

Review of Common Enrolment Procedures

Board of Management review, 22 January 2018

Abstract

Luttrellstown Community College and Castleknock Community College are undertaking a review of the Common Enrolment Policy. This report details the operating context, the series of stakeholder consultations in autumn 2017, relevant census data and survey results, along with recommendations on changes to enrolment policy for consideration by both College Boards of Management.



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1. Operating context Castleknock & Carpenterstown Educational Planning areas

Dublin 15 has experienced significant population growth in the last 30 years increasing from 40,000 to more than 100,000. The Castleknock & Carpenterstown Educational Planning areas have seen similar population growth, reflected in the CSO data:

CSO - Electoral Divisions	1991	1996	2002	2006	2011	2016
Population Castleknock-Knockmaroon	8,556	11,095	14,859	17,115	18,071	19,027
Population Castleknock-Park	4,649	4,840	4,514	4,342	5,124	5,329
Total	13,205	15,935	19,373	21,457	23,195	24,356
% increase from 1991 baseline		21%	47%	62%	76%	84%

Initial post primary provision for the Castleknock & Carpenterstown Educational Planning areas was accommodated by two fee-paying secondary schools, moving from boarding schools to day pupils, along with students commuting to schools outside the Dublin 15 area.

Strong parental demand for a local state school in Castleknock and Carpenterstown, along with the absence of a non-fee paying Church of Ireland School in North-West Dublin, led to the establishment of Castleknock Community College (under the patronage of County Dublin V.E.C.) in 1995 as a co-educational post-primary school. The catchment area was defined as the three Catholic parishes of St Mochta, St Thomáis and Our Lady Mother of the Church. When the College was established, it was designated as a feeder school for Church of Ireland children in Castleknock National School (CNS) to protect the rights of this minority, thus ensuring that this community could be educated together without the requirement of residency in the catchment area.

The population continued to increase, with St Mochta's parish experiencing very significant growth in the demand for school places (2000 – 2012) with two new primary schools established and expansion of the existing primary schools. Dublin 15 has changed dramatically over the last two decades, reflecting wider societal changes including inward migration and demographic expansion; this led to the establishment of multi-denominational primary schools (Castleknock Educate Together National School and Scoil Choilm Community National School).

A parents' group representing the primary schools was established to develop a consensus accommodating the ethos of primary schools within the catchment area for a new post primary school. The group spent one year working through the issues to build a consensus on a new post primary school in the catchment area. Having developed that consensus, the proposal was presented to stakeholders in the catchment area, including Primary Schools Boards of Management and Parents' Associations. Following the stakeholder approval, the proposal was presented to the Department of Education, and Luttrellstown Community College was established as a non-designated co-educational post-primary school in 2009 under the patronage of County Dublin V.E.C.

Following a review in 2010/11, a coordinated approach was established in 2012, where Luttrellstown Community College and Castleknock Community College operate shared enrolment procedures. Both Colleges serve a common catchment area which is divided into two priority areas: A & B. The priority catchment area of Luttrellstown Community College is Area A and the priority catchment area of Castleknock Community College is Area B.

The areas A & B were defined to maintain the enrolment of Castleknock Community College at about 1,100 pupils, and allow Luttrellstown Community College grow at a planned rate, ensuring that every child in the common catchment area had a school place. Since the establishment of the second post

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primary school, every child in the catchment area who applied for a community college place was accommodated (2009 to 2017).

Both schools were recently externally evaluated by the Inspectorate of the Department of Education and Skills in a Whole-School Evaluation, Management, Leadership and Learning assessment. Both schools were assessed as operating to a very high standard using the Inspectorate's quality continuum.

- Castleknock Community College whole-school evaluation of management, leadership and learning (WSE-MLL) was undertaken in October 2013.
https://www.education.ie/en/Publications/Inspection-Reports-Publications/Whole-School-Evaluation-Reports-List/report8_76062B.pdf
- Luttrellstown Community College whole-school evaluation of management, leadership and learning (WSE-MLL) was undertaken in October 2016.
https://www.education.ie/en/Publications/Inspection-Reports-Publications/Whole-School-Evaluation-Reports-List/76130P_WSEMMLPP_4541_20161108.pdf

In response to continuing population growth and a rise in the birth rate, the Department of Education and Skills announced in April 2016 that it will open a new 1,000-student post primary school in 2017 in the Castleknock and Carpenterstown area because of significant demographic growth in both areas.

The process involved school patron bodies competing for the patronage of this new post-primary school and following this competition, patronage was awarded to the Edmund Rice Schools Trust (ERST).

Demand over the 2018 – 2028 period is estimated to exceed the combined capacity of Castleknock Community College and Luttrellstown Community College by between 30 and 120 places each year, with up to 180 new places coming available annually in the ERST post primary school.

- Luttrellstown Community College and Castleknock Community College will **not** be able to offer every child in the common catchment area a place.
- Between three post primary state schools serving the common catchment area, more places are planned than projected demand (based on census 2016).
- A revival in housing new builds and the considerable availability of zoned land in Areas A and B may increase demand for post primary places.

Castleknock Community College and Luttrellstown Community College agreed to hold a full review of the Admissions Policy and Procedures during 2017/2018. The public consultation will inform the Boards of Management in how to respond to the changing needs of our common catchment area. The consultation consisted of:

- Meeting with Principals of local Primary Schools.
- Meeting with Parents' Associations of the listed Primary Schools.
- Meeting with Residents' Associations in the common catchment area.
- Each school engaged with parents of first years 2017-18 to understand their perspective of the enrolment process.
- On Line Questionnaire (Survey Monkey) was posted on both Colleges' websites for a three week period.

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This report on the consultation along with recommendations was developed for consideration by a joint working group and for decision by both College Boards of Management.

1.1 Terms of reference

Both colleges committed to consult with the community, outline how circumstances have changed and seek local opinion in this new arena.

Principles underpinning the review:

- Highest level of education for all
- Maintaining a high level of diversity in each school
- Commitment to supply places to the LCC/CCC Common Catchment area: not looking to extend this area; any discussion to focus on Area A and Area B only.
- Inclusive of all stakeholders
- Achieve an open and transparent approach
- Community College serving our community
- Recognising that it is an expanding area with developing needs
- Operate within our existing resources.

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2. Public Consultation Feedback.

Consultation consisted of separate facilitated dialogue sessions with key stakeholder groups

1. Principals & Chairpersons of Primary School Boards of Management
2. Parents' Associations in the listed Primary Schools in the shared catchment area
3. Residents' Associations in the shared catchment area
4. Each community college consulted a subset of first time parents (no older siblings) of students who entered the community college in September 2017.

The public consultation was combined with a survey (administered through survey monkey) prompted through each community college website, the primary schools, resident associations and local social media (Luttrellstown, Riverwood, Fernleigh, Warren, Bramley, Hamilton Alert Facebook page). The survey was opened from 9 October 2017 to 30 October 2017 (see below for details).

2.1 Principals of local Primary Schools

Feedback was:

- Primary schools were generally satisfied with the shared enrolment policy. From their perspective, it was transparent with clear enrolment criteria, and enrolment was applied in line with the policy.
- To date every child who wanted a place in a community college had received an offer of a place.
- Communication between primary and post primary schools was good.
- Curiosity as to the ERST school location and what impact it may have on enrolment. (Answer: location unknown during the review phase).
- No recommendations on changes.
- Asked what Castleknock Community College /Luttrellstown Community College changes may be proposed, (Answer: none at present, views will be formed post consultation).

2.2 Parents' Associations of the listed Primary Schools.

Parents Associations of all listed primary schools mentioned in the community college enrolment policy were invited to attend. Parents Associations from 7 of the 8 listed primary schools attended.

- Concerns were raised that every child was not guaranteed a place in their school of choice. Within the shared catchment area, dividing into 2 areas (area A and area B) parents had lower priority if they resided in the area that was not prioritised for the community college school of their choice regardless of their first preference.
- Parents are afraid that if they place their first preference in a school where they are not prioritised they may not secure a place in either school.
- It was an anxious process for parents and children.
- Would the Boards of Management consider a separate enrolment policy for each school? (Answer: no decisions yet as the consultation was still in progress).
- Concerns about the allocation of Riverwood to Area A (large % of parents with preference for Castleknock Community College in area A) are still live, were a major concern for Castleknock Educate Together National School and St Patrick's NS. The preference for Castleknock Educate Together National School Parents Association was discussed in more detail; with ethos of each school informed by the designated / non designated status explored. Following the discussion, the perspective of Castleknock Educate Together National School Parents Association was that they regarded both

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schools as sufficiently inclusive to accommodate students from the Educate Together ethos.

- Coláiste na Tulchann – questions on whether Aonad siblings from outside catchment could get priority over residents.
- Special educational needs how will this be addressed at post primary for children currently in Special Needs Units attached to mainstream school (Answer: Luttrellstown Community College phase 2 extension includes a special education unit, capacity of these units is limited).

2.3 Residents' Associations in the common catchment area.

- What are the overall projected application numbers in Areas A and B combined- will there be enough 2nd level school spaces in the future? (Answer: a 3rd school was approved for the area and is being offered by ERST).
- Discussion on comparison between the numbers of students from Riverwood in Luttrellstown Community College and Castleknock Community College.
- How fluid is the boundary between Areas A and B? (Answer: currently it is fixed at post primary level, at primary level it varies on yearly basis as enrolment is shared between St Patrick's and St Mochta's NS).
- Are Area A and Area B going to change? (Answer: Issue being considered as part of the consultation).
- Discussion around current selection criteria which were clarified.
- What period of time will the revised enrolment policy last for? (Answer: Significant period of time to ensure stability and clarity for parents.)
- Riverwood Residents' Association's preferred school is Castleknock Community College: Riverwood residents identified with the Carpenterstown area not Porterstown /Clonsilla. There were also concerns that new residential developments would displace residents from Riverwood (category 5) getting a place in Castleknock Community College under the current enrolment policy.
- Could it be possible that there would be no change to the enrolment policies? (Answer: Issue being considered as part of the consultation).
- General agreement that both schools are extremely good.
- Some students in 5th class still don't know where they are going for second level. This is extremely stressful for the families.
- Should applications be made 2 or more years before the student would finish primary school? (Answer: lengthy registration periods could be in conflict with government policy/legislation currently going through the Oireachtas).
- Do all students who attend Castleknock Community College or Luttrellstown Community College live in the catchment areas, there was concern that address details are manipulated to secure admission? (Answer: this concern was acknowledged and details are rigorously checked as part of current process).
- Size of year groups in each school? (Answer: Dept. of Education standard is 30 & 24 pupils depending on subject, some classes may be smaller depending on demand).
- Proximity – concern that people living closest to schools (e.g. Warren for Castleknock Community College) be prioritised for attendance.
- New residential developments – concern that new builds would be included in existing area boundaries.
- General support for Sibling preference.

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- Curiosity as to the ERST school location and what impact it may have on enrolment. (Answer: location unknown during the review phase).
- Question on ERST catchment area vs Luttrellstown Community College +Castleknock Community College catchment area. (Answer: ERST enrolment policy is published, detailing their catchment, discrepancies between the common catchment area and the Department of Education Carpenterstown and Castleknock educational planning areas explained).
- Priority given to Church of Ireland applicants, could reduce number of place available for those closest to Castleknock Community College. (Answer: It was noted that historically the number of students transferring from Church of Ireland Castleknock National School was very small and would continue to be small)
- Clarification of status of applicants from Scoil Oilibhéir, some confusion regarding category in which applicants from Scoil Oilibhéir were placed (Answer: this is Category 3 not Category 1 for Castleknock Community College).
- Residency - When some families moved into the area, the criteria for their children to go to Castleknock Community College was that they would have lived in the area for 11 yrs. It was suggested that length of residency be re-introduced as a criterion for school enrolment.
- Luttrellstown Community College: would there be mid-cycle priority transfer from Coláiste na Tulchann into mother school? (Answer: Luttrellstown Community College's current enrolment policy treats mid-cycle transfer from Coláiste na Tulchann the same as any other mid-cycle transfer).
- Applicants from Riverwood are being penalised by being lower on the Luttrellstown Community College list. Current policy requests parents to choose a 1st preference, where Riverwood applicants indicate a 2nd preference for Luttrellstown Community College they are on a lower priority.
- Luttrellstown Community College's decision to grow slowly, and the subsequent implications re the high proportion of Luttrellstown Community College students who live within the catchment area was generally acknowledged and appreciated.

2.4 Written Submissions

A submission by Riverwood Residents' Association was submitted on 9 November 2017, raising a number of points regarding the current policy and proposals for change. This was the only written submission received in the course of the consultation.

This submission was considered by the working group at its meeting and its main points were fully discussed.

2.5 First year parents 2017-18 perspective of the enrolment process.

The intent of these interviews was to understand the parents' perspective in the enrolment process; was it easy to navigate and did they think it was fair. Only parents with a first child recently enrolled were interviewed.

2.5.1 Luttrellstown Community College

Consultation consisted of a focus group of parents whose first child to enter post primary school enrolled in 2017, and a update at the Parents Council AGM.

Parents Council AGM, Tuesday 10th October. The parents were advised of the public consultation process and encouraged to participate in the online survey. 1 issue arose:

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- At primary level, some students in the catchment area go to St Francis Xavier N.S. when the listed primary schools are oversubscribed. Can St Francis Xavier National School be added to the “listed” primary schools?

Parents’ focus group (first child to enter post primary school enrolled in 2017)

- How easy did you find it to apply for a place in Luttrellstown Community College?
 - Easy – Scoil Choilm helped in the application process.
 - Easy – Scoil Oilibhéir helped in the application process, particularly as I was from Eastern Europe and not as familiar with the school system.
 - Parent from Castleknock Educate Together National School – found it confusing, had to make choice between Luttrellstown Community College & Castleknock Community College (understanding the implication of being in a feeder school but not in catchment). I found the school administration professional and respectful. When on the waiting list it was an anxious experience but the office kept me informed, eventually got an offer in May. I liked the letter offering the waiting list number even though initially refused a place.
 - Getting a May place offer, we had a limited choice of option & language subjects
- Information evening.
 - A lot going on that evening, very fast paced and difficult to absorb all the information. Suggestion to have 2 evenings, first one for the parents and the second one with the children.
- What were the strengths of the college?
 - Sibling policy – great relief for parents to be able to send all their sons & daughters to one school for post primary.
 - Agree with the current catchment area.
 - Multi-belief, like the ethos.
 - Fair enrolment policy, process starts early and you have time to look elsewhere if you are not offered a place.
 - Number on waiting list gives parents a clear understanding of their position on the waiting list and they can make informed choices.
- Recommendations for change.
 - No recommendations for change

2.5.2 Castleknock Community College

Two presentations were made to the Parents’ Association on the consultation.

- The first was on Wednesday 20th September at the Parents Association AGM. There were no questions raised by parents but they were invited to consider the process and forward their suggestions through the online survey.
- Similarly, a meeting was held with the parents of first years on Thursday 9th November: there were no questions raised and the first year parents were also invited to consider the process and forward their suggestions through the online survey.

2.6 Public Online Questionnaire

The survey was undertaken over a three-week period through a link placed on the websites of both Castleknock Community College and Luttrellstown Community College. A total of 429 respondents completed the survey between 9 October and 30 October 2017, with the majority doing so in the first ten days. The survey had a mixture of open ended and closed questions to achieve maximum

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validity and reliability in the data generated. The results of the survey were also considered in the light of the face to face consultation with national school principals, parents and residents and/or community groups.

Closed questions

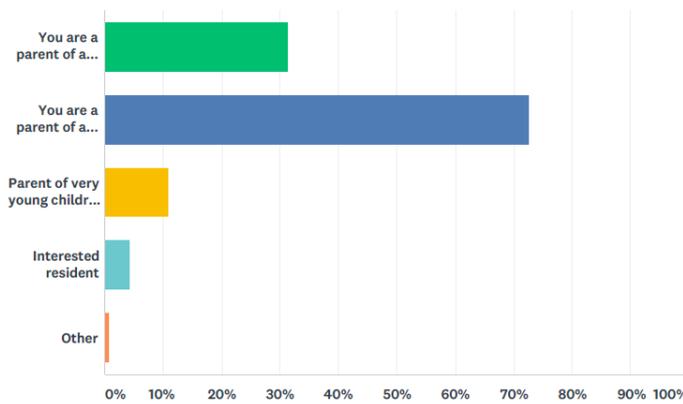
The survey results from the three closed questions (1, 5-6) were as follows (see attached graphs):

Consultation on Review of shared enrolment policy (Castleknock Community College and Luttrellstown Community College)

SurveyMonkey

Q1 Please tell us about yourself - which statement(s) below is most accurate?

Answered: 429 Skipped: 0



ANSWER CHOICES	RESPONSES
You are a parent of a child in a post-primary school.	31.47% 135
You are a parent of a child in a primary school.	72.49% 311
Parent of very young children not yet in school	10.96% 47
Interested resident	4.43% 19
Other	0.93% 4
Total Respondents: 429	

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While the majority of respondents were the parents of children in primary school, almost a third were parents of children in post-primary schools and 11% were parents of very young children not yet in school. The vast majority (95%) were parents although the survey was also completed by a small number of interested residents.

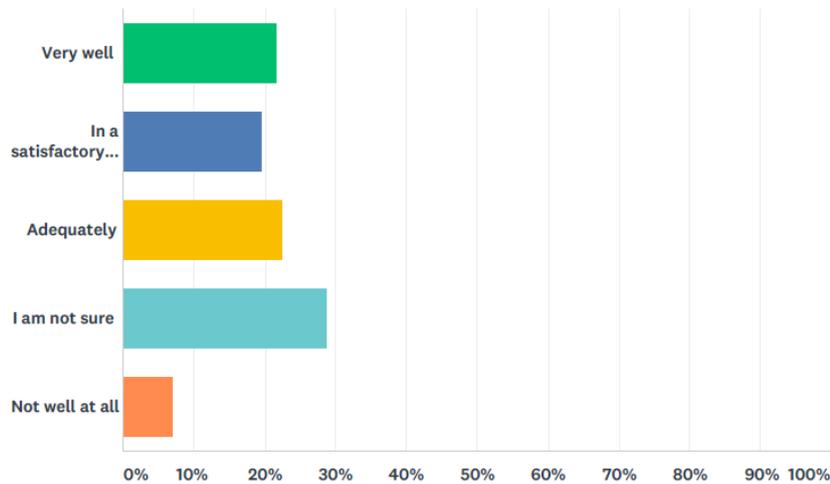
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Consultation on Review of shared enrolment policy (Castleknock Community College and Luttrellstown Community College)

SurveyMonkey

Q5 What are your views on how the schools communicate with you?

Answered: 420 Skipped: 9



ANSWER CHOICES	RESPONSES
Very well	21.67% 91
In a satisfactory way	19.76% 83
Adequately	22.62% 95
I am not sure	28.81% 121
Not well at all	7.14% 30
TOTAL	420

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In terms of communication, 42% of respondents indicated that the schools had communicated with them either very well or in a satisfactory way, while only 7% believed that the schools communicated not well at all. The significant 'undecided' group here (28%) is likely to be explained by the proportion of respondents whose children have not yet reached the stage at which they would engage with the enrolment process.

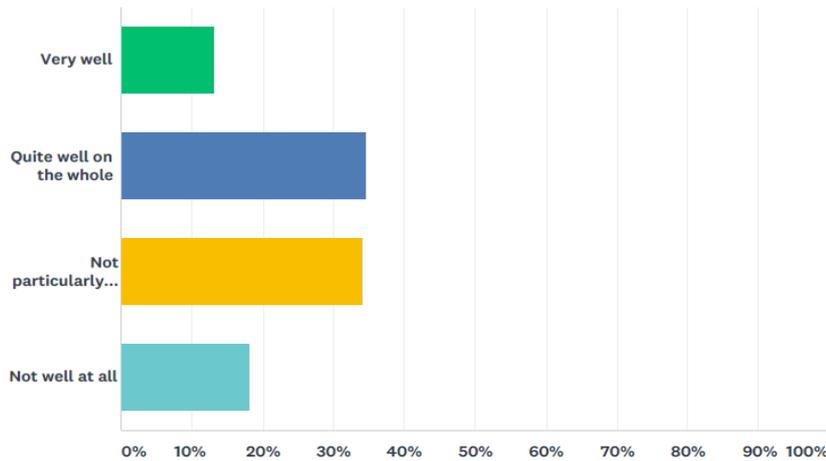
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Consultation on Review of shared enrolment policy (Castleknock Community College and Luttrellstown Community College)

SurveyMonkey

Q6 How well do you think the current policy is meeting the needs of the community?

Answered: 424 Skipped: 5



ANSWER CHOICES	RESPONSES
Very well	13.21% 56
Quite well on the whole	34.43% 146
Not particularly well	34.20% 145
Not well at all	18.16% 77
TOTAL	424

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When respondents were asked 'how well the current policy was meeting the needs of the community', 47.6% believed that it was doing so either 'very well' or 'quite well' for the most part, while 52.36% stated that the policy was not meeting the needs of the community 'well at all' or 'not particularly well'. Overall the majority were clustered around the two middle range questions here, with a marginally greater proportion of respondents indicating reservations about the current policy.

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Open ended questions

As the open-ended questions could not be interpreted purely in numerical terms, a system of simple coding was followed to identify themes from this part of the survey. This began with an initial word search but was mainly informed by a detailed coding of the hard copy text.

In the initial word search, the following terms arose extensively – local (108), proximity (64), choice (59), sibling (48), siblings (37). In terms of estates, the following areas were mentioned extensively Riverwood (202) and Luttrellstown (109); other areas mentioned were Hamilton Park, Ashtown, Diswellstown Manor, Bramley, St. Mochta's, Warren, Portersgate and Roselawn. The same term was often raised several times by a particular respondent.

The following issues arose under the open-ended questions (Q2-3 and Q7-10) - there is overlap between some categories.

Q.2 Experience of process (424 respondents)

The proportion of respondents reporting a positive or negative experience of the selection process was broadly similar, with marginally more respondents indicating that the process was 'positive', 'fair' or 'fine' than those who regarded it as 'negative', 'unfair' or 'terrible'. A significant proportion of respondents indicated 'none as yet' as they had not yet made an application to a second-level school. Other issues raised by a significant proportion of respondents were that the treatment of Riverwood was 'negative' or 'problematic' and that while the timelines were clear, the policy itself was complicated and sometimes difficult to understand.

Q.3 View of Selection criteria (418 respondents)

The responses to the questions were almost evenly distributed between those who considered the selection criteria 'fair' and 'reasonable' and those who expressed the view that the criteria were 'unfair' or 'inappropriate'. A significant proportion of respondents commented on the allocation of Riverwood to Area A and almost all of these stated that the exclusion of Riverwood from the Castleknock Community College catchment area was wrong or inappropriate. These responses were often (but not always) correlated with those who considered the overall selection criteria to be wrong or unfair. The other key issue which emerged was the view of many respondents that proximity to a school should be crucial in determining admission over most other criteria other than siblings

Q.4 Information (416)

A clear majority of respondents believed that enough information was given by the schools on the enrolment policy and that more information was unnecessary. Most respondents whatever their views on the policy considered that the process was clear and that enough information was given on the enrolment policy and process (for example 'the information is not the problem, the problem is with the policy'). A smaller number of respondents felt that more information would be helpful and others had not yet started the process of enrolment.

Q.7 Boundaries for catchment area (399)

While most respondents who answered this question had a good understanding of the common enrolment boundaries, not all did and some had not yet experienced the process. A plurality of respondents accounting for about 40% of those who replied to this question indicated that the 'common enrolment boundaries' were unfair, unreasonable or required change. A significant minority of respondents (23%) took a different view stating that the existing boundaries were fair and/or reasonable. The remaining respondents did not specifically address this point but raised other issues which may be related to the above points. The other themes raised by a significant

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number of respondents were that the exclusion of Riverwood from Area B was problematic or unfair and that proximity to a school should be the main criteria for determining entry. A number of respondents within Area B (mainly Luttrellstown) expressed broad support for the current catchment area and indicated that they would expect to remain within it in any revised arrangement. The need to include new areas such as Hamilton Park and Diswellstown Manor was highlighted by a number of respondents who prioritised proximity as a key issue.

Q.8 Strengths (363)

The main strengths identified by respondents in order of importance were that the policy achieves clarity and transparency, was informed by proximity and provides places for all children in the area. About a quarter of respondents here indicated that the policy had no strengths at all or was unfair. While this was not a majority view, it was expressed by a significant proportion of those who completed the survey. This was related in part to concerns about the position of Riverwood. But other points were also raised which were linked to criticism of the policy, including concern over the inclusion of religion as a factor in entry for Church of Ireland applicants from Castleknock National School. Other contributions identified strengths that respondents would like to see in a policy, including clarity, stability over time in an enrolment process, proximity to a school and choice for parents.

Q.9 Areas for improvement (382)

This drew the greatest range of responses which are indicated below in order of importance:

- Changes in policy are needed
- No suggestions – support the policy/it is fair
- Prioritise proximity to the local school
- Change boundaries of Castleknock Community College catchment area to include Riverwood
- Separate enrolment for the two schools
- Reintroduce length of residency rule
- Do not reintroduce residency rule – present system is an improvement
- Maintain the sibling rule
- Religion should not be part of enrolment criteria in any way.
- Allow greater choice to parents.

Other points raised by less than ten respondents included introducing reliance entirely on feeder schools; opening enrolment to both schools across the catchment area based purely on a lottery and use of entrance tests/primary school results. A number of respondents sought better information for parents in Castleknock Educate Together National School about how to access post-primary schools in Dublin 15 and how to provide for Ongar and Ashtown which are outside the common catchment area.

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Q.10 Any other comments (330)

A significant proportion of respondents (99) had no further comments so this question was answered by 330 respondents, generally lower than most other questions. The most frequent comments among those who responded were:

- Include Riverwood in the catchment area
- Proximity is essential, prioritise neighbouring estates to the school
- Keep overall enrolment policy more or less as it is, as it is fair or transparent
- Maintain priority for siblings

A smaller proportion of respondents (less than 10 on this question) raised length of residency as a desirable factor in admission; the need to reduce or remove completely the role of religion in enrolment and the importance of having greater choice for a school for their child.

There were a small number of comments on the survey itself (5) – one noting that results of a survey inherently attract those most unhappy with the process, two asking for the survey results to be published and two criticising the design of the survey. Literature on survey research tends to show that those who participate in surveys are those most positive and most negative about the institution or process under evaluation.

Findings

The major themes which arose from the survey were the need for clarity and transparency in the process; the importance of proximity and access by local residents to a local post-primary school; support for existing selection criteria such as local proximity and the sibling rule; the need to treat children in the area equally and dissatisfaction with the allocation of Riverwood to Area A.

Other issues raised by a smaller number of respondents which will be considered in more detail below included a request for greater choice of school within the catchment area; reintroduction of a residency rule for enrolment and the position of religious preference in the enrolment process.

The vast majority of respondents who raised Riverwood sought its inclusion in Area B, although a small number (under 10) opposed any change in the policy to achieve this. While some respondents explicitly sought a separation of the two schools, others supported collaboration between two ETB schools. Most respondents who specifically addressed boundaries or selection criteria sought the inclusion of Riverwood into the Castleknock Community College catchment area, rather than making a wider point about changing enrolment policies or introducing local residency rule.

There was a very strong demand for proximity to be a key (or in some responses the only) factor in determining enrolment. Yet there was also strong support for the sibling rule, among almost all respondents who raised it, although a minority favoured linking siblings to proximity. A specific question was not asked about the sibling rule (as for example the survey investigating boundaries would have encouraged respondents to reflect on proximity and catchment areas) and therefore any respondents who raised it were doing so without prompting – if anything, results may understate support for the sibling rule.

Long-term residency was raised by a number of respondents, who argued that a residency rule should be reinstated, while others felt that the present system was an improvement on the previous rule: there was no consensus on this point which was controversial among respondents. It was noticeable that the demand for proximity as a central element of any enrolment policy was

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considerably stronger than the demand for long-term residency. This may reflect the scale of recent development in the area.

Religious preference emerged as an issue for a number of respondents, who were concerned about its impact on their ability to access Castleknock Community College or argued that religion generally should have no place in enrolment policies. A number of respondents argued strongly that religious preference should be removed for any enrolment policy and was likely to encourage greater inequality. Other respondents favoured maintaining the existing order of the enrolment categories and there was no consensus on this point which provoked a number of strong contributions. It is worth noting that the number of students in category 1 (Church of Ireland entrants from CNS) for Castleknock Community College is extremely small.

Choice was frequently cited in the survey by respondents, but often in the context of specific catchment boundaries which were perceived as restricting a parent from sending their child to their favoured school. Only a small number of respondents favoured unrestricted choice, namely an open enrolment system in which they could apply for either school and the results would be decided by lottery. Other factors such as proximity, sibling rule and clarity and transparency in the process were more prominent in the results.

Most respondents indicated that they had received sufficient information on the enrolment policy and process and this was one of the most definitive results of the survey. This was consistent with the results in Q.5 regarding communication by the schools with parents, which was considered either very good, satisfactory or adequate by about two-thirds of respondents.

The results of the open-ended questions shed greater light on the finding in Q 6, where a small majority of respondents gave an unfavourable response to the operation of the current policy. The more detailed responses from the data above suggests that:

- (i) Respondents see strengths in elements of the existing policy especially in terms of the weight given to proximity, siblings and securing a post-primary place for each child in the area.
- (ii) Communication and sharing of information is regarded as sufficient on the part of both schools and respondents are raising concerns about more substantive points (boundaries, nature of enrolment policy).
- (iii) The policy was regarded by a significant proportion of respondents as complicated and not easy to understand.
- (iv) Respondents would like to see a realignment of the catchment area boundary to include Riverwood in Area B and
- (v) Respondents are seeking to have certainty and clarity on the enrolment policy over a period of time so they plan for the future.

Note on data analysis

The word search was not used to analyse data in detail but to assist in identifying themes. The following abbreviations were used in the coding – Pr (Proximity), F (fair) U (unfair), SQ (keep status quo), separate (Sep), Sib (Sibling), Ch (choice) and Rel (religion). Other terms which arose in the course of the analysis were Riv (Riverwood) and LTR (long term residency). Usually issues were only categorised as ‘themes’ if raised by ten or more respondents under a particular question.

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3. Discussion of issues raised in public consultation

3.1 Choice

There is sometimes confusion around the question of choice in schools. The position of the Department of Education and Skills on choice is as follows. *You can send your child to the primary or post primary school of your choice, as long as there is a place for them. While most schools can enrol all the children who apply, there is no guarantee of a place in the local school.* Reference

<https://www.education.ie/en/Parents/Information/A-Guide-to-the-Irish-Education-System.pdf>

There are several different types of post-primary school in the Irish education system, which allow a measure of choice to parents. The second-level sector comprises voluntary secondary schools, community schools and comprehensive schools, vocational schools and community colleges. Key choice differences are ethos / religion, gender mix, school size and language of instruction.

Within the common catchment area, the available choices are:

- Religious Ethos:
 - The new post primary school, Carpenterstown/Castleknock is a co-educational voluntary secondary school with a Catholic ethos operating under the patronage of the Edmund Rice Schools Trust (ERST).
 - Castleknock Community College has an inclusive ethos, operating under the patronage of DDLETB. It is a designated community college, in which each individual person's beliefs and values are respected and offering an inclusive religious education program and faith celebration. Applicants in Area B are prioritised, applicants in Area A may apply.
 - Luttrellstown Community College has an inclusive ethos, operating under the patronage of DDLETB. Each individual person's beliefs and values are valued and this is embedded through an inclusive religious education program and faith celebration. Applicants in Area A are prioritised, applicants in Area B may apply.

Castleknock Community College and Luttrellstown Community College have a religiously diverse ethos. The Edmund Rice College provides a choice of a denominational Catholic ethos.

- School size:
 - Castleknock Community College and Luttrellstown Community College (English medium) offer a wide choice of subjects at higher and ordinary level.
 - Edmund Rice College is planned to grow to a 1,000 pupil school.
 - The Aonad as part of Luttrellstown Community College will have wider choice of subjects than a stand-alone Gaelcholáiste of similar size, as many teachers can teach through either language.

As a school enrolment grows it has the resources to offer a wider subject choice. Generally full choice is available at a population of 500-600 pupils.

- Gender mix
 - All three publicly funded schools in the Carpenterstown/Castleknock planning area are free, co-educational schools.
 - For the choice of single sex education, local fee-charging schools and publicly funded Catholic secondary schools in Dublin 7 are single sex education.

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- Language of instruction.
 - All schools offer the junior and senior cycle through the medium of English language.
 - Luttrellstown Community College is opening an Aonad which will offer post primary education through the medium of Irish.

All students in area A and B of the common catchment area may apply for a place in the Aonad subject to assessment of sufficient level of proficiency in the Irish language to be educated through the medium of Irish.

The issue of choice was explored in the stakeholder consultation with the Primary School Parents Associations. The perspective of Castleknock Educate Together National School Parents Association was that they regarded both Castleknock Community College and Luttrellstown Community College as sufficiently inclusive to accommodate students from the Educate Together ethos.

Given the feedback in the online survey on choice and the feedback at the stakeholder meetings, it is worth exploring the similarities between Castleknock Community College & Luttrellstown Community College

- Both schools have a very good standard of accommodation
- Both schools are adjacent and centrally located in the common catchment area
- Both schools are recognised by the Department of Education Inspectorate as providing a very good standard of teaching & learning
- Both schools are recognised by Castleknock Educate Together National School Parents Association to be sufficiently inclusive
- Both schools are co-educational
- Both schools have population numbers in excess of 600 pupils and offer a wide choice of curriculum.

There appears to be no difference in the conventional metrics of choice. To understand the wider context, it is necessary to look at the demographic differences between Area A and Area B.

3.2 Census 2016 Results - Small Area Population Statistics

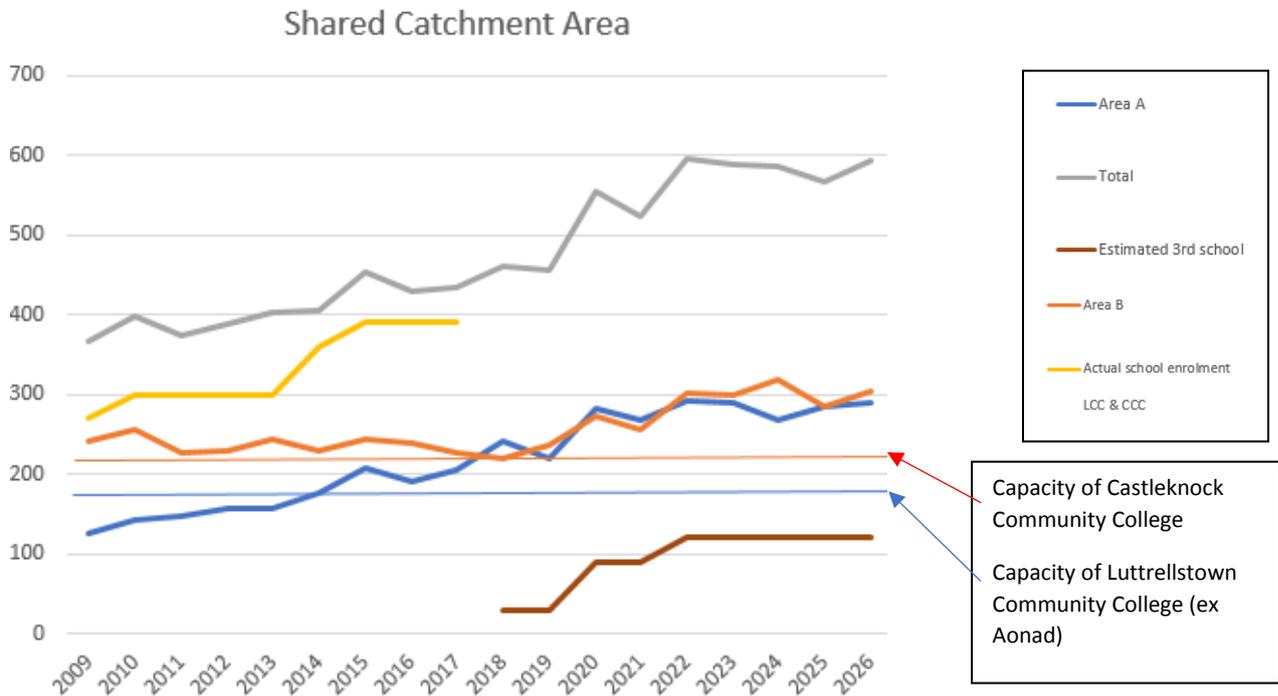
The Central Statistics Office published the Small Area Population Statistics (SAPS) from Census 2016. (20th July 2017) These provide detailed census results for 18,641 Small Areas. Area A of the common catchment area contains 69 Small Areas, whereas Area B contains 43 Small Areas.

Small Area Population Statistics contain 45 tables organised into 15 themes, covering topics such as sex, age and marital status, families, housing, education, commuting and occupation.

The data represents an accurate picture based on current residencies of the significant demographic growth in the common catchment area. The data was analysed to look at the ratios of owner occupied to rented accommodation to assess potential impact of mobility.

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3.2.1 Comparative study demographic growth



Analysis of this data enables a prediction of likely demand within Area A and Area B

A note of caution: As the age a student commences first year in primary school is directly related to the age most students enter post primary, there can be inaccuracies in using age at census as an absolute numerical value of predicted enrolment numbers in any year, however as a trend it is an accurate indicator. The Census is taken in April, so children at age 4 in April can reasonably be assumed to enrol in primary school the following September.

Both Luttrellstown Community College and Castleknock Community College are likely to be oversubscribed in coming years.

Over the last 4 years an estimated 9% to 14% of children have gone elsewhere, presumably to fee paying schools or publicly funded schools outside catchment. Assuming this trend continues, the demand for a third publicly funded school is plotted in the brown line at 30-120 places per year. Assuming a capacity of 180 per year in the third school, this would result in an overall estimated minimum 60 places per year over and above the estimated requirement for school places within the catchment area.

3.2.2 Comparative study census themes

From a socio-economic perspective Area A and Area B are similar in the following aspects:

- Private households by type of accommodation
- Population by social class
- Persons in private households by socio-economic group of reference person
- Population aged 15 years and over by sex and highest level of education completed
- Private households by type of accommodation
- Persons at work or unemployed by occupation and sex
- Number of households with cars
- % of private rented vrs owner occupied

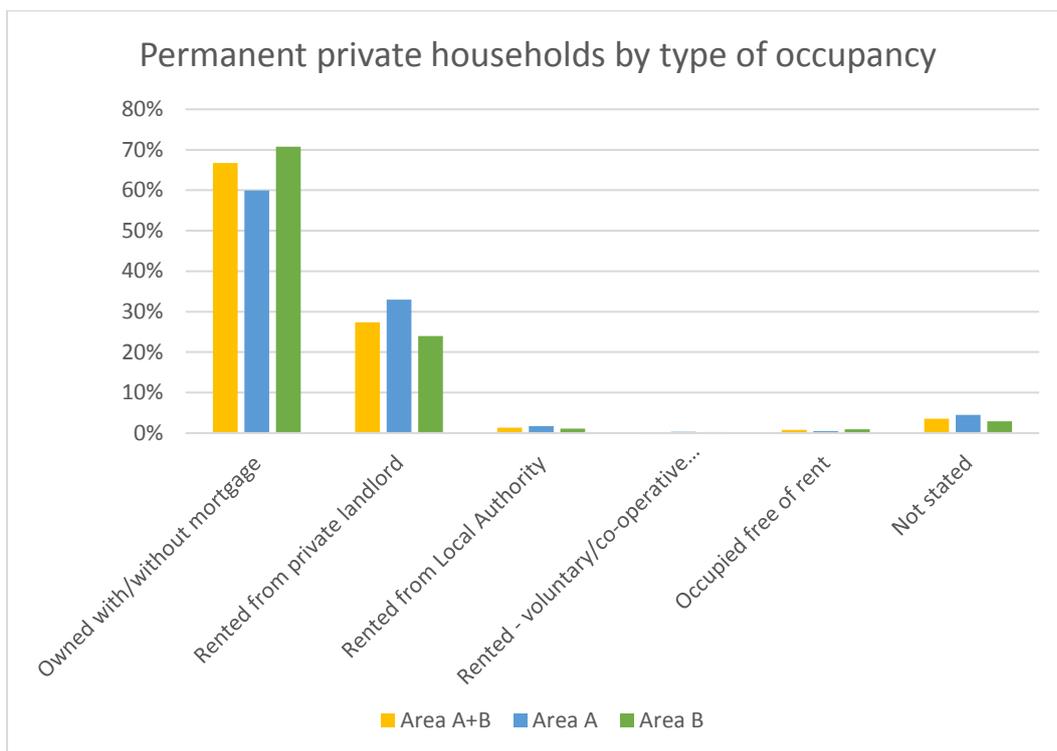
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From a socio-economic perspective Area A and Area B diverge in the following aspects:

- Total population 5 year cohorts, with Area A having a younger population.
- Age of dwellings and % of owner occupied with existing mortgage (v owned outright).
- Population by place of birth, nationality, ethnic or cultural background, religious belief, with Area A having a more diverse population.

Interestingly speakers of foreign languages (by language spoken) is similar between Area A & B, indicating a similar but lower level of diversity.

See appendix A for a detailed socio-economic comparison of Area A & B.



The % rented vrs owner occupied are similar between Area A & B, potential impact of mobility is similar with 60-70% of households' owner occupied.

While there is potential for transient populations distorting the demand profile, the strong correlation between population age cohorts and actual enrolment indicates that this is at a low level.

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3.2.3 Conclusion from Small Area Population Statistics:

From a socio-economic perspective, Area A and Area B are almost identical in respect of social class, occupation and highest level of education completed, type of accommodation and % of private rented vrs owner occupied.

From a socio-economic perspective Area A and Area B diverge in respect of population by place of birth, nationality, ethnic or cultural background and religious belief with Area A having a more diverse population. The age of dwellings and % of owner occupied with existing mortgage (v owned outright) reflect that Area A contains newer communities.

Looking more deeply into the six small areas covering the Riverwood estate (relating to a key finding of the survey), the population diversity is mid-point between the averages in Area A and Area B. Transferring the entire Riverwood estate to Area B tends to increase the diversity of Area B, although the effect is marginal.

The transfer of the entire Riverwood estate to Area B will tend to increase the demand for Castleknock Community College, however given the high number of older siblings from Riverwood estate currently enrolled in Castleknock Community College the effect is marginal.

The impact of parental preference for the 3rd post primary school is unknown.

Review of Common Enrolment Procedures – report

4. Recommendations to Boards of Management:

Based on an analysis of Small Area Population Statistics and survey data the following recommendations were presented for decision by the Boards of Management. Four recommendations were related to each school, while recommendation 5 was for decision by the Board of Castleknock Community College only and recommendation 6 for Luttrellstown Community College only.

1. The boundary of the common catchment area should remain as it is. Realignment of internal boundary to occur between Areas A & B to reflect established enrolment patterns and maintain a high level of diversity (inclusion of Riverwood in Area B from 2019-20).

Decision for each Board: to approve this realignment within a common catchment area. Recommendation agreed by each Board.

2. Move from a preference based system to a simplified enrolment process, in which parents may apply to either or both schools with a separate application: Castleknock Community College gives priority to Area B and Luttrellstown Community College to Area A.

Decision for each Board: to agree the move to a simplified enrolment process as above. Recommendation agreed by each Board.

Based on feedback from parents enrolling for the first time, the following recommendations 3 and 4 are designed to reduce anxiety associated with long waiting times linked to places not coming available until very late:

3. A successful applicant cannot hold a place in both schools, Castleknock Community College and Luttrellstown Community College. An applicant may receive an offer from both schools, but would not be permitted to accept both places. A new acceptance form/letter will be necessary for parents of students who could receive two offers in round one and in later rounds. The policy will make clear that where applicants apply to both schools, information is shared as necessary to ensure places cannot be accepted in both schools. Where a student could be entitled to an offer from both schools, the offer letter of a place will request the parent to indicate an acceptance for one school only. Both schools will liaise on any application form that indicates that an application has been lodged with both schools: the application form will still have the tick box for parents to indicate this.

Decision for each Board: to agree that offer letter should request parent to indicate acceptance for a place in one school only. Recommendation agreed by each Board.

4. Luttrellstown Community College and Castleknock Community College may feel it necessary to consult with other local schools in the area. A single assessment date to be encouraged between schools where possible and a requirement of the enrolment process includes attending an entrance assessment in one of the two DDL ETB schools.

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Decision for each Board: to confirm a single assessment date between the two ETB schools. Recommendation agreed by each Board.

5. Castleknock Community College will continue to consider applications from estates in Area A in a lower category based on proximity

OR

Area A will be treated as a single area in a lower placed category by Castleknock Community College

Decision by the Board of Castleknock Community College was in favour of the first option under 5 in line with current practice.

6. This recommendation relates to the position of ‘Listed Primary Schools’, in the light of estimated availability of at least 60 places in the Common Catchment Area following the introduction of the third post-primary school:

- No change is proposed for Castleknock Community College.
- St. Francis Xavier to be included for Luttrellstown Community College only, in considering Outside Catchment Area applicants.

Decision: agreed by Board of Luttrellstown Community College.

Both Boards of Management will continue to monitor the implementation of the Joint Enrolment Policy.

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4.1 Principals' Consideration Meeting

The Principals of Castleknock Community College and Luttrellstown Community College considered the recommendations and offered detailed and helpful feedback in advance of the working group meeting.

4.2 Advice from DDLETB

Dr Deirdre Keyes reviewed the draft report and offered advice on the recommendations. The working group wishes to acknowledge Dr Keyes' support and assistance throughout the process.

4.3 Joint working group review

A draft report and recommendations were considered by the joint working group on 17 January 2017.

Membership:

Kieran O'Neill, Sarah Hanrahan, Michael O'Donovan, Fionnuala Ni Chaisil (LCC)

John Walsh, Vickie Stokes, Marian Flanagan, John Cronin (CCC)

The working group agreed the recommendations and referred the draft report and recommendations to each Board of Management for decision.

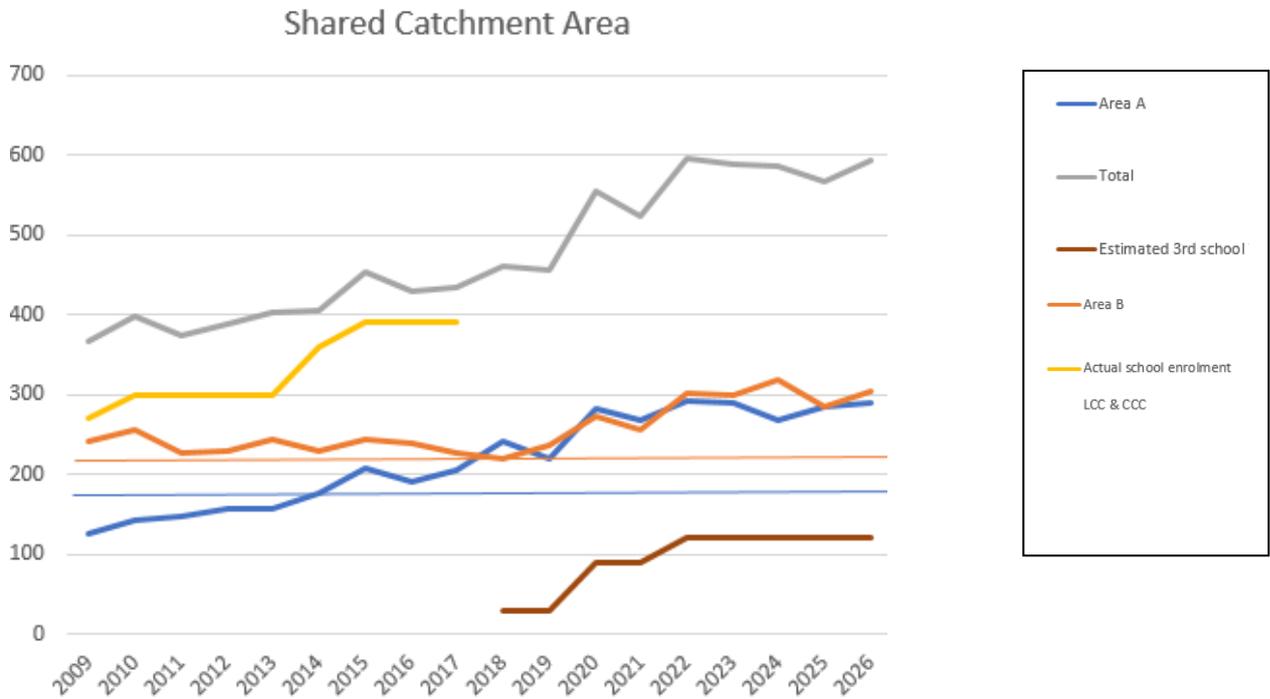
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Appendix A: CSO census 2016

Comparative study between Area A and Area B

Small area data was published by the CSO recently, based on 2016 census.

Analysis of this data enables a prediction of likely demand within Area A and Area B.



As the age a student commences first year in primary school is directly related to the age most students enter post primary, there can be inaccuracies in using age at census as an absolute numerical value of predicted enrolment numbers, however as a trend it is an accurate indicator.

From a socio-economic perspective Area A and Area B are almost identical in the following aspects:

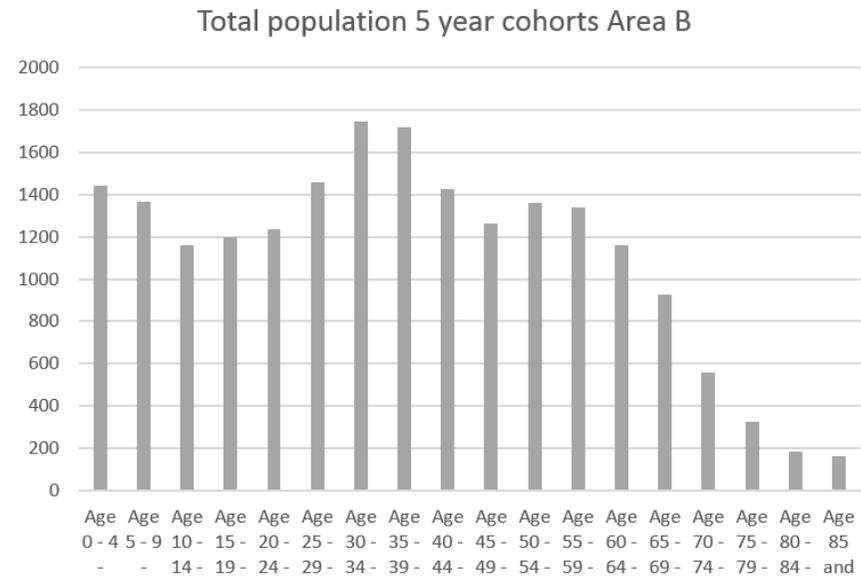
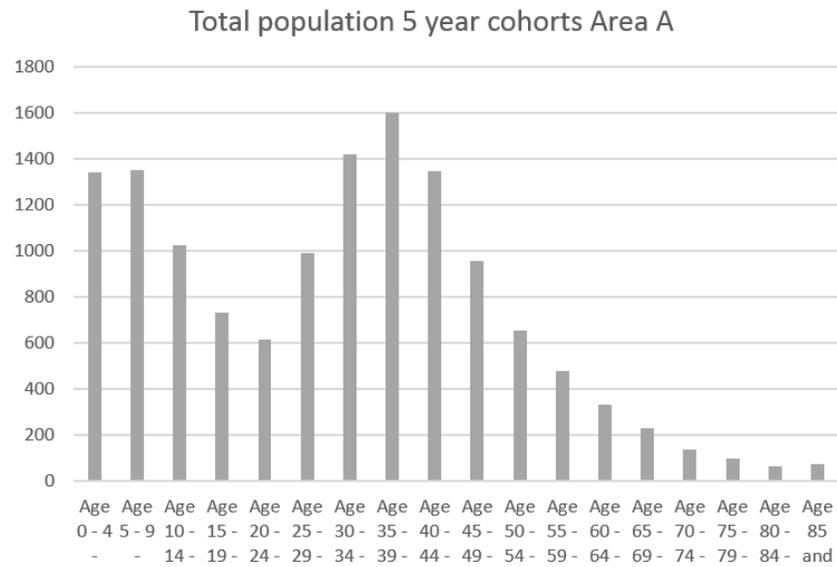
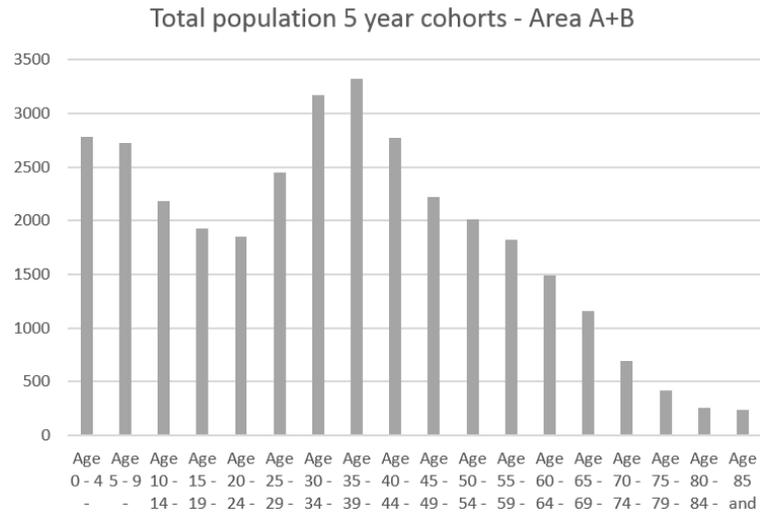
- Private households by type of accommodation
- Population by social class
- Persons in private households by socio-economic group of reference person
- Population aged 15 years and over by sex and highest level of education completed
- Private households by type of accommodation
- Persons at work or unemployed by occupation and sex
- Number of households with cars
- % of private rented vrs owner occupied (social housing being insignificant in both areas)

From a socio-economic perspective Area A and Area B diverge in the following aspects:

- Total population 5 year cohorts, with Area A having a younger population.
- Age of dwellings and % of owner occupied with existing mortgage (v owned outright).
- Population by place of birth, nationality, ethnic or cultural background, religious belief, with Area A having a more diverse population.
- Interestingly speakers of foreign languages (by language spoken) is similar between Area A & B indicating a similar but lower level of diversity.

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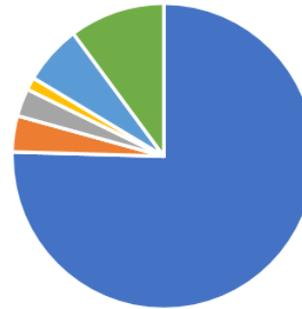
A.1 Population, 5 year cohorts



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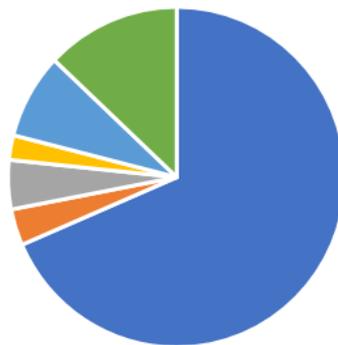
A.2 Usually resident population by place of birth and nationality

Population by place of birth - Area A + B



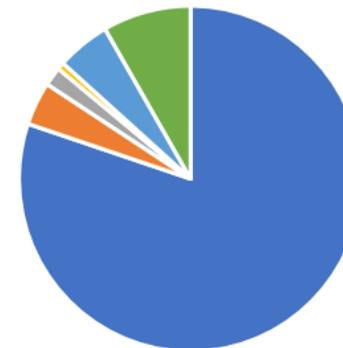
■ Ireland - Birthplace ■ UK - Birthplace ■ Poland - Birthplace
 ■ Lithuania - Birthplace ■ Other EU28 - Birthplace ■ Rest of world - Birthplace

Population by place of birth Area A



■ Ireland - Birthplace ■ UK - Birthplace ■ Poland - Birthplace
 ■ Lithuania - Birthplace ■ Other EU28 - Birthplace ■ Rest of world - Birthplace

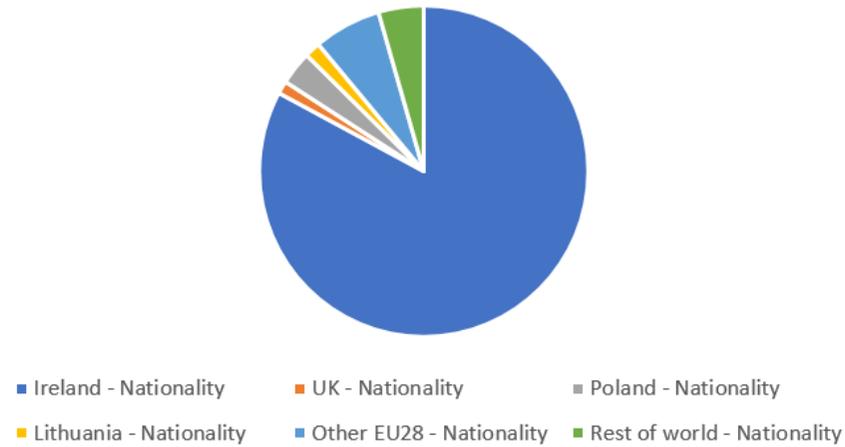
Population by place of birth Area B



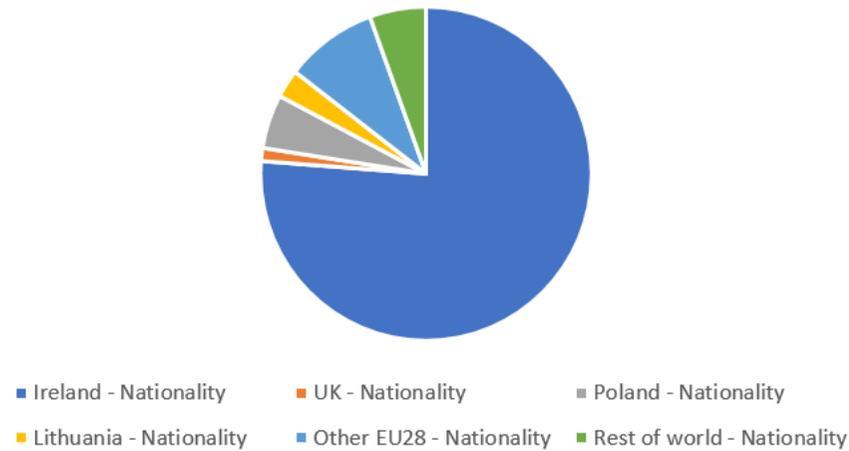
■ Ireland - Birthplace ■ UK - Birthplace ■ Poland - Birthplace
 ■ Lithuania - Birthplace ■ Other EU28 - Birthplace ■ Rest of world - Birthplace

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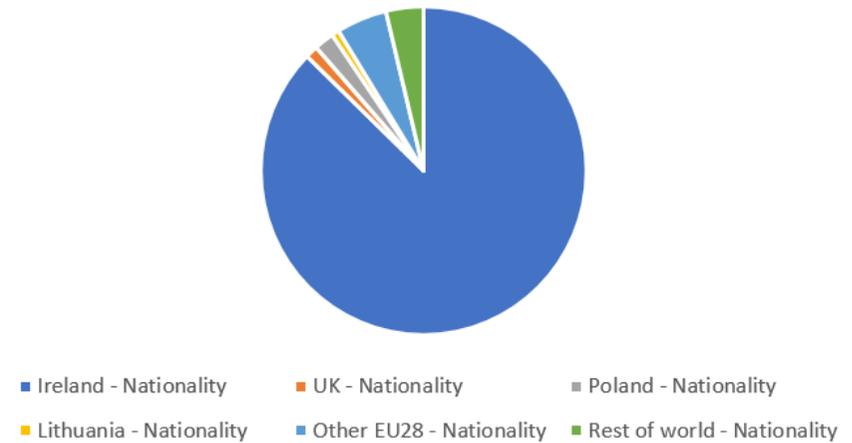
Population by nationality - Area A + B



Population by nationality Area A



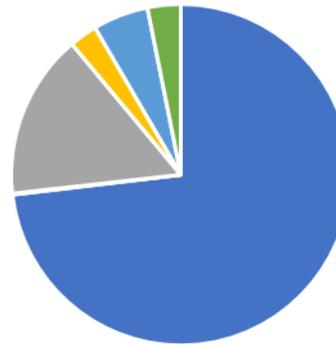
Population by nationality Area B



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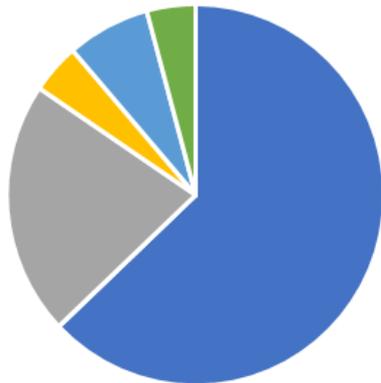
A.3 Usually resident population by ethnic or cultural background

Population by ethnic or cultural background - Area A + B



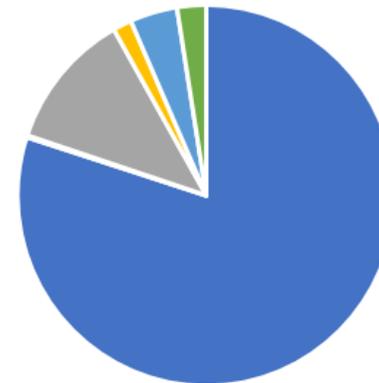
■ White Irish ■ White Irish Traveller ■ Other White
■ Black or Black Irish ■ Asian or Asian Irish ■ Other

Population by ethnic/cultural background Area A



■ White Irish ■ White Irish Traveller ■ Other White
■ Black or Black Irish ■ Asian or Asian Irish ■ Other

Population by ethnic/cultural background Area B

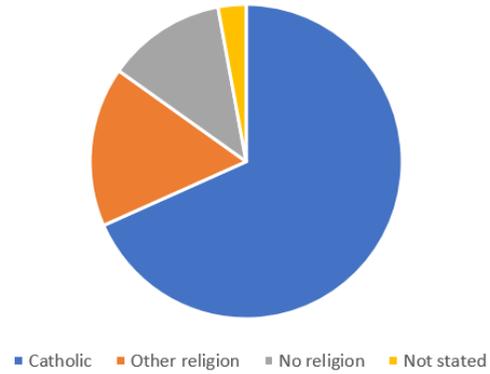


■ White Irish ■ White Irish Traveller ■ Other White
■ Black or Black Irish ■ Asian or Asian Irish ■ Other

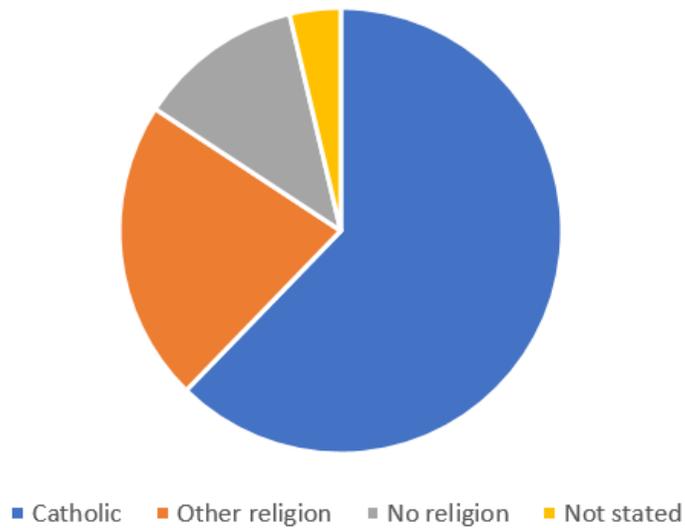
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A.4 Population by religion

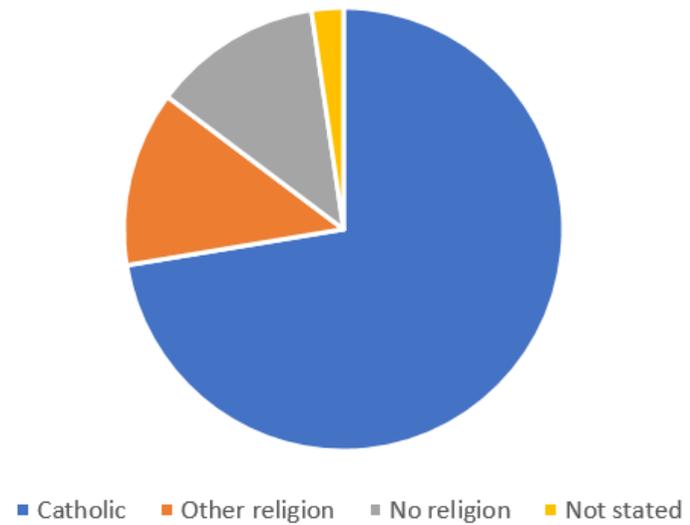
Population by religion - Area A + B



Population by religion Area A



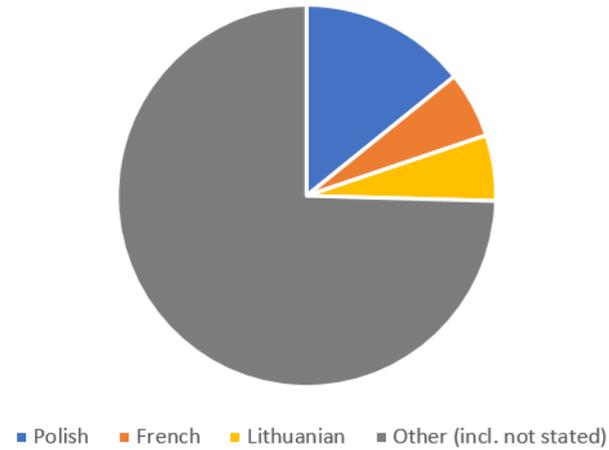
Population by religion Area B



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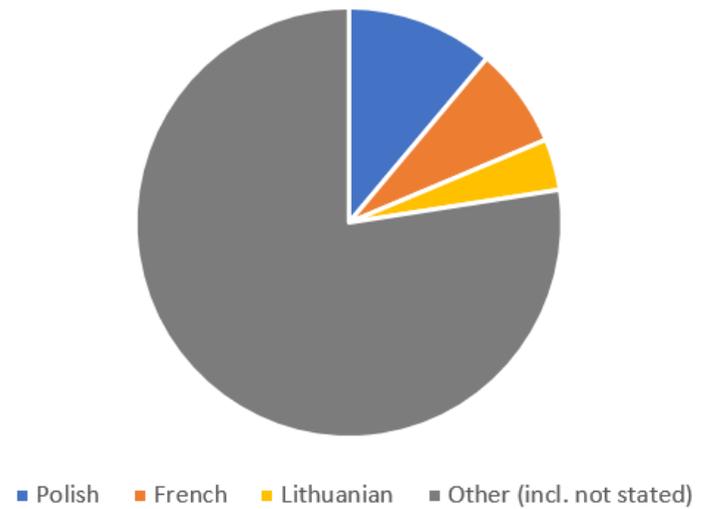
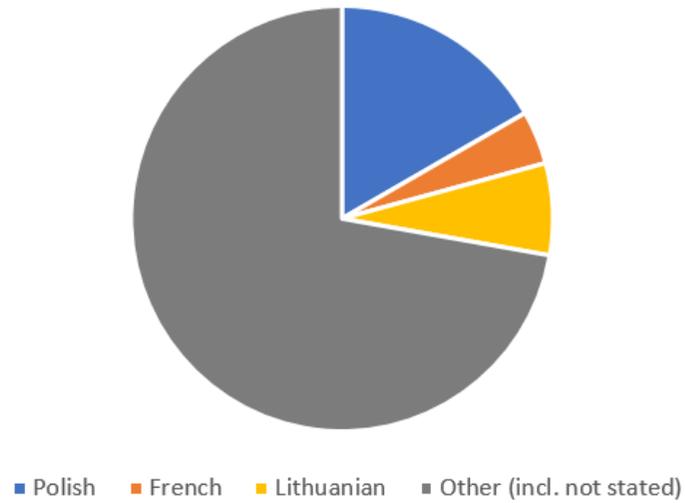
A.5 Speakers of foreign languages by language spoken

Speakers of foreign languages by language spoken - Area A + B



Speakers of foreign languages by language spoken Area A

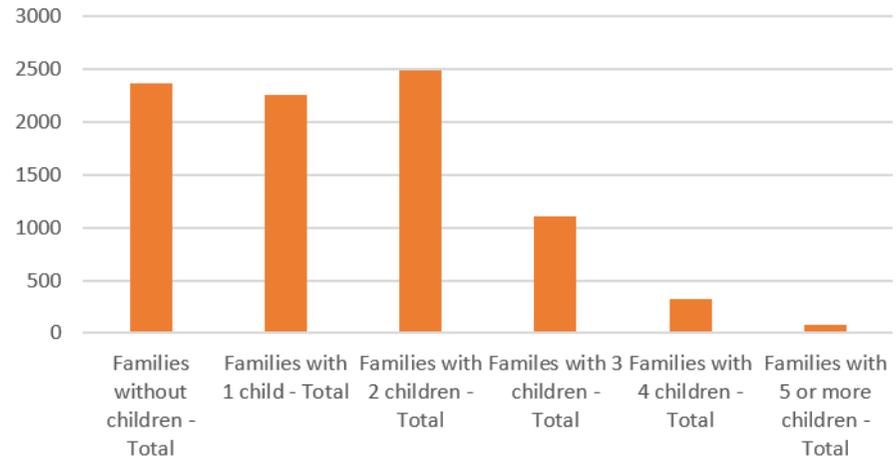
Speakers of foreign languages by language spoken



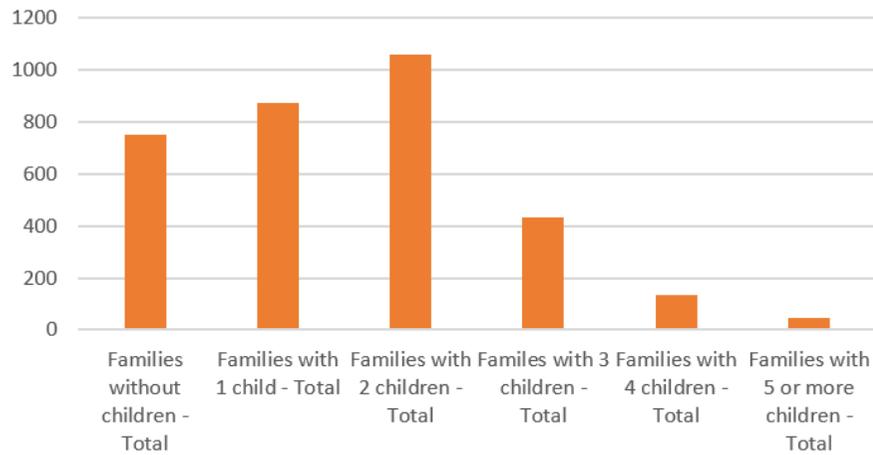
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A.6 Family units with children by size

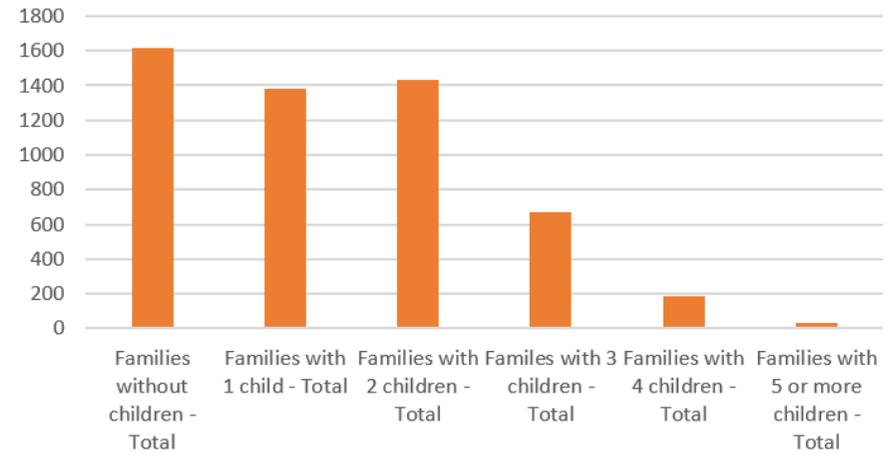
Family units with children by size - Area A + B



Family units with children by size Area A



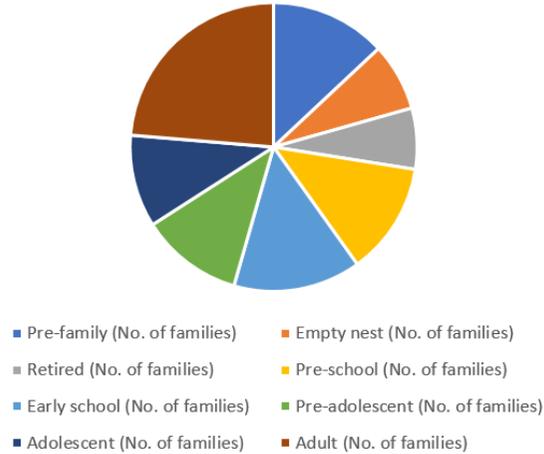
Family units with children by size Area B



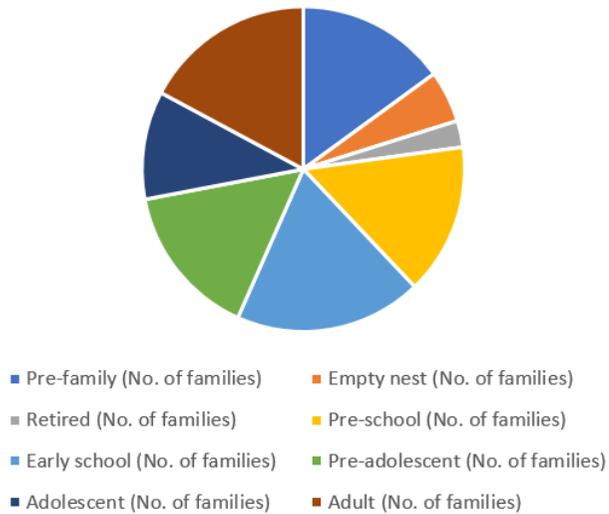
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A.7 Families by family cycle

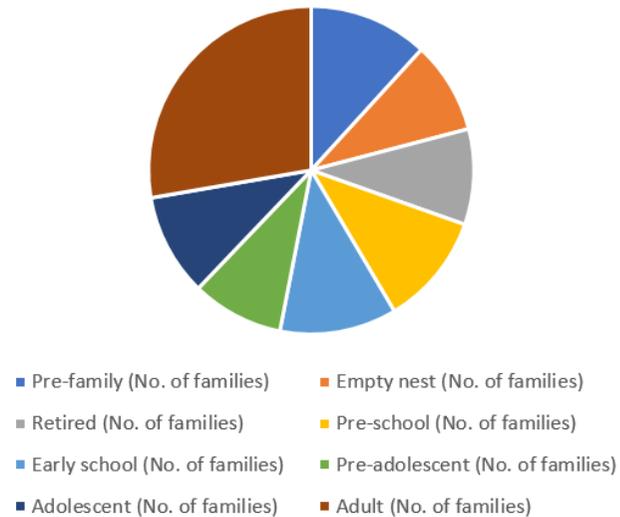
Families by family cycle - Area A + B



Families by family cycle Area A



Families by family cycle Area B



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A.8 Private households by type of accommodation

Private households by type of accommodation -
Area A + B



- House/Bungalow (No. of households)
- Flat/Apartment (No. of households)
- Bed-Sit (No. of households)
- Caravan/Mobile home (No. of households)
- Not stated (No. of households)

Private households by type of accommodation
Area A



- House/Bungalow (No. of households)
- Flat/Apartment (No. of households)
- Bed-Sit (No. of households)
- Caravan/Mobile home (No. of households)
- Not stated (No. of households)

Private households by type of accommodation
Area B

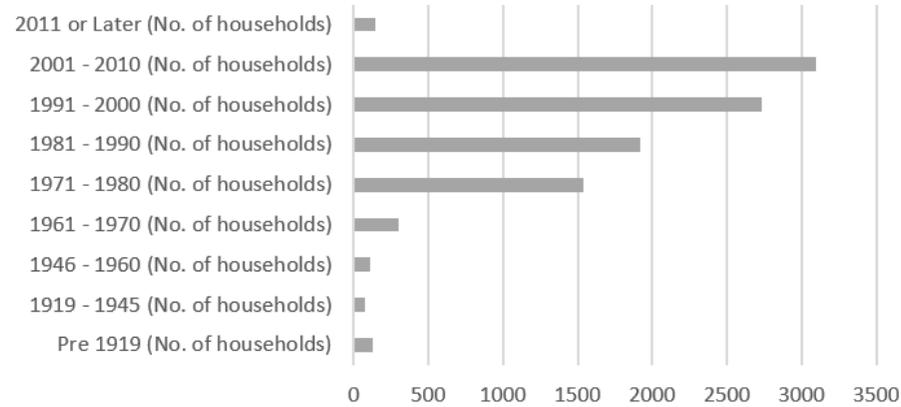


- House/Bungalow (No. of households)
- Flat/Apartment (No. of households)
- Bed-Sit (No. of households)
- Caravan/Mobile home (No. of households)
- Not stated (No. of households)

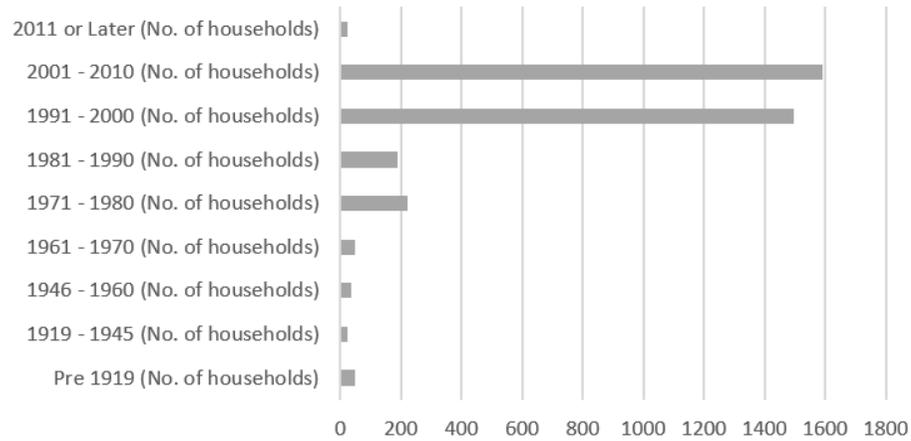
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A.9 Permanent private households by year built

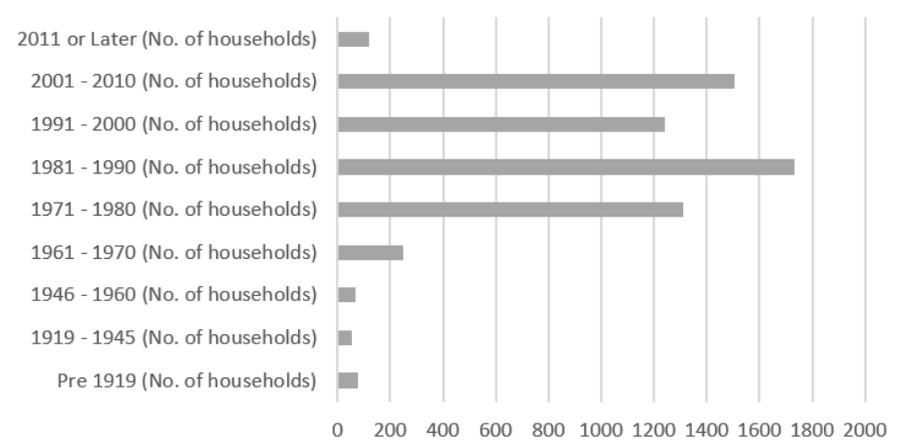
Permanent private households by year built -
Area A + B



Permanent private households by year built Area A



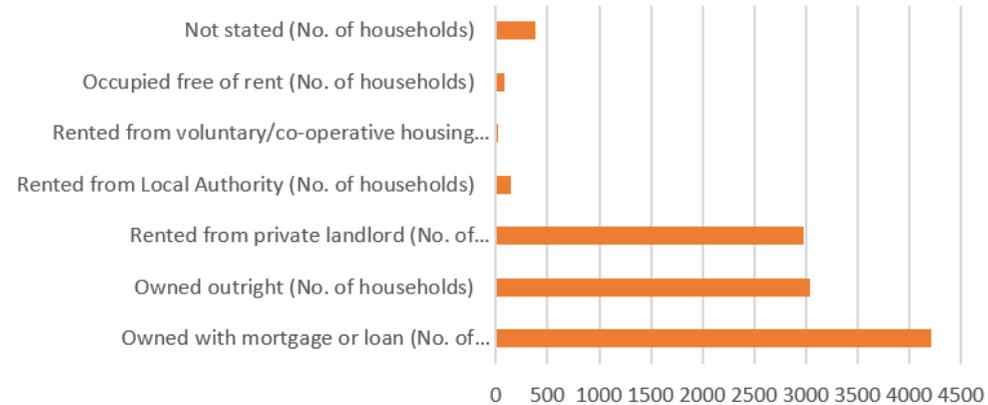
Permanent private households by year built Area B



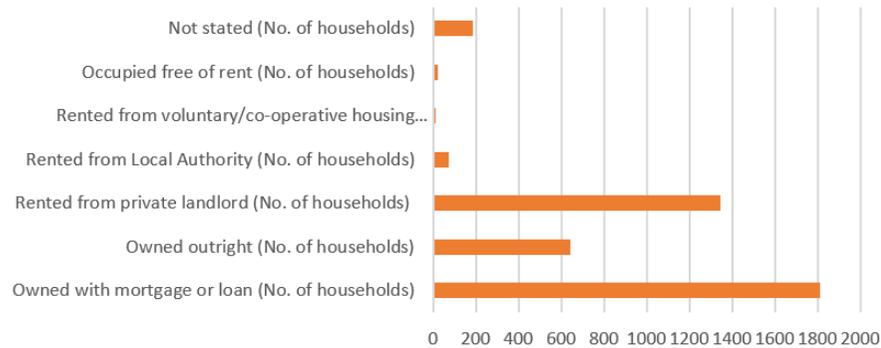
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A.10 Permanent private households by type of occupancy

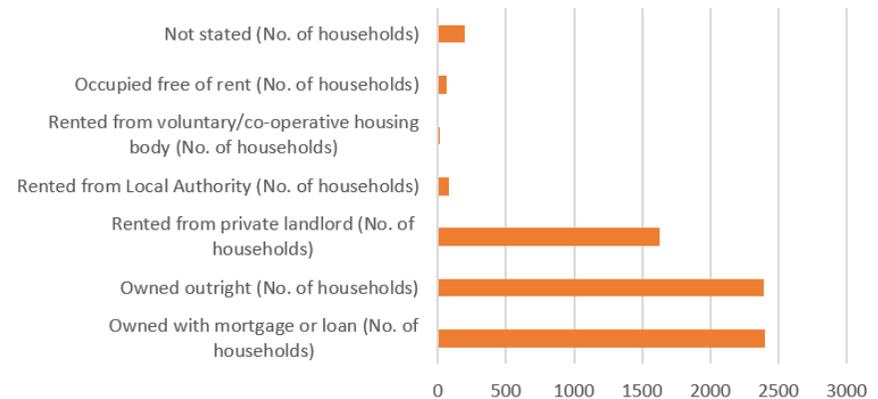
Permanent private households by type of occupancy - Area A + B



Permanent private households by type of occupancy Area A



Permanent private households by type of occupancy



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A.11 Population by sex and social class

Population by social class - Area A + B



Population by social class Area A



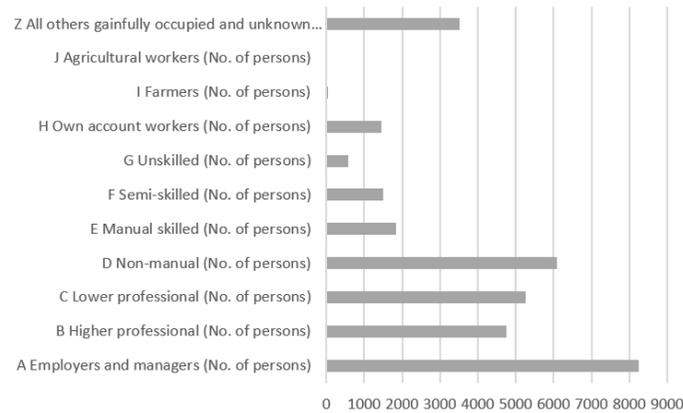
Population by social class Area B



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A.12 Persons in private households by socio-economic group of reference person

Persons in private households by socio-economic group of reference person - Area A + B



Persons in private households by socio-economic group of reference person Area A



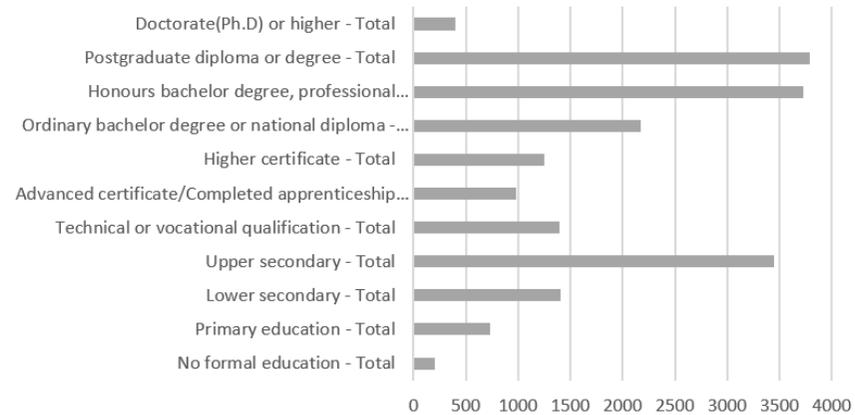
Persons in private households by socio-economic group of reference person Area B



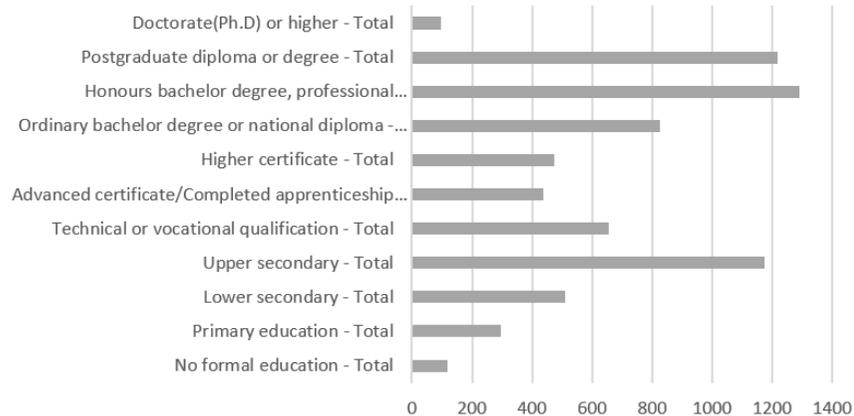
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A.13 Population aged 15 years - highest level of education completed

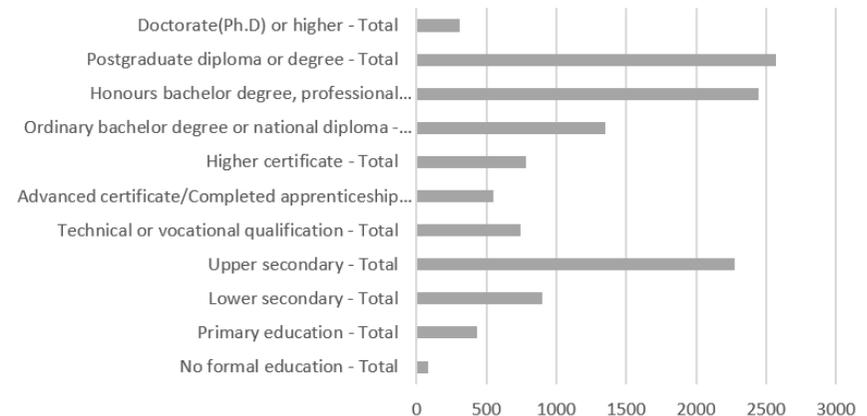
Population aged 15 years and over by highest level of education completed - Area A + B



Population aged 15 years and over by highest level of education completed Area A

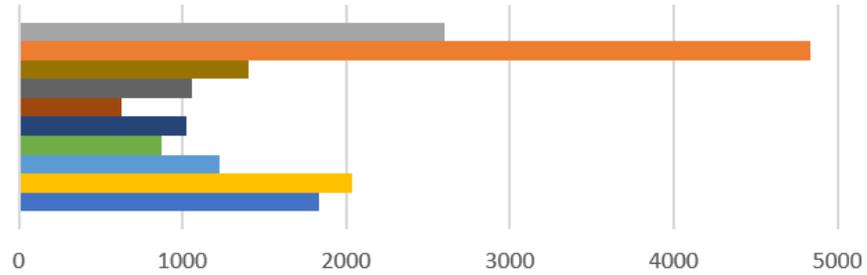


Population aged 15 years and over by highest level of education completed Area B

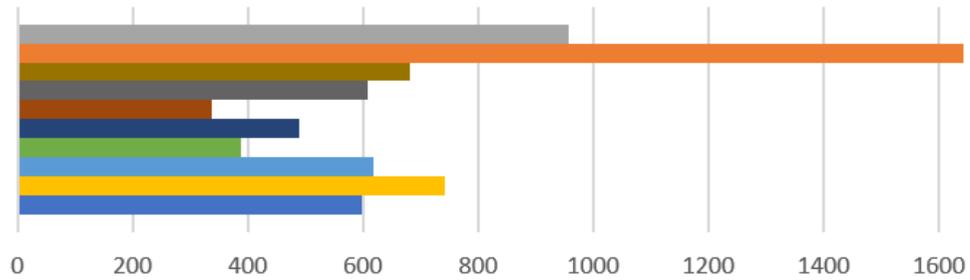


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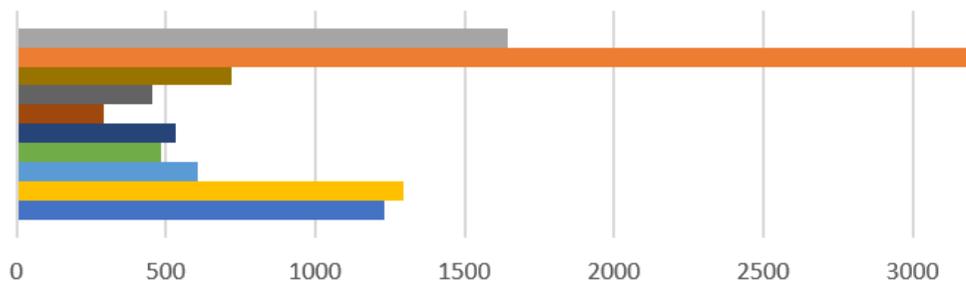
A.14 Persons at work or unemployed by occupation
Persons by occupation Area A + B



Persons at work or unemployed by occupation Area A



Persons at work or unemployed by occupation Area B

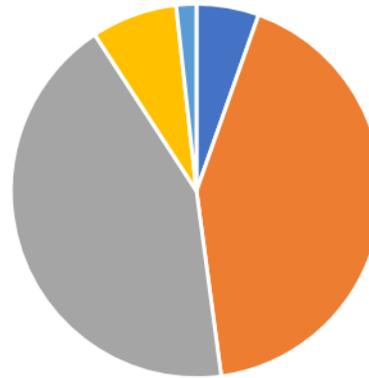


- Associate professional and technical occupations - Total
- Professional occupations - Total
- Not stated - Total
- Elementary occupations - Total
- Process, plant and machine operatives - Total
- Sales and customer service occupations - Total
- Caring, leisure and other service occupations - Total
- Skilled trades occupations - Total
- Administrative and secretarial occupations - Total
- Managers, directors and senior officials - Total

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A.16 Number of households with cars

Number of households with cars - Area A + B

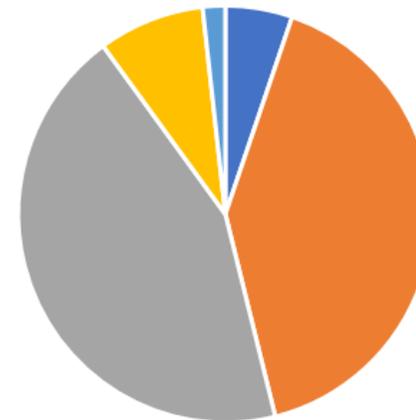


■ No motor car ■ 1 motor car ■ 2 motor cars ■ 3 motor cars ■ 4 or more motor cars

Number of households with cars Area A



Number of households with cars Area B



■ No motor car ■ 1 motor car ■ 2 motor cars ■ 3 motor cars ■ 4 or more motor cars ■ No motor car ■ 1 motor car ■ 2 motor cars ■ 3 motor cars ■ 4 or more motor cars