leaving Certificate Examination Papers 2020 in November. ACCS engaged with colleague management bodies to secure resourcing to support school Boards and management hosting the examinations.



The School PE Hall which has been converted into four separate temporary classrooms to minimise class numbers in Pobalscoil na Tríonóide in Youghal. Picture: Howard Crowdy



Teachers Tim O'Regan and Lorna Daly ensuring safe distancing and mask compliance as they prepare for the opening of Pobalscoil na Tríonóide in Youghal next week. Picture: Howard Crowdy

At the time of writing, we are again engaged in the complex task of examining potential alternatives to state examination assessment and certification. I have outlined previously the principles underpinning the ACCS approach. It would be simple to suggest just rerun the Calculated Grades process from last year. However, there are significant differences including the opportunity to schedule written papers in June and we must be open to amending the process based on learning from last year.

10. Act as a representative, on request, on behalf of an individual member Board on specific issues

Individual Boards regularly ask ACCS to engage with the Department or other agencies on their behalf. These range from seeking support for additional staffing to meet curricular needs within the school, accessing additional funding to meet unexpected expenditure, processing State Indemnity claims to building projects. ACCS has developed strong relationships with Department personnel across all sections and wishes to acknowledge the support and courtesy of Department staff in their dealings with ACCS. A number of key Department personnel have retired this year including Alfie Barrett in Terms and Conditions and Padraig Maloney in Payroll. We thank them and wish them well in their retirements. We also wish Nessa White well as she moves from her position as General Secretary in ETBI to take up a new role with SOLAS. We look forward to engaging with Nessa in her new role.

From time-to-time ACCS will be asked to represent member Boards at hearings or as part of procedures. They are many and varied where the approach taken is always solution focused in the best interest of the students served by the school.

I have earlier listed the extensive number of organisations that ACCS engages with on behalf of member schools collectively but also on behalf of individual Boards as the need arises.

11. ACCS Appreciation

It is also a very special year for ACCS as two important members of our organisation are stepping back from their positions, Susan Cunniffe, Office Manager, and Paul Fiorentini, President.

Susan has served as Office Manager for 27 years and in July of this year retired from her position. During that period Susan served with Frank Murray, Seán McCann, Ciarán Flynn, Eileen Salmon and myself as General Secretaries. It is clear that while General Secretaries may come and go, Susan was the ever present in ACCS. Susan, who for the last 15 years has been partnered by Debbie Riordan, ensured that the administrative and support hub within ACCS functioned efficiently and effectively. During that time, she established relationships with members of the Executive, member schools and partners in education that ACCS engaged with. The annual conventions so meticulously planned by Susan and our team in ACCS was a highlight of the year. In this most unusual of years, it is unfortunate that we cannot meet in person to pay proper thanks and appreciation to Susan. She remains a member of the team as Vetting Administrator and we look forward to a time in the near future when we will be able to meet in person and fully acknowledge her contribution.

Since my appointment as General Secretary of ACCS I have had the privilege to work with two Presidents. The first, Antoinette Nic Gearailt, in the final months of her Presidency and for the past three years with Paul Fiorentini. Antoinette remains a significant contributor to the work of ACCS where her passion for inclusive community-based education has never dimmed.

Paul has juggled the extremely busy job of Principal of Carndonagh Community School with that of President of ACCS. He has brought first-hand experience and provided significant insight as a current practicing Principal to both the ACCS Executive and Officer Board. He has established excellent relationships with partners across the education landscape and taking a leading role in securing significant additional resources for Community and Comprehensive schools. During his period as President Paul led negotiations on the alleviation of cuts to secretarial and caretaking staff introduced during the last economic crash. He provided a very coherent balanced and reasoned approach which insured that matters of particular importance to ACCS were highlighted to the Department in a most professional manner.

He has been an invaluable support to all of us in Head Office as we endeavour to advise and support our member schools. Not only is Paul stepping back from his position of President of ACCS, but he also retired as Principal of Carndonagh Community School at the end of 2020. We have borne witness at our Conventions to the esteem in which he was held in Carndonagh. Paul has also shown so many acts of kindness to so many ACCS members. We wish Paul every success in his retirement and look forward to his continued contribution to ACCS.

12. In Conclusion

It is a great honour to serve as General Secretary of ACCS. I wish to express my thanks to all members of the Executive for their voluntary contribution to ACCS. Your professional opinion is valued and your guidance important to the future direction and contribution of ACCS to education at a national level.

To all the staff at Head Office, thank you for your support and dedicated service. Particular thanks to Debbie Riordan who has taken on the role of ACCS Senior Administrator and her team of Eileen Diver, Elaine Mooney and new recruit David Cahill. To Anne Marie Dillon and Áine O'Sullivan, thank you for your never-ending patience and friendship. To Hilary and Catherine, as new members to the team you have immersed yourselves completely in ACCS. To a supporting staff including Liam Ryder, Ciarán Flynn, Antoinette Nic Gearailt, Jim Twohig your wisdom and guidance is always appreciated. Finally, to all members of Boards and school management, thank you for your support of ACCS and continued engagement. We all look forward to meeting in person in the near future and further enhance the familial nature of ACCS.

**John Irwin,
General Secretary, ACCS.**

ACCS Info. Bulletins

Since Convention 2020 the following ACCS/info. Bulletins were issued to the schools:

ACCS Info. Bulletins		
ACCS/info. Bulletin 11/20	26/02/2020	Information on Novel Coronavirus (2019-nCoV)
ACCS/info. Bulletin 12/20	27/02/2020	DES Covid-19 (Coronavirus) Guidance
ACCS/info. Bulletin 13/20	02/03/2020	Circular 0016/2020 Framework for Junior Cycle – History in Schools from September 2020 Onwards
ACCS/info. Bulletin 14/20	09/03/2020	<ol style="list-style-type: none"> 1. DES COVID-19 Update 2. COVID-19 (Coronavirus) Briefing - Friday 06 March - 15:00- Update 3. Contingency Arrangements 4. State Claims Agency Guidance on Travel/Trips
ACCS/info. Bulletin 15/20	10/03/2020	Special Leave Associated with COVID-19 (Coronavirus)
ACCS/info. Bulletin 16/20	11/03/2020	Guidance on the Junior Cycle Subject Learning and Assessment Review Process
ACCS/info. Bulletin 17/20	12/03/2020	Update from the Department of Education & Skills Briefing on COVID-19
ACCS/info. Bulletin 18/20	13/03/2020	ACCS Update
ACCS/info. Bulletin 19/20	18/03/2020	19/20 DES Covid-19 Updates
ACCS/info. Bulletin 20/20	23/03/2020	The impact of School Closures on Examination Activities - Cancellation of Oral and Practical Performance Tests 2020 – FAQ Document
ACCS/info. Bulletin 21/20	24/03/2020	School Survey – Provision for Continuity of Teaching and Learning
ACCS/info. Bulletin 22/20	25/03/2020	Teacher Allocations Update
ACCS/info. Bulletin 23/20	26/03/2020	Letter from the Secretary General of the DES 25/03/2020
ACCS/info. Bulletin 24/20	27/03/2020	Security and Privacy – Working Remotely and Distance Learning and ACCS Press Release
ACCS/info. Bulletin 25/20	29/03/2020	Access to Schools and Regional Meetings
ACCS/info. Bulletin 26/20	29/03/2020	Public Health Statement from the DES re School Closures and Access to Buildings on Monday 30th March, 2020
ACCS/info. Bulletin 27/20	30/03/2020	School Meals Updated Guidance
ACCS/info. Bulletin 28/20	01/04/2020	Temporary Assignment Scheme for Education and Training Sector Staff
ACCS/info. Bulletin 28/20(a)	02/04/2020	FAQs Temporary Assignment Arrangements for Certain Staff in the Education and Training Sector
ACCS/info. Bulletin 29/20	02/04/2020	<ol style="list-style-type: none"> 1. Department Information Regarding School Administration 2. Supporting in the Current Crisis 3. The Easter Break 4. Young Social Innovators Survey 5. Education Conference

ACCS Info. Bulletins

ACCS/info. Bulletin 30/20	03/04/2020	DES Guidance on Continuity of Schooling & Central Database for Offers of Goods and Services
ACCS/info. Bulletin 31/20	10/04/2020	Announcement Regarding State Examinations 10th April 2020
ACCS/info. Bulletin 32/20	20/04/2020	ACCS Updates
ACCS/info. Bulletin 33/20	23/04/2020	<ol style="list-style-type: none"> 1. Stakeholders' Engagement in Relation to the State Examinations, April 22nd 2. ICT Funding for Schools
ACCS/info. Bulletin 34/20	24/04/2020	Staffing Schedules/Form AP 20-21
ACCS/info. Bulletin 35/20	25/04/2020	<ol style="list-style-type: none"> 1. Grant Scheme for ICT Infrastructure – 2019/2020 2. Order Process for Computers and Laptops
ACCS/info. Bulletin 36/20	27/04/2020	<ol style="list-style-type: none"> 1. Circular 0030/2020 SNA Allocations for 20/21 and 21/22 School Years 2. Arrangements for Section 29 Appeals During the COVID-19 Period of Restrictions 3. School Transport 4. SEN Applications via Email 5. Refund Arrangements for School Closure Periods 6. COVID-19 Updates on Continuity of Schooling and DES Publications: <ol style="list-style-type: none"> a. Supporting Students with Special Educational Needs b. Supporting Students at Risk of Educational Disadvantage
ACCS/info. Bulletin 37/20	29/04/2020	Revised Arrangements for Junior Cycle 2020
ACCS/info. Bulletin 38/20	29/04/2020	Admission Policies
ACCS/info. Bulletin 39/20	30/04/2020	Recruitment and Selection during COVID-19 – Advice for Schools
ACCS/info. Bulletin 40/20	06/05/2020	Stakeholder Engagement in Relation to the State Examinations – 6th May, 2020
ACCS/info. Bulletin 41/20	08/05/2020	Postponement of 2020 Leaving Certificate Examinations/Option of Calculated Grades
ACCS/info. Bulletin 42/20	08/05/2020	<ol style="list-style-type: none"> 1. Press Release 2. Guidance to Principals/Deputy Principals and Teachers
ACCS/info. Bulletin 43/20	11/05/2020	<ol style="list-style-type: none"> 1. Canvassing 2. End of Tuition for 6th Year/Final Year Students 3. Student Opportunity to Change Subject Levels
ACCS/info. Bulletin 44/20	15/05/2020	<ol style="list-style-type: none"> 1. ACCS Online Meeting 12th May 2020 PowerPoint Slides and FAQ Document 2. Important Information for School Staff Accessing Schools on the 18th May 2020 3. Information Note 0001 of 2020 re POR Interviews During COVID-19 4. NCCA Template for 2020 Junior Cycle Reporting
ACCS/info. Bulletin 45/20	15/05/2020	Guidance for Access to Schools from 18 May 2020
ACCS/info. Bulletin 46/20	18/05/2020	<ol style="list-style-type: none"> 1. Arrangements for the Return of Coursework 2. LCA and Calculated Grades

ACCS Info. Bulletins

ACCS/info. Bulletin 47/20	20/05/2020	School Flyer from Turas Abhaile
ACCS/info. Bulletin 48/20	21/05/2020	<ol style="list-style-type: none"> 1. CL 0037/2020 Implementation of Calculated Grades Model for Leaving Certificate 2020 2. Guide for Schools on Providing Estimated Percentage Marks and Class Rank Orderings 3. ACCS Briefing May 2020 4. Info Note Protecting Data/Leaving Certificate Calculated Grade
ACCS/info. Bulletin 49/20	23/05/2020	<ol style="list-style-type: none"> 1. Training and Guidance on Calculated Grades 2. External Candidates 3. Calculated Grades Student Portal 4. Data and Dates
ACCS/info. Bulletin 50/20	25/05/2020	<ol style="list-style-type: none"> 1. Calculated Grades Student Portal 2. Letter to Principals
ACCS/info. Bulletin 50/20a	25/05/2020	Update to Calculated Grades Process
ACCS/info. Bulletin 51/20	28/05/2020	<ol style="list-style-type: none"> 1. Arrangements in Place in Respect of Certain Substitute Teachers Involved in the Calculated Grades Process 2. Information Note on Changed Advertising Procedures for Home School Community Liaison (HSCL) Coordinators in Recognised Schools as a Result of the COVID-19 Pandemic 3. SNA Allocations 2020
ACCS/info. Bulletin 52/20	29/05/2020	Conclusion of Redeployment Process 2020
ACCS/info. Bulletin 53/20	02/06/2020	Further Information in Relation to the Calculated Grades Process
ACCS/info. Bulletin 53/20a	03/06/2020	Clarification Note from the State Examinations Commission
ACCS/info. Bulletin 54/20	05/06/2020	<ol style="list-style-type: none"> 1. Calculated Grades Aides 2020 2. Possible Summer Programme Provision for Disadvantaged Students
ACCS/info. Bulletin 55/20	10/06/2020	Setting up Roles to Access the Calculated Grades Data Collection Application
ACCS/info. Bulletin 56/20	17/06/2020	Arrangements for Inspection and School Self-Evaluation for the 2020/2021 School Year
ACCS/info. Bulletin 57/20	19/06/2020	Extension of Calculated Grades Data Collection Application
ACCS/info. Bulletin 58/20	26/06/2020	<ol style="list-style-type: none"> 1. Presentation from ACCS Briefing 25th June 2020 2. Re-opening of Schools 3. Documentation Agreed by the AJP 4. Hiring of School Facilities 5. Junior Cycle Management Resource Hours for 2020/21 6. Progression for Post Primary Schools
ACCS/info. Bulletin 59/20	28/07/2020	<ol style="list-style-type: none"> 1. Reopening Our Schools, The Roadmap for the Full Return to School 2. ACCS Webinar 05/08/20 – ‘The Implementation of the Roadmap for Full Reopening of Schools’ 3. New Employee Assistance Service (EAS) Provider, ‘Wellbeing Together: Folláine le Chéile’

ACCS Info. Bulletins

ACCS/info. Bulletin 60/20	29/07/2020	<ol style="list-style-type: none"> 1. CL 0046/2020, COVID-19 Operational Supports for the Full Return to School 2. Invitation to ACCS Webinar-The Implementation of the Roadmap for Full Reopening of Schools
ACCS/info. Bulletin 61/20	07/08/2020	<ol style="list-style-type: none"> 1. ACCS Webinar Presentation/FAQ Document 2. CL 0049/20 Coronavirus (COVID-19): Arrangements for Teachers and Special Needs Assistants Employed in Recognised Primary and Post Primary Schools 3. Department of Education Updates <ul style="list-style-type: none"> • Press Release • Updated HPSC Advice on Use of Face Coverings • Guidance on Procurement Framework/Guidance for Post Primary Schools on PPE, Consumables and Equipment
ACCS/info. Bulletin 62/20	14/08/2020	<ol style="list-style-type: none"> 1. Coronavirus (COVID-19) Arrangements for Teachers and SNAs Employed in Recognised Primary and Post Primary Schools 2. Coronavirus (COVID-19) Arrangements for Certain Employees of Recognised Post Primary Schools Employed Using Grant Funding 3. Induction Training 4. Health & Wellbeing – Employee Assistance Service (EAS) 5. Changes to the Career Break and Job-Sharing Scheme for the 2020/21 School Year 6. Additional Supervision Arrangements – Circular Letter 0053/2020
ACCS/info. Bulletin 63/20	19/08/2020	<p>COVID–19 Update</p> <ol style="list-style-type: none"> 1. Training Resources and Posters 2. Masks and Face Coverings – Update to COVID Response Plan 3. Schedule of Further Guidance to Issue from Department of Education
ACCS/info. Bulletin 64/20	21/08/2020	<ol style="list-style-type: none"> 1. Assessment Arrangements Junior Cycle and Leaving Certificate Examinations 2021 2. State Claims Agency and ACCS Resources for Schools <ul style="list-style-type: none"> • COVID-19 Cleaning Guidance and Sample Checklists • Risk Assessment for COVID-19 (Community & Comprehensive Schools)
ACCS/info. Bulletin 65/20	26/08/2020	Meetings and School/Year Group Assemblies
ACCS/info. Bulletin 66/20	26/08/2020	<ol style="list-style-type: none"> 1. Leaving Certificate 2020 – Postponed Examinations to Commence on 16th November 2. Guidance on Practical Subjects 3. Update on Staff Meetings/Year Group Assemblies/School Assemblies 4. Back to School – Frequently Raised Topics 5. Guidance on Ventilation in Schools 6. Selection of Lead Worker Representative(s)
ACCS/info. Bulletin 67/20	29/08/2020	Schools Pathway for COVID-19, the Public Health Approach

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ACCS/info. Bulletin 68/20	04/09/2020	<ol style="list-style-type: none"> 1. Leaving Certificate Results Day 2020 2. Increased Staffing Allocation and the Sequence for Filling Available Teacher Posts/Hours for the 2020/2021 School Year
ACCS/info. Bulletin 69/20	14/09/2020	<ol style="list-style-type: none"> 1. Update on Wearing Face Masks 2. Return of Forms to the Calculated Grades Executive Office 3. Continuity of Learning for Students in the Very High Risk Category 4. Useful Guidance on Information Sought by Public Health from Schools in the Event of a COVID-19 Case(s)
ACCS/info. Bulletin 70/20	18/09/2020	<ol style="list-style-type: none"> 1. Publication of Documentation on www.gov.ie <ol style="list-style-type: none"> (i) Clarification on the Use of Face Coverings in Post Primary Schools (ii) Template Health and Safety Control of COVID-19 Policy for Students 2. Planning Work Continuing on Future Department Publications. 3. Publication of Pay Circulars
ACCS/info. Bulletin 71/20	22/10/2020	<ol style="list-style-type: none"> 1. Public Health 2. LC Exams November 2020 3. Covid-19: SNA-HPSC Advice 4. SNAs and (PRW) 5. Vetting Update 6. Impact of Level 5 Restrictions on FE Provision 7. Finance Sub-Committees Training 8. Cookie Compliance Deadline
ACCS/info. Bulletin 72/20	28/10/2020	<ol style="list-style-type: none"> 1. Teacher Registration and 2. Weather Warning
ACCS/info. Bulletin 73/20	29/10/2020	Full Withdrawal and Replacement of Sanitising Products
ACCS/info. Bulletin 74/20	09/11/2020	<ol style="list-style-type: none"> 1. Public Health Update 2. Board of Management Finance Sub-Committee Webinar 3. Recently Published Department Guidance and Circulars 4. Teacher Supply
ACCS/info. Bulletin 75/20	13/11/2020	<ol style="list-style-type: none"> 1. S55/20 Leaving Certificate Examinations Confirmation of Entries and Finalisation of Arrangements <ul style="list-style-type: none"> • Appointment of Superintendents Required for each Individual Examination Session • External Superintendent 2. Letter of Authorisation for Examination Aide to Collect Examination Material from SEC Designated Collection Centre
ACCS/info. Bulletin 76/20	17/11/2020	ACCS Convention 2021 The Galmont Hotel & Spa, Lough Atalia Road, Galway
ACCS/info. Bulletin 77/20	19/11/2020	Circular Letter 0076/2020: Arrangements for the Implementation of the Framework for Junior Cycle with Reference to School Year 2020/21
ACCS/info. Bulletin 78/20	19/11/2020	<ol style="list-style-type: none"> 1. Public Health Update 2. House and Mock Examinations 3. ACCS Executive Nominations

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ACCS/info. Bulletin 79/20	23/11/2020	Online Inspection of PME Students
ACCS/info. Bulletin 80/20	24/11/2020	Use of 72 hours by Special Needs Assistants
ACCS/info. Bulletin 81/20	07/12/2020	State Claims Agency Guidance: 1. Reporting of COVID-19 Related Incidents to the SCA 2. Use of Third-Party Premises and Temporary Structures
ACCS/info. Bulletin 82/20	09/12/2020	Nominations for the Election of Area Representatives to the ACCS Executive at Convention 2021
ACCS/info. Bulletin 83/20	17/12/2020	1. Board of Management Meetings and Child Protection Oversight Report (CPOR) Update 2. Letter to Parents from the Chief Medical Officer, CMO 3. Advisory Group on Planning for State Examinations 2021 4. No Requirement for Staff to Complete a Return to Work Form 5. Mock Examinations
ACCS/info. Bulletin 83/20	18/12/2020	Update to ACCS Info Bulletin 83/20 Re: Clarification Regarding Staff Returning to Work
ACCS/info. Bulletin 84/20	22/12/2020	1. Updated Documentation Regarding Examinations 2021 2. CL 0081/2020 Revised Procedures for the Upgrading of Grade III Secretary Posts in Schools to Grade IV Posts
ACCS/info. Bulletin 01/21	08/01/2021	Follow Up to ACCS Briefing Session on Thursday 7th January
ACCS/info. Bulletin 02/21	14/01/2021	ACCS Convention 2021 – 11th March, 2021
ACCS/info. Bulletin 03/21	15/01/2021	NCSE letter to schools regarding supports for remote teaching and learning
ACCS/info. Bulletin 04/21	20/01/2021	1. Leadership & Management Posts 2. Revised Procedures for the Upgrading of Grade III Secretary Posts in Schools to Grade IV Posts 3. Other Employment Matters 4. Childcare 5. Job-sharing, Career Breaks and Secondments 6. School Staff Accessing Schools During the Current Period
ACCS/info. Bulletin 05/21	25/01/2021	1. SEAI Monitoring and Reporting of Energy Workshops for Stakeholders 2. JCT Leadership Workshops on Assessment 3. GDPR Updated Security and Privacy – Working Remotely 4. Guidance for SPHE/RSE - Teaching Remotely 5. Online Teaching – An Example of Best Practice Guidelines 6. PME Inspections in the Virtual Classroom 7. Wriggle Digilearn Event

Retirements and New Appointments

Retired/Departing Principals and Deputy Principals

ACCS offers its thanks and best wishes to those retiring or moving to pastures new.

Ardee C.S.

Deputy Principal: Tony Corcoran

Ashbourne C.S.

Acting Principal: Susan Duffy

Ballinteer C.S.

Principal: David O'Connell

Blakestown C.S.

Deputy Principal: Bernadette Carroll

Boyne C.S.

Principal: Elizabeth Cahill

Carndonagh C.S.

Principal: Paul Fiorentini

Colaiste Chiaráin

Principal: Joseph Sweeney

Crescent Comprehensive School

Principal: Karin Fleming

Gorey C.S.

Deputy Principal: Frank Duke

Hartstown C.S.

Deputy Principal: Ann Kelly

Holy Family C.S.

Principal: Brenda Kelly

Deputy Principal: Christy Morrin

Newpark Comprehensive

Deputy Principal: Mark Cookman

Pobalscoil Iosolde

Principal: Lorraine O'Toole

Pobalscoil na Tríonóide

Deputy Principal: Bernie Heffernan

Portumna C.S.

Deputy Principal: James Coughlan

St. Brendan's C.S.

Principal: Ming Loughnane

St. Columba's Comprehensive School

Deputy Principal: Dominic Gallagher

St. Louis C.S.

Principal: Cahil Doherty

Deputy Principal: Finola Lyons

St. Tiernan's C.S.

Principal: Declan Hughes

St. Wolstan's C.S.

Deputy Principal: Agnes Holmes

New Principals and Deputy Principals

Congratulations to all recently appointed Principals and Deputy Principals

Ardee C.S.

Deputy Principal: Marcella Greenan
Deputy Principal: Liam Reilly

Ashbourne C.S.

Acting Principal: Ciarán Stewart
Deputy Principal: Gillian Casey
Acting Deputy Principal: Niamh Kelly

Ballinteer C.S.

Principal: Ms. Amy Doherty
Deputy Principal: Mr. Shaun MacGeidigh

Ballymakenny C.S.

Deputy Principal: Mike Lyons

Beara C.S.

Acting Deputy Principal: Noel O'Sullivan

Blakestown C.S.

Deputy Principal: David McGuinness

Boyne C.S.

Principal: Jean Ryan
Deputy Principal: Fergal O'Callaghan

Carndonagh C.S.

Principal: John McGuinness
Deputy Principal: Nabla McGeehin

Castlecomer C.S.

Acting Principal: Pat Murphy
Acting Deputy Principal: Peter O'Donovan

Castlerea C.S.

Acting Principal: Jarlath Burke
Acting Deputy Principal: James Reidy

Coláiste Chiaráin

Principal: Mark Neville

Crescent Comprehensive School

Principal: Diarmuid Mullins
Deputy Principal: Hugh Flavin

Gorey C.S.

Deputy Principal: Rory McCarthy

Hartstown C.S.

Deputy Principal: Natalie Clince
Acting Deputy Principal: Jenny Costello

Holy Family C.S.

Principal: Ingrid Fallon
Deputy Principal: Derek Maher
Deputy Principal: Liam Ferguson

John the Baptist C.S.

Deputy Principal: Elaine O'Donnell

Mayfield C.S.

Acting Principal: Kathleen Daly
Acting Deputy Principal: James McMurtry

Newpark Comprehensive

Deputy Principal: Lynn Anderson

Pobalscoil Iosolde

Principal: Geraldine Delaney
Deputy Principal: Anne Marie Eviston

Pobalscoil na Tríonóide

Deputy Principal: Louise Phelan
Acting Deputy Principal: Elma Kent

Portumna C.S.

Deputy Principal: Elaine Shanahan Dunne

St. Brendan's C.S.

Principal: John Kennedy

St. Columba's Comprehensive School

Deputy Principal: Brendan O'Mahony

St. Louis C.S.

Principal: Regina Anderson
Deputy Principal: Grahame Cleary
Deputy Principal: Marie Flanagan

St. Tiernan's C.S.

Principal: Kevin Martin
Deputy Principal: Siobhain McCann

St. Wolstan's C.S.

Deputy Principal: Francis Carolan

Tullow C.S.

Deputy Principal: Noel Murphy