

## St Colman's Community College, Midleton



### OUR SUMMARY SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2017-2018

**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:

The main strengths of the school are the quality of teaching and learning and the willingness of the staff to embrace and share good practice in a collaborative manner. Co-teaching operates widely across all subjects.

The development of successful teaching and learning initiatives such as the development of strategies to give feedback to students has improved learner outcomes.

Supports are provided for appropriately identified students, such as literacy, numeracy, curriculum support and personal development, as necessary.

The rapport between students and staff and the whole-school commitment to student wellbeing and student welfare is very good.

Attendance and retention strategies are working successfully to improve participation and engagement in education

Strong links with parents and the community.

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

Baseline data gathered by the Literacy team informed a decision to develop an initiative to increase the number of students who like to read for pleasure.

Data gathered after the initiative informed us that 71% of our first year students like to read for pleasure, an increase of 8% from baseline data.

98% of our first year students made an oral presentation to their class in spring term 2016. We plan to expand this strategy to other year groups and develop oral presentation skills among all students.

There is awareness amongst staff of the importance of developing student numeracy and teachers in all subject departments see themselves as having a role to play in developing numeracy skills.

Teacher, student and parent surveys carried out in Sept 2017 highlighted feedback to students as an area that needed improvement.

Curriculum planning and review highlighted where changes needed to be made to the current curriculum to meet the requirements of Junior cycle reform.

The attendance strategy and work of SCP and HSCL has improved the attendance of Band 2 students in year 1.

**This is what we are now going to work on:**

We will focus on introducing a short course to suit the needs of students who are exempt from languages.

The attendance strategy will be rolled out to all 1st years.

The Drop Everything and Read initiative will be expanded to all students to encourage reading for pleasure among senior students.

A STEP – Speech, Tone, Eye Contact and Pace pilot programme will run through to 3rd year to build confidence in students speaking aloud in class

The Digital Literacy Learning Project will be developed in the school.

All teachers will be supported in developing estimation in their classes by the Maths team.

Study opportunities and methods will be supported at senior cycle to improve examination attainment.

Initiatives to improve teaching and learning – self-assessment, peer-assessment and feedback will be incorporated into lessons in a number of subjects to support student learning.

Research will be undertaken in co-teaching - this research will inform us about the benefits of team teaching and will look at the team teaching strategies that are most effective to support examination attainment.

Student Voice will be developed to encourage students to share their experiences, opinions and ideas about teaching and learning.

**This is what you can do to help:**

Take an active interest in your son/daughter's learning. Discuss how they are learning and how they like to receive feedback on their work in school.

Encourage reading for pleasure.

Overall, by showing an interest and commitment to your son/ daughter's education you will enhance his/her sense of self worth leading to a benefit to his/her wellbeing.

**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 August 2016 to June 2017. 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 6 parent/teacher meetings and 3 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

Designated Liaison Person (DLP) Ms. Karen Casey

Deputy Designated Liaison Person (DDL) Ms. Máirín Lally

### ***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 (and updated) our admissions policy on: 20/03/18

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

We encourage high attendance in the following ways: Attendance Strategy - DEIS Initiative. VsWare text alert to parents. DP punctuality monitor. Class teacher journal monitor.

This is how you can help: Ensure your son/daughter attends daily and is punctual.

### ***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