

Statement of Strategy 2026 – 2030

Acronyms

AEN	Additional Educational Needs
AMCSS	Association of Management of Catholic Secondary Schools
AMRI	Association of Leaders of Missionaries and Religious of Ireland
APTCS	Association of Patrons and Trustees of Catholic Schools
CEP	Catholic Education Partnership
CPSMA	Catholic Primary Schools Management Association
CRA	Charities Regulatory Authority
C&C	Community and Comprehensive
ESRI	Economic and Social Research Institute
ETBI	Education and Training Boards Ireland
FSSU	Financial Support Services Unit (JMB)
GDPR	General Data Protection Regulation
IEC	Irish Episcopal Conference
ISA	Irish Schoolheads Association
JMB	Joint Managerial Body
NCSE	National Council for Special Education
NCCA	National Council for Curriculum and Assessment
NEPS	National Educational Psychological Service
SEN	Special Educational Needs
SPU	School Procurement Unit (JMB)
SSS	Secretariat of Secondary Schools

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Foreword



On behalf of the Secretariat of Secondary Schools (SSS), I am delighted to present our Statement of Strategy 2026-2030.

The process of developing a new plan at the Secretariat has given rise to important conversations among our stakeholders. These have enabled us to determine our vision and strategic goals, consider the challenges ahead, and to help us to shape our future. In setting out our strategic goals for the work of the Secretariat over the next five years, we seek to continue to energise our

organisation around a shared set of values. This statement will also help guide and prioritise decisions in the years leading up to 2030.

While the plan sets out our direction, it should be understood as part of an overall trajectory, beginning in the origins of the Secretariat. It builds on the work of the staff and councils of the organisation since then, along with the work done to revise the company's constitution and internal regulations in more recent times. Over the past three years, the SSS has developed significantly under the previous plan, with enhanced support across the Buildings Division, the FSSU, the SPU, and senior management. The organisation now seeks to build on this progress to meet the evolving needs of all stakeholders.

This five-year plan is true to our essential character as an organisation, as we have refined our understanding of how we will most effectively strive towards our vision.

Our strategic goals express our commitment to excellence in fulfilling the core responsibilities of a recognised school management organisation, upholding the value of denominational education, and promoting educational research that supports the development priorities of the voluntary secondary sector. They also affirm our responsibility to actively engage with stakeholders. Through meaningful engagement

and the cultivation of strong strategic partnerships within the education community, we will articulate a clear identity rooted in our mission, vision, and values, helping others to understand our objectives and recognise our achievements.

To achieve these goals, we need to ensure that the Secretariat is appropriately developed and resourced as an organisation, with the capacity and flexibility to meet unknown challenges which may lie ahead. The strategic context in which the Secretariat operates is constantly being challenged by the changes that are happening on a regular basis, be it Senior Cycle Redevelopment, AEN requirements, funding, or Department initiatives that require careful planning and implementation, such as the Freebooks Scheme, School Meals Scheme, etc. All these initiatives increase greatly the workload of the senior leadership teams in our schools. In recognition of the yet unknown challenges ahead, our response requires this to be a flexible strategy, a living document to be reviewed and updated as circumstances change.

This plan is the result of the collective engagement of members across the organisation, whose thoughtful contributions during the consultation process greatly informed its development. I extend my sincere appreciation to all who participated, and in particular to the regional representatives, the JMB. and AMCSS Councils, the Strategy Committee, the Risk Committee, and the Board, for their commitment and collaboration in bringing this plan to completion. I am confident that the breadth of consultation undertaken, together with the plan's strong focus on strategic leadership, service, and support for schools, will ensure the continued support and advocacy of our staff, schools' boards of management, senior leadership and management teams, and our external partners.

John Barry
President AMCSS/JMB

The Secretariat of Secondary Schools provides a range of services to all voluntary secondary schools, including the following:

School Management and Leadership Advisory

Provision of advice and support to boards of management, chairpersons, principals and deputy principals in areas including human resources, industrial relations, school governance, recruitment, employment contracts, child protection, vetting, and GDPR.

Professional Learning

Provision of an extensive range of professional learning opportunities to support senior school leadership teams, chairpersons, and boards of management.

National Leadership and Advocacy

Providing leadership to influence national education policy on behalf of voluntary secondary schools. Carrying out and commissioning relevant research and the development of submissions to inform education policy. Representation on relevant committees, consultation groups, and statutory agencies.

Our Services

The Secretariat of Secondary Schools CLG (SSS) realises its vision and provides its services through the **Joint Managerial Body (JMB)** and the **Association of Management of Catholic Secondary Schools (AMCSS)**.

The following services are provided to both primary schools and voluntary secondary schools:

Building Support Services

Provision of advice and support to chairpersons, boards, principals and deputy principals on the appointment of design teams and building related queries.

School procurement

Provision of advice and support to chairpersons, boards, principals and deputy principals on procurement, tenders, and value-for-money purchasing.

Financial Support Services Unit

Provision of advice, support, and professional learning opportunities for chairpersons, boards, principals, deputy principals and accounts staff in the areas of accounts, payroll, financial governance and compliance.

Development of our Statement of Strategy

This Statement of Strategy has been developed through an extensive consultation process conducted between August and December 2025. The process was guided by the SSS Strategy Committee, whose aim was to ensure that the Statement of Strategy authentically reflects the needs of the organisation, the schools it serves, and the perspective of partner organisations with which SSS collaborates. The process was also informed by research, as outlined below.

Consultation →

Consultations within our AMCSS/JMB Regions led by the steering committees.

National plenary meeting of the Board of Directors, JMB Advisory Groups, CEP and APTCS representatives, and regional steering committees.

Meeting with the ISA.

Consultation session with the staff of the Secretariat and follow-up meetings with the various units of the JMB.

Focused drafting and consultation with the Secretariat's Strategy Committee.

Research →

AMCSS/CEP/CPSMA Genesis Report – *Articulating a new Positioning for Catholic Education in Ireland*

JMB Commissioned ESRI Report – *Embracing Diversity in all its Forms: The Voluntary Secondary Sector in Irish Education*

JMB Pre-Budget Submission

JMB Senior Cycle Redevelopment Survey

JMB Survey of Chairpersons

JMB Service User Satisfaction Survey

National research, including the various statements of strategy of the Department of Education & Youth and relevant agencies.



Vision

A vibrant, resilient, inclusive, and flourishing voluntary secondary school sector, supported by a dynamic, professional, and proactive Secretariat



Mission

To promote and support denominational education in accordance with the ethos of Catholic secondary schools and with the ethos of each of the Irish Schoolheads Association schools

To provide national leadership and advocacy as a recognised school management organisation on behalf of all voluntary secondary schools

To provide high-quality services, advice, support, and professional learning opportunities



Values

Ethos and Identity

Service and Respect

Integrity and Trust

Professionalism and Excellence

Inclusion and Diversity

Collaboration and Collegiality

Values

Ethos and Identity

SSS honours the distinctive denominational ethos at the heart of our mission, while respecting the identity and ethos of every school we serve.

Service and Respect

SSS is committed to placing the needs of our school communities at the centre of everything we do and to working in a spirit of mutual respect and cooperation.

Integrity and Trust

SSS acts with honesty, transparency, and consistency.

Professionalism and Excellence

SSS is committed to upholding high standards and to adopting evidence-informed practice while striving for continual improvement.

Inclusion and Diversity

SSS promotes diversity and we value and support inclusive school communities.

Collaboration and Collegiality

SSS works collegially and collaboratively as an organisation, with our schools, with CEP, APTCS, ISA, with Government Departments, and with national education organisations and agencies.



Strategic Pillars & Goals

1

Promoting Denominational Education in Voluntary Secondary Schools

- Aligning with our Constitutional Purpose
- Developing and Enhancing Faith Leadership within Schools in our Sector
- Advancing Catholic Education
- Advancing ISA Schools
- Developing the AMCSS Regional Structure

2

Providing National Leadership and Representation as a Recognised Management Organisation

- Influencing National Policy
- Advocating on Behalf of Voluntary Secondary Schools
- Communicating the Value of the Voluntary Sector
- Responding to change

3

Providing Leadership and Management Compliance and Advisory Services

- Providing a Comprehensive Range of Relevant Services
- Evolving the Professional Learning Service
- Enhancing the Leadership and Management Advisory Service
- Supporting the Agency of Volunteers

4

Promoting Educational Research and Development

- Ensuring Actions are Informed by Research
- Providing Evidence-based Supports
- Supporting Inclusion within our Schools and our Education System
- Prioritising Principal and Deputy Principal Wellbeing and Supporting Leader-practitioner Research
- Providing an Evidence Base for Enhancing the Public Funding of Voluntary Secondary Schools

5

Ensuring Organisational Effectiveness and Governance

- Ensuring that Operational Structure Meets Service Function
- Providing for Effective Governance
- Supporting the Agency of Volunteers
- Staff Development

1

Promoting Denominational Education in Voluntary Secondary Schools

Goals	Outcomes	Actions
<p>1.1 Aligning with our Constitutional Purpose</p>	<p>All SSS planning and activities align with the principles set out in its Constitution and its operational framework defined in its Internal Regulations</p>	<ul style="list-style-type: none"> ● SSS ensures that its Constitution and Internal Regulations are accessible, shared, and comprehended by all key stakeholders within the organisation. ● SSS uses its Statement of Strategy to support the achievement of its principal objects as outlined in its Constitution. ● SSS continues to research and articulate the value of denominational education in contemporary Irish society and examines how government policy impacts on the sustainability and expression of such provision.
<p>1.2 Developing and Enhancing Faith Leadership within Schools in our Sector</p>	<p>Faith leadership is strengthened and developed within our sector</p>	<ul style="list-style-type: none"> ● The SSS collaborates with APTCS and CEP to create a network of advocates for Catholic education and to support the development of prospective leaders (senior leaders and board members) and teachers with an ongoing commitment to Catholic education. ● SSS explores and supports approaches to the development of leaders and teachers who will support the promotion of ethos within ISA schools.

1

Promoting Denominational Education in Voluntary Secondary Schools

Goals	Outcomes	Actions
<p>1.3 Advancing Catholic Education</p>	<p>Catholic education is advanced and characterised by excellence, a clearly articulated vision and a shared responsibility for supporting ethos. The ongoing role, values, and contribution of Catholic education in a diverse and changing society are clearly advocated for and articulated.</p>	<ul style="list-style-type: none"> ● SSS contributes to the review and implementation of the current Memorandum of Agreement between SSS, APTCS and CEP, taking account of the continued evolution of each organisation and the needs of schools with a Catholic ethos. ● SSS collaborates with APTCS and CEP to support the advancement of Catholic education, including the promotion of excellence in schools with a Catholic ethos, the articulation of a shared vision of Catholic education, and the shared responsibility for supporting ethos. ● SSS continues its collaboration with the IEC through its active engagement in the Council for Education and its sub-committees ● SSS explores how the AMCSS regional structure can support the advancement of Catholic education through collaboration with other Catholic education bodies. ● SSS supports schools as they provide Catholic education in the context of increased religious and cultural diversity.

1

Promoting Denominational Education in Voluntary Secondary Schools

Goals	Outcomes	Actions
<p>1.4 Advancing ISA Schools</p>	<p>School ethos and excellence in education are continually advanced and promoted in ISA schools through collaboration between SSS and the Irish Schoolheads Association.</p>	<ul style="list-style-type: none"> ● A structured and sustained communication framework is agreed between the leadership of ISA and the senior leadership team of SSS, supporting effective liaison, information-sharing, and coordination in areas of shared interest. ● SSS and ISA collaborate to design and deliver leadership supports, professional learning, and training opportunities for ISA member schools, informed by the specific contexts of minority-faith education, including the distinctive needs of boarding schools. ● SSS supports ISA as it develops its constitution. ● SSS identifies common opportunities and challenges across all denominational schools to advance education in ISA schools, mindful of increased diversity and secularisation.
<p>1.5 Developing the AMCSS Regional Structure</p>	<p>AMCSS Regions operate effectively and are strengthened as communities of good practice.</p>	<ul style="list-style-type: none"> ● The SSS produces a development plan supporting the effective management, leadership, and operation of AMCSS Regions, including a training programme for region leadership teams. ● This development plan includes a process to realise the vision of AMCSS Regions as communities of good practice. ● SSS examines ways to support more active engagement by chairpersons in regional meetings and training events.

2

Providing National Leadership & Representation as a Recognised Management Organisation

Goals	Outcomes	Actions
<p>2.1 Influencing National Policy</p>	<p>SSS is recognised as a visible and proactive national leader, influencing national policy development and public discourse in ways that support the voluntary secondary school sector.</p>	<ul style="list-style-type: none"> ● SSS develops a contemporary and effective communications strategy with the aim of building an awareness of the vision and work of the Secretariat, supported by appropriate training as required. ● SSS engages purposefully with the National Convention on Education to make a positive contribution, to influence policy, and to promote an understanding of the importance of the voluntary sector in Irish education. ● SSS prioritises engagements with the key partners in education.
<p>2.2 Advocating on Behalf of Voluntary Secondary Schools</p>	<p>SSS is recognised as a strong and credible representative body in its advocacy on behalf of voluntary secondary schools. Strong collaboration and relationships exist across education partners, supporting shared understanding, shared values, and the sustainability of the voluntary sector. The voluntary secondary school sector is strengthened, appropriately resourced, and valued within secondary education.</p>	<ul style="list-style-type: none"> ● SSS works to address challenges facing the voluntary sector as prioritised through its consultation mechanisms, including the process of developing this statement of strategy. ● SSS promotes the value of an appropriate level of school autonomy, enabling voluntary secondary schools to respond to their local context and meet the needs of their local communities. ● SSS works closely and in partnership with all relevant bodies, including Educate Together and An Foras Patrúnachta, to promote the interests of the voluntary secondary school sector. ● SSS engages with international experience and practice in relation to voluntary education.

2

Providing National Leadership & Representation as a Recognised Management Organisation

Goals	Outcomes	Actions
<p>2.3 Communicating the Value of the Voluntary Sector</p>	<p>An elevated public understanding of the value of voluntary secondary schools.</p>	<ul style="list-style-type: none"> ● SSS works collaboratively to engage with policy developments, including those emerging from the National Convention or otherwise (e.g. Education 2050), to support the voluntary sector. ● SSS promotes an understanding of the contribution of voluntary secondary schools to education in Ireland. ● Through its provision of services to all voluntary secondary schools, SSS demonstrates the value of voluntary education as a vehicle for diverse educational provision that is responsive to local needs. ● SSS liaises with the National Parents' Council and the Irish Second-Level Students' Union to advocate for a broad and diverse educational provision that includes a strong voluntary sector.
<p>2.4 Responding to Change</p>	<p>The voluntary secondary school sector remains resilient and responsive. Schools are supported to respond effectively to a rapidly changing educational, social, and cultural landscape.</p>	<ul style="list-style-type: none"> ● In responding to identified and emerging needs, SSS exercises national leadership on behalf of voluntary secondary schools by shaping system responses to change, including social and political, advocating for school management interests, and providing authoritative guidance and support to boards and senior leaders. This includes leading engagement on developments such as curriculum and assessment developments, generative artificial intelligence, inclusive education policy, leadership and workforce sustainability, governance obligations, and regulatory reform. ● Through a strong regional structure, its advisory groups, conferences and other events, and effective communication mechanisms, SSS remains committed to ensuring that school experience informs its advocacy for schools navigating change.

3

Providing Leadership and Management Compliance and Advisory Services

Goals	Outcomes	Actions
<p>3.1 Providing a Comprehensive Range of Relevant Services</p>	<p>Voluntary secondary schools have access to a comprehensive range of quality information, resources, advice, support, professional learning, services.</p> <p>.....</p> <p>SSS uses an evidence-informed process for design and review of its services.</p>	<ul style="list-style-type: none"> ● SSS engages regularly with its schools to identify service needs and reviews, organises and enhances services and supports in response to those needs. ● SSS provides timely, accurate and supportive advice to chairpersons, principals and deputy principals through its various units: School Management Advisory, Financial Support Services (FSSU), Buildings, School Procurement (SPU), Vetting, Child Protection, GDPR, and Education, Research & Development. ● SSS reviews its website, training materials, and other resources for school leaders to ensure they remain responsive to the needs of schools. ● SSS explores the effective use of technologies to support the delivery of this outcome. ● SSS engages with external networks to support the achievement of its goals. ● SSS develops targeted supports to meet the specific needs of deputy principals, encouraging their engagement with the organisation and developing their contribution to senior leadership within their schools. ● SSS supports the development of a community of practice across its operations to promote shared learning and coherence. ● SSS periodically seeks feedback from school management and chairpersons on its services and reports its findings to the Board of Directors.

3

Providing Leadership and Management Compliance and Advisory Services

Goals	Outcomes	Actions
3.2 Evolving the Professional Learning Service	Professional development and learning opportunities provided by SSS are aligned with the evolving needs of school leaders and boards of management and are designed to support effective leadership and governance in the context of national education policy, legislative change, and system developments and reform.	<ul style="list-style-type: none"> SSS consults annually with its schools to identify professional learning needs and informed by national education policy, legislative change and system reform, designs and delivers a calendared programme of professional development. This includes management and governance development, supporting the development of effective and cohesive senior leadership teams and leadership capacity within schools, and supporting schools in responding to the expansion of inclusive and special education provision and curriculum developments.
3.3 Enhancing the Leadership and Management Advisory Service	School leadership and management advisory services are responsive to identified school priorities and to current and emerging demands on school management.	<ul style="list-style-type: none"> SSS responds to the needs of schools by reviewing how its advisory services are structured and delivered in a cohesive manner.
3.4 Supporting the Agency of Volunteers	Volunteer activity within school management structures is recognised, affirmed and supported.	<ul style="list-style-type: none"> SSS engages with other voluntary organisations and relevant research to promote volunteerism within the sector. SSS examines how the volunteerism that supports the voluntary sector is acknowledged and validated, while providing supports to chairpersons and members of boards of management.

4

Promoting Educational Research and Development

Goals	Outcomes	Actions
<p>4.1 Ensuring Actions are Informed by Research</p>	<p>Strategic goals, actions, and advocacy are informed by high-quality research carried out and commissioned by SSS as well as national, and international research.</p>	<ul style="list-style-type: none"> ● SSS carries out and commissions high-quality research, independently and in collaboration with partner organisations, to inform national policy, strengthen the voluntary secondary sector, and support the achievement of its strategic goals. ● SSS engages with national and international research and experience to inform the realisation of its strategic goals. ● SSS uses its insight, expertise, experience, and research findings to provide leadership within the Irish education system to promote best practice in areas identified through consultation.
<p>4.2 Providing Evidence-based Supports</p>	<p>Schools are supported as they aim to achieve excellence in learning, teaching, curriculum provision, assessment practices, and holistic development of the student through access to high-quality research.</p>	<ul style="list-style-type: none"> ● SSS regularly engages with its schools through the JMB/AMCSS Councils and Regions, JMB Advisory Groups, and by other means, to prioritise research themes, with an emphasis on current contexts, emerging policies, and initiatives. ● SSS effectively disseminates research findings and submissions and uses such findings to inform its programme of professional learning for school leaders, chairpersons and boards of management.
<p>4.3 Supporting Inclusion within our Schools and our Education System</p>	<p>Secondary schools in the voluntary sector provide inclusive learning experiences, informed by high-quality research and supported by coherent national policy and resourcing.</p>	<ul style="list-style-type: none"> ● SSS disseminates research findings and provides professional learning for school leaders to support the development of an inclusive learning environment. ● Informed by research, SSS engages and collaborates with the Department of Education and Youth, the Inspectorate, NCSE, NCCA, NEPS, and other agencies to advance inclusion in our schools and to influence the development and implementation of inclusive education policies.

4

Promoting Educational Research and Development

Goals	Outcomes	Actions
<p>4.4 Prioritising Principal and Deputy Principal Wellbeing and Supporting Leader-practitioner Research</p>	<p>SSS strategy in relation to school leaders' wellbeing and the sustainability of leadership roles is informed by high-quality research and contributes to the national understanding of leadership capacity and retention.</p> <p>.....</p> <p>Voluntary secondary schools and the education system are enhanced by the research of leader-practitioners.</p>	<ul style="list-style-type: none"> ● SSS supports research to inform the description, support, and development of best practice in relation to senior leadership within voluntary secondary schools. ● SSS supports research on the effectiveness of its confidential, peer-based reflective practice groups for our senior leaders. ● Through its bursary scheme, SSS welcomes, affirms, and supports relevant research undertaken by voluntary secondary school leaders, collaborates where feasible with such research, and shares findings among voluntary secondary schools where appropriate.
<p>4.5 Providing an Evidence Base for Enhancing the Public Funding of Voluntary Secondary Schools</p>	<p>There is a clear, evidence-based description of the extent to which voluntary secondary schools rely on fundraising, parental contributions, and voluntary payments.</p>	<ul style="list-style-type: none"> ● SSS commissions and disseminates research on the financial sustainability of voluntary secondary schools, including the scale, purpose, and implications of fundraising and parental contributions, to inform advocacy, policy engagement, and public understanding.

5

Ensuring Organisational Effectiveness and Governance

Goals	Outcomes	Actions
<p>5.1 Ensuring that Operational Structure Meets Service Function</p>	<p>The internal operational structure of SSS is aligned with an efficient and effective service model and key strategic objectives, enabling the organisation to achieve its goals and respond to the evolving needs of schools.</p> <p>.....</p> <p>The human resource capacity of the SSS is aligned to meet the needs of our schools.</p>	<ul style="list-style-type: none"> • The operational structure of SSS is kept under review to ensure alignment with service needs and strategic goals. • Corporate and human resource services are provided to support organisational effectiveness. • The SSS Board of Directors periodically reviews staffing capacity and deployment to ensure alignment with the strategic objectives of the organisation over the term of this plan.
<p>5.2 Providing for Effective Governance</p>	<p>The organisation’s governance structures operate effectively and are subject to regular evaluation.</p>	<ul style="list-style-type: none"> • SSS, as a registered charity, monitors compliance with CRA obligations, and other legislative requirements and identifies gaps or discrepancies for remediation.
<p>5.3 Supporting the Agency of Volunteers</p>	<p>Volunteer agency within SSS governance and organisational structures is recognised, supported, and sustained.</p>	<ul style="list-style-type: none"> • SSS understands the scope and scale of volunteer agency across its governance and organisational structures and identifies appropriate supports and development opportunities, particularly for regional leadership teams and those in governance and advisory roles.
<p>5.4 Staff Development</p>	<p>A strong culture of collaboration, organisational effectiveness, professional learning and a sense of belonging is sustained across the organisation.</p>	<ul style="list-style-type: none"> • SSS develops a strategy to promote further formal and informal collaboration, team building, operational consistency among staff, and coherence around the vision, mission, and values of SSS. • SSS promotes the effective use of technology to enhance organisational efficiency. • SSS develops a more structured induction programme to support new staff members in integrating into the organisation and in understanding its vision, mission, and values.

Implementing, Monitoring, and Reporting

This Statement of Strategy sets out the strategic pillars, goals, outcomes, and actions that will direct the work of the Secretariat of Secondary Schools over the period January 2026 to December 2030.

Ongoing progress will be monitored by the Strategy and Risk Committees and reported through general updates to the Board of Directors and through published reports to annual conference.

The preparation and implementation of an annual corporate plan are central to guiding and monitoring progress at organisational and individual level.

Progress reports and presentations on the various areas of work will be presented to the board over the course of the strategy.

Origins

In 1964, Catholic (religious and lay) and Protestant managerial groups came together informally as the Joint Managerial Body (JMB) to negotiate with, and make representations to, the Department of Education and the ASTI.

The Secretariat of Secondary Schools (SSS) was incorporated as a company limited by guarantee in 1973 to support the interests of voluntary secondary schools. It provided administrative support to both the JMB and the Council of Management of Catholic Secondary Schools (CMCSS), which had been established in 1968 and brought together representatives of the various Catholic managerial bodies of the time.

In 1987, CMCSS was restructured, leading to the establishment of the Association of Management of Catholic Secondary Schools (AMCSS) and its regional network.

From these beginnings, SSS—through its AMCSS and JMB structures—has developed into a recognised school management organisation and a key stakeholder in Irish education.

A more detailed history is available at www.jmb.ie in the ‘Who we are’ section.

General Secretaries

1972 – 1975	Fr John Hughes SJ
1975 – 1977	Unfilled
1977 – 1996	Br Declan Duffy
1997 – 2005	Mr George O’Callaghan
2006 – 2015	Mr Ferdia Kelly
2016 – 2023	Mr John Curtis
2023 –	Mrs Deirdre Matthews

Presidents

1987 – 1990	Br Adrian McGrath
1990 – 1997	Mr Liam Murphy
1997 – 2000	Sr Marie Celine Clegg
2000 – 2003	Mgr Jim Cassin
2003 – 2006	Mr Paul Meany
2006 – 2012	Mr Noel Merrick
2012 – 2018	Fr Paul Connell
2018 – 2023	Mrs Deirdre Matthews
2023 –	Mr John Barry

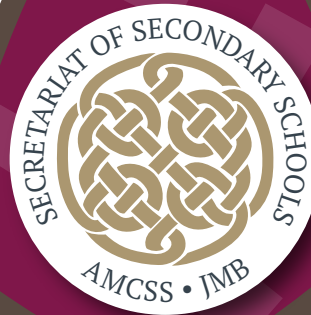
Promoting
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Providing
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Compliance and
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Promoting
Educational Research
and Development

Ensuring
Organisational
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JMB Joint Managerial Body
AMCSS Association of Management of Catholic Secondary Schools
Secretariat of Secondary Schools

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