

Coláiste Abbáin



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

May 2019

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:

Literacy and Numeracy

Group	Literacy rating	numeracy rating	response rate
Parents	8	8	71%
Students	8	7	100%
Teachers	9	8	100%

1=poor 10=excellent

- 92% of parents agree that teaching keywords helps develop their child's understanding in subject areas.
- 91% of teachers use literacy and keywords to help students understand topics all of the time with a further 9% some of the time.
- 100% of teachers identified keywords, 83% DEAR and 91% Word of the Week as being most effective in developing students' literacy skills.
- 74% of teachers have developed further numeracy visual aids in their classroom this year to enhance students' learning.
- 91% of teachers have used numeracy in assessment with their classes this year with (61% using it with some of their classes).
- 92% of parents agree that plotting test results on a chart in subject areas throughout the school year will help their child review their progress.
- 85% of students have used numeracy in assessment to plot test results (67% sometimes using numeracy in assessment).
- All students accessed the school library this year during timetabled English classes.

Teaching & Learning

- 77% of students stated that it is helpful when they are told the learning intentions at the start of the lesson.

- 100% of teachers make learning intentions clear at the start of class (48% sometimes making them clear).
- 73% of students stated that summarising at the end of class would enable them to clarify what they have learned.
- 100% of teachers summarise learning intentions at the end of class to help students identify what they know and don't know (52% of teachers doing it sometimes).
- 87% of teachers have used 'think pair share, 61% Visual Verbal Square, 65% placemat, Q chart 22%, Edmodo 26% this academic year(lunch n learn 17/18/19)
- 91% of teachers provide opportunities for 1st year students to develop oral skills.
- Teachers have engaged in the following collective collaborative practices this year

Informal discussions with colleagues	100%
Subject planning meetings	96%
Lunch n learn	74%
Extra-curricular activities	74%
Co-teaching	61%
Strategy teams	57%
Development of programmes	30%
- 94% of parents like to get JCSP postcards, text messages and other forms of positive recognition from school.
- 96% of teachers stated the CAT4 information session given in September at the staff meeting was very informative.

Student happiness

- On a scale of 1-10 (1= not happy, 10= extremely happy) the parents rated their child's happiness in Coláiste Abbáin as an 8.

Éacht attainment programme, Resilience First, Resilience Academy and Co-teaching all received fantastic feedback and will continue to be used facilitated in Coláiste Abbáin.

This is what we did to find out what we were doing well, and what we could do better:

- Random number of students surveyed via google docs across the whole school on May 2019 (51 students) 100% response rate.
- Parents' google docs survey hard copy data entered by Deputy Principal to ensure higher response rate. (71% response rate achieved on 9th May 2019)
- All teachers surveyed google docs survey to be completed by 8th May 2019 (92% response rate)
- Relevant personnel reflecting over DEIS and SSE targets on noticeboard. (all year)
- Evaluate the resilience programme 1st Year students via google docs. Pre and post surveys completed this year to analyse the impact of this more closely. (12 students)
- Resilience Academy also evaluated. Newly introduced intervention 2018/19 academic year.(10 students)
- ÉACHT attainment programme survey May 2019.(9 students)
- Co- teaching October 2018 students' opinions sought about their experience. (7 students)

This is what we are now going to work on:

- Enhancing teacher collaboration. – more co teaching opportunities.
- Further development of students' literacy and numeracy skills – All teachers are being asked to implement Numeracy in Assessment in September.
- Reflecting on the structure of teachers' lessons.
- Croke Park used to provide IT training for teachers in Microsoft teams and one note.
- More guest speakers for the Éacht programme possible involvement of past students.
- Continue with lunch n learn as a means to share teaching strategies and good practice.
- Encourage more observation of teaching strategies to share ideas.

This is what you can do to help:

Encourage your child to read at home, complete all homework and reflect on work completed. Encourage your child to practice mental maths and communicate the importance of constantly improving their numeracy and literacy skills. Attendance and work ethic are key factors that assist student attainment. Please encourage your child to engage in as many school activities as possible to promote their wellbeing and learning. Attend our Parent teacher meetings and information evenings to help us develop a partnership in education.

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 27th August 2018 to 31st May. 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

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

This year we had 4 parent /teacher meetings and 4 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

All teachers know about the *Procedures* and we have told all parents about them and how we follow them. YES

Our Designated Liaison Person (DLP) is John Nolan

and our Deputy DLP is Lorraine Simmons

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

We reviewed our admissions policy on: 12th Sept 2018

We keep accurate attendance records and report them as required. YES

We encourage high attendance in the following ways: In Squad meetings, sms and phone calls home, Letters home, meetings with parents SCP, HSCL, DP, P, Student Support Team meetings every week, BFL programme

This is how you can help: Encouraging your child to achieve maximum school attendance, praising their achievements and active participation in school activities. Please ensure any absence from school is explained via notes in the school diary.

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

Our code of behaviour describes and supports positive behaviour. YES

We have a very clear and high-profile anti-bullying policy in our school. YES

This year we have further enhanced the positive rewards aspect of our Code of Behaviour through the Positive Affirmation Awards. The feedback from all stakeholders is very positive about this improvement.