

COLÁISTE CHRAOBH ABHANN

KILCOOLE
COUNTY WICKLOW

ROLL NUMBER 76076M



School Self-Evaluation Report
(Including Legislative, Regulatory and Policy Checklist)

Evaluation period: August 2014 to June 2017

Report issue date: September 2016

Ratified by Board of Management on Monday 11th September 2017

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A self-evaluation of teaching and learning was undertaken at Coláiste Chraobh Abhann during the period April 2016 and December 2016.

The focus of the evaluation was:

1. School Development Planning review
2. State Examination results in the Junior and Leaving Certificate
3. Junior Cycle Reform implementation
4. Assessment Practices

The areas for focus were identified by:

1. Teacher survey
2. Teacher reflection - SCOT Analysis
3. Evaluation of the JC and LC exam results
4. Parent survey
5. Parent reflection – Parents' Council members
6. Student survey
7. NCCA requirements
8. Legislative requirements
9. JC reform requirements
10. Requirements outlined SSE Guidelines 2016-2020

1.2 School context

Coláiste Chraobh Abhann is a Community College which operates under the auspices of Kildare and Wicklow Education and Training Board (KWETB). The school opened for first year students in September 2003. It is built on the edge of Kilcoole village and serves a community incorporating 4 villages and a rural hinterland in north east Wicklow. The school is co-educational and multi-denominational. It had a phased introduction of students, reaching its capacity of 560 in September 2008. The current enrolment of 676 students is catered for by a staff of 51 teachers and 13 ancillary staff. An application for a school extension has been made to the DES as the school is expected to grow to a population of over 800 students by September 2021. There are 4 main feeder primary schools in the catchment area and strong links have been forged with these schools over the years with a ten stage 'Transition Programme' in place to support pupils transferring to Coláiste Chraobh Abhann.

In relation to the total school cohort of students, 49 students (7.2%) are in receipt of Resource Teaching Hours (RTH) from the Department of Education and Skills (DES). A list of 'Gifted' students has been compiled and a strategy has been developed to ensure they are recognised and supported by teachers and challenged in their learning.

The school offers the following programmes to students:

1. Junior Certificate
2. Transition Year Programme
3. Leaving Certificate
4. Leaving Certificate Vocational Programme
5. Leaving Certificate Applied Programme

Students come from a variety of socio-economic backgrounds with a range of abilities on the academic spectrum reflecting the diversity in the population at large.

An SSE Core Team was formed during the academic year 2012-2013 and is composed of the following staff representatives:

1. Literacy Co-ordinator
2. Numeracy Co-ordinator
3. Guidance Counsellor
4. Subject Teacher
5. Deputy Principal
6. Principal

Each subject department grouping is represented by at least one of the core team members above.

The SSE Core Team regularly report to staff at staff and subject department meetings and seek feedback on the SSE process and its findings.

Resources are stored on the shared network and are accessible to all teachers. This is essential to supporting teachers in implementing the actions and reaching targets set in the SIP.

Summary of school self-evaluation findings

2.1 The school has **strengths in the following areas:**

1. The STEN scores from the primary school report cards were analysed. It was found that the STEN scores for English Reading and Mathematics for the 1st Year cohort (2016-2017) were very slightly above the national norms for the cohort. Please refer to Appendix 1.
2. CAT scores for the 1st Year cohort (2016-2017) are very slightly above average compared with the national average.
3. Teachers are using agreed strategies for numeracy and literacy development among students.
4. It is custom and practice for subject teachers and departments to reflect on their students' attainment by examining the participation rates at higher level in subjects and the number of combined ABCs in comparison to the national averages.
5. A strong staff commitment to improving academic standards and an awareness of amongst staff of their leading role in developing numeracy and literacy skills in students.
6. 'Learner Outcomes' and Homework' displayed in all class rooms and are used by teachers.
7. Teachers are aware of their central role in student achievement in relation to their assessment practices.
8. There is an excellent ICT infrastructure in the school which can support literacy and numeracy development in students. Students in Junior Cycle and TY have iPads and this further enhances the opportunity for self-directed learning by students.

2.2 The following areas are prioritised for improvement:

1. To focus on embedding actions in the School Improvement Plan that have less than 80% support from teachers. These actions are listed below:
 - 72.5% of teachers reported that they focus on writing, spelling, punctuation and grammar with student and only accept full sentence answers from students for classwork, homework and tests.
 - 72.5% of teachers say they use 'Evidence of Learning' in testing.
 - 67.5% of teachers reported that they ensure tests are recorded in the journal by students.
 - 67.5% of teachers support the initiative of setting target grades for students in house and state examinations.

- 60% of teachers have implemented the two agreed strategies to support numeracy development in students – ‘SALT’ and ‘Estimate, Calculate, Check’.
 - 42.5% are in agreement that the ‘Horseshoe’ classroom layout supports collaborative learning.
2. Embedding the Maths Competency Test as a custom and practice in all first year Mathematics classes and utilising the results to improve students’ skills at basic Mathematical operations.
 3. Embedding the Literacy Test as a custom and practice in all first year English classes and utilising the results to improve students’ Literacy skills.
 4. To develop a template for a more focussed approach to the review of the state examination grades for LC and JC in subject departments
 5. To design of an Assessment Policy by a work group of staff.
 6. To initiate a new cycle of School Development Planning involving surveys of all the education partners and the establishment of work groups for identified priorities.
 7. To support staff training for the Junior Cycle Reform Implementation
 8. To review the school’s Assessment Policy and practices

3. Progress made on previously-identified improvement targets in the School Improvement Plan

- All classrooms have displays promoting subject specific literacy and posters highlighting key words.
- 100% of teachers are involved in the analysis of the LC/JC statistics produced by the school at a department meeting in Term 1 and report to the Principal using the standard reporting template.
- 92% of teachers have identified Key Words in their subject area.
- 90% of all teachers support the Study Skills Week initiative.
- 90% of teachers confirmed that all classrooms have displays of students’ work.
- 87.5% of teachers have a copy of Bloom’s Taxonomy on display in their room and have received training on the use of questioning.
- 85% of teachers have ‘Learning Outcomes’ and ‘Homework’ signs on the whiteboard and use them daily.
- 85% of teachers give homework and tests based on state examination questions in the JC to 2nd and 3rd years and in the LC to 5th and 6th years.
- 85% ensure that there is regular formal testing of students with a guideline of 10 formal written tests per year.
- 85% of teachers have reviewed a Chief Examiner’s report in their subject area and have discussed it at Department meeting.
- 80% of teachers reported that they have increased communication with home through greater use of homework journal and telephone calls home/emails/meetings.
- 80% of teachers support the common approach across all subject areas in calculating percentages and have displayed the relevant poster in their home rooms.
- 72.5% of teachers reported that they focus on writing, spelling, punctuation and grammar with student and only accept full sentence answers from students for classwork, homework and tests.
- 72.5% of teachers say they use ‘Evidence of Learning’ in testing.
- 67.5% of teachers reported that they ensure tests are recorded in the journal by students.
- 67.5% of teachers support the initiative of setting target grades for students in house and state examinations.

- 60% of teachers have implemented the two agreed strategies to support numeracy development in students – ‘SALT’ and ‘Estimate, Calculate, Check’.
- 42.5% are in agreement that the ‘Horseshoe’ classroom layout supports collaborative learning.
- Review of the state examination grades for LC and JC is now embedded as a culture and practice in the school.

4. The following legislative and regulatory requirements need to be addressed.

1. The length of school week (minimum of 28 hours for all year groups)
This matter will be addressed through school planning during the academic year 2016-2017 and a new school week schedule will be in place for the start of the academic year 2017-2018.
2. Attendance and Participation strategy. This policy is scheduled for review during the academic year 2016-2017.

**Appendix to Post-primary School Self-Evaluation Report:
Legislative and regulatory checklist - reporting to the school community**

Rules and regulations for schools are set out in a number of Education Acts, and in Circulars issued to schools from time to time by the Department of Education and Skills. The list below deals with important areas of school life and tells you what rules and regulations apply to them. You will find the Acts and Circulars mentioned on the Department's website, www.education.ie .	
Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
Enrolment of students The Education Act 1998, the Education (Welfare) Act 2000, and Circular M51/93 set out the principles schools should follow in their enrolment policies	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Repeating a year Students may repeat a school year in certain conditions and for particular reasons, such as illness. Conditions are set out in Circular M02/95	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The school calendar and the school timetable Schools must offer a minimum of 167 school days each year to all year groups. Circular M29/95 sets this down. Schools must offer a minimum school week of 28 hours for all year groups. Circular M29/95 sets this down.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Standardised school year School holidays are now standardised so all post-primary schools have holidays at the same time. The current school holidays circular is 34/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Parent/teacher meetings and staff meetings These meetings have to happen at certain times of the day so as not to interrupt teaching time or inconvenience parents. Circular M58/04 sets these out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation of national literacy and numeracy strategy Schools are required to have a whole-school approach to literacy and numeracy development. Parents have an important role to play in this area. See <i>Literacy and Numeracy for Learning and Life</i> , and Circular 25/2012	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Agreement regarding additional time in school for teachers Circular 025/2011 requires teachers to do an additional 33 hours of out-of-class work each year, so as not to reduce teaching time	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Development of school plan All schools are required to have a school plan, giving their mission and vision, policies and priorities for development	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Engagement with school self-evaluation (SSE) process The SSE process requires schools to evaluate how well they are doing, and where they need to improve. The voices of parents and students are very important to this evaluation process. See www.schoolself-evaluation.ie .	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Guidance provision in post-primary schools The Education Act 1998 requires all schools to provide appropriate guidance to students. See Circular 09/2012 for the current arrangements.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Delivery of CSPE to all junior cycle classes Civic, Social and Political Education is currently a compulsory subject in the junior cycle. All junior cycle students should have one CSPE lesson per week.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Exemption from the study of Irish Some students may be exempt from studying Irish. See Circular M10/94	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation of child protection procedures The <i>Child Protection Procedures for primary and post-primary schools</i> (2011) oblige schools to ensure that: liaison persons have been appointed; the procedures have been communicated to the whole school community; and the procedures are being followed	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Implementation of complaints procedure as appropriate Section 28 Education Act 1998 provides for procedures to address complaints about a school	Complaints have been resolved or are being resolved <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
Appeal in the case of refusal to enrol students, suspension, and expulsion Section 29 Education Act 1998 provides for an appeal procedure in these cases. The school deals with them first. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision.	Appeals have been dealt with or are being dealt with <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

**Appendix to Post-primary School Self-Evaluation Report:
Policy checklist – reporting to the school community**

Schools are required to have certain policies in place as part of their permanent school plan. It is good practice for schools to consult with the school community in forming and reviewing many of these policies. The school board of management has to approve and ratify policies, and should ensure that they are reviewed on a regular basis.	
What area of school life does the policy deal with and what is the aim of the policy?	Has the policy been approved by the Board of Management?
Enrolment policy Section 15 of the Education Act 1998 obliges schools to have and publish an enrolment policy that respects the principles of equality and parental choice	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Code of behaviour Section 23, Education (Welfare) Act 2000, and the 2008 <i>National Educational Welfare Board Guidelines</i> set out regulations and good practice for schools to follow when drawing up and implementing a code of behaviour. This good practice includes consultation with parents and students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Anti-bullying procedures The Department's <i>Anti-bullying Procedures for Primary and Post-primary Schools</i> , 2013, set out the measures that schools are required to have in place.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Attendance and participation strategy Section 22 Education Welfare Act 2000 requires schools to develop a strategy to support high levels of student attendance and participation in school life. Parents have a very important role and responsibility in this area.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Health and Safety Statement All schools should have a health and safety statement that is regularly reviewed (see Section 20 Health and Safety Act 2005)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Data protection School procedures relating to gathering, storing and sharing data on students should comply with data protection legislation - Data Protection Act 1988 and Data Protection (Amendment Act) 2003	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Special education needs policy Various pieces of equality and education legislation, especially the Education for Persons with Special Educational Needs Act (EPSEN) 2004, require schools to be inclusive of students with special educational needs and to provide for them appropriately using the resources available	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Social, personal and health education (SPHE)/Relationships and sexuality education (RSE) policy Schools are required by various circulars to provide SPHE in the junior cycle and RSE throughout the school, and to have policies to support this provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Substance use policy The National Drugs Strategy and Department guidelines require schools to develop and implement a substance use policy in consultation with parents and students, and other relevant agencies	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Internet acceptable use policy Schools should have and implement a policy to instruct students on safe and responsible use of the internet. Parents have a key role to play in this area. See www.webwise.ie .	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Child protection policy All schools should have a child protection policy that includes the <i>Child Protection Procedures</i> . The policy should be communicated to the whole school community.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Parents as partners in education It is good practice for schools to have a parents' association, and to promote partnership between home and school. The board of management has an important role in supporting the parents' association.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Deployment of special needs assistants Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of schools and students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No