



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:

- Teachers are using key Assessment for Learning (AfL) strategies in their lessons.
(Assessment for learning is about using assessment in the classroom as a tool to improve students' learning.)
- The majority of teachers are sometimes sharing the learning intentions of lessons.
- Teachers are encouraging both peer and self-assessment in their students.
- There is a critical mass of teachers already using key AfL techniques.
- Teachers' reflection on their practice and use of AfL is in line with student experiences and perception of AfL

This is what we did to find out what we were doing well, and what we could do better:
Qualitative and quantitative data was gathered and analysed by the SSE team.

- 1st year CAT3 results were analysed to give an overview as to how our 1st year students compare to the national norms.
- Teachers completed an online survey relating to their use of AfL strategies in the classroom.
- 1st year students also completed an online questionnaire relating to their experience of AFL in the classroom.

This is what we are now going to work on:

- An increased number of teachers always sharing the learning intentions with students.
- The incorporation of a recognisable system by all teachers to allow students to clearly express their levels of comprehension. (Traffic Lights)
- Teachers to share criteria of quality with their students on a regular basis.
- More Continued Professional Development for teachers on the use of AfL strategies.

This is what you can do to help:

Remind your son of the importance of the Homework Journal. Homework journals contain the Traffic Lights System. This system allows a student to communicate clearly their level of understanding in a class.

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays

The Department requires all post-primary schools to have **167 school days** each year, and a **28-hour school week**.

This year we had **167** school days, from [first day] to [last day]. Our school week is **28** hours.

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time. **YES** / NO

The Department sets out arrangements for **parent/teacher meetings and staff meetings**.

This year we had **6** parent/teacher meetings and **5** staff meetings, all in line with the Department's regulations.

Looking after the children in our school

The Department requires schools to follow the *Child Protection Procedures* it has set down.

Our board of management has agreed in writing to do this. **YES** / NO

All teachers know about the *Procedures* and we have told

all parents about them and how we follow them. **YES** / NO

Our Designated Liaison Person (DLP) is

Mr. David Madden

and our Deputy DLP is

Mr. Paul Savage

Enrolment and attendance

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published. **YES** / NO

We reviewed (and updated) our admissions policy on: **[27/6/16]**

We keep accurate attendance records and report them as required. **YES** / NO

We encourage high attendance in the following ways: Using biometric hand scanners to track attendance. High attendance is recognised in our Annual Awards Night.

This is how you can help: Submitting absent notes. Arranging family holidays outside of term time.

Positive behaviour for a happy school

The Department requires schools to have a code of behaviour, and asks us to consult parents and students about it. We do this. YES / NO

Our code of behaviour describes and supports positive behaviour. YES / NO

We have a very clear and high-profile anti-bullying policy in our school. YES / NO