

St. Caimin's Community School



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2021 - 2022

Context:

The work of the School Self-Evaluation (SSE) team and that of the management and staff for 2021 – 2022 was guided by Circular 0033/2021. The SSE process was used in St. Caimin's Community School to help address challenges that have arisen in the pandemic context, to complete remaining work on aspects of teaching and learning that had previously been selected as a focus for self-evaluation and address other areas identified as a priority within the school context. The SSE process in particular focused on the monitoring and review of previous improvement plans and on the development of a positive school culture towards homework.

In the last year (2021 - 2022), we have looked at teaching and learning in our school to find out what we are doing well. Through student focus groups, questionnaires, observation of term reports and feedback from staff we have discovered that the following are going well:

1. The provision of quality reporting for house and mock examinations.
2. Teachers' engagement with Formative Feedback at classroom level.
3. Teachers' use of digital technologies for the provision of regular Formative Feedback.
4. Subject department inclusion of approaches to oral and written Formative Feedback in subject planning.
5. Student acknowledgement of Formative Feedback.
6. Staff and students' engagement with ICT to assist Learning and Teaching (in school and online) and teachers individual and collective practice is working well.
7. The '*Learning to Learn*' initiative has been further established and integrated into the curriculum provision at senior cycle (see <https://www.saintcaimins.ie/learning2learn> for more information).

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

1. Student focus groups
2. Student survey
3. Teacher feedback
4. VShare data

This is what we worked on:

In the 2021 - 2022 academic year we focused on two main areas within the Looking at Our School 2016 Framework:

- **Domain 1:** Learner Outcomes
 - **Standard:** Students enjoy their learning, are motivated to learn and expect to achieve as learners
 - **Statement:** Students see themselves as learners and demonstrate this in their positive approach to classwork and homework.
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- **Domain 2:** Learner Experiences
 - **Standard:** Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning
 - **Statement:** They take pride in their work and follow the guidance they receive to improve it.

To this end, the SSE team and Management Team engaged in data collection and consultation and set specific targets and actions through our School Improvement Plan. These are included in Table 1 below.

Target	Action (Classroom)	Action (Department)	Action (Whole School)
<i>To develop a positive school culture towards homework by increasing the number of students making a genuine attempt to complete the homework to the best of their ability and to submit the work at a pre-agreed time (the percentage of reported no homework in VShare will decrease from 56% to 46% by the end of the academic year 2022 – 2023)</i>	<ul style="list-style-type: none"> • Provision of differentiated homework activities for students. • Use student feedback to include tasks/activities they enjoy completing as part of homework. • Provide formative feedback on the homework completed. 	<ul style="list-style-type: none"> • Work as a department to develop bank of various homework activities. • Coordinate as a staff the amount of homework assigned to students to that it is in line with our homework policy. 	<ul style="list-style-type: none"> • Provide supported homework session four times a week for a target group of students after school. • Provide morning study/homework area for students. • Work with parents, staff and students to develop homework norms.

This is what you can do to help:

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| <ul style="list-style-type: none"> • Browse the material available on the school website explaining School Self Evaluation, Learning to Learn, Special Educational Needs supports and school policies. • Read your student’s report at the end of term and discuss the Formative Feedback your child has received with them. • Check your child’s homework to see if there is a choice of homework tasks available to them. • Encourage your child to pay particular attention to the Formative Feedback they receive from teachers on a regular basis. They should be clear on where they are achieving in a subject and what are the steps, they should take to reach their full potential. • Remind your child to reflect regularly on their learning and to note areas for improvement on their work. • Encourage your child to take greater ownership and responsibility for their learning. • Encourage your child to plan their own revision, to set targets and to track their progress and use the skills developed in the Learning to Learn sessions. • Check your child’s progress regularly on the VShare app. |
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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**. Please note that as of the 11th of January 2021 these school days took place online as guided by the 'Continuity of Learning' guidelines issued by the Department of Education and Skills in response to the Covid-19 pandemic.
- This year we had **167** school days, from 31/08/2021 to 3/06/2022. 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 1 (in person) parent/teacher meeting for 3rd and LC2/LCA2 students and 4 staff meetings, all in line with the Department's regulations. Please note that one of these staff meetings took place online due to Covid-19 guidelines. In lieu of the other parent teacher meeting year heads of classes were freed up to facilitate calls from parents.

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 Mr. Alan Cunningham and our Deputy DLP is Ms. Derval Glendon-Garry and Ms. Maria Sheehan

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 during this academic year. It was ratified by the Board of Management in 26th May 2021.
- We keep accurate attendance records and report them as required - **YES**
- We encourage high attendance in the following ways: Reward good attendance. Encourage attendance at assemblies and information evenings with parents. This is how you can help: Discuss the importance of school attendance with your child. Ensure that they attend school.

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**