



St Mary's Holy Faith Secondary School, Brookwood Meadow, Killester, Dublin 5

60791A

School Self-Evaluation Report

Evaluation period: **September 2014 – May 2015**

Report issue date: 12 June 2015

Evaluation period: *September 2014-May 2015*

OUR SCHOOL IMPROVEMENT PLAN

<p>Summary of main strengths as identified in last SSE in September 2014-May 2015:</p>	<ul style="list-style-type: none"> • Active teaching and learning strategies and AfL are becoming embedded in the school • The quality of professional dialogue focusing on teaching and learning has improved • There is much greater awareness of the importance of a variety and diversity of teaching strategies to meet the needs of all students • The learning environment is greatly enhanced • There is a high awareness of Mathematical content across the curriculum • Students feel confident with arithmetic and basic maths skills • Teachers begin lessons with a preview and the sharing of learning outcomes • Teachers feel comfortable using collaborative learning strategies • Teachers encourage students to rephrase questions in their own words • Teachers encourage students to check answers after answering questions and to explain the answers they have given
<p>Summary of main areas requiring improvement as identified in last SSE:</p>	<ul style="list-style-type: none"> • An improved attitude to the subject Mathematics • A greater awareness of the application of Maths in everyday life • Better involvement of parents in supporting students at home • More widespread use of Mathematical language in Maths classes • Teachers to continue to focus on the use of peer and collaborative learning activities to engage students more in their learning • Team teaching to be further developed where resources permit as a means of in-class support
<p>Improvement targets (related to students' achievement)</p>	<ul style="list-style-type: none"> • To encourage a more positive attitude towards Maths and achieve 70% in 3 years • To Improve the use of Mathematical language to raise expectation and improve student confidence

	<ul style="list-style-type: none"> • Teachers will continue to raise the awareness of students in relation to numeracy in the world around us • To build on good practice, teachers will continue to make the integration of numeracy within all subject areas explicit • Teachers will engage in initiatives which highlight the importance of Maths in everyday life
<p>Required actions (Related to Teaching and Learning that will help to achieve the targets)</p>	<ul style="list-style-type: none"> • Numeracy will be a required item on each subject department meeting • The Maths Department will discuss and plan how to improve the use of Mathematical language in their lessons (this process has begun) • Teachers in all subject areas will identify and include in their planning integration opportunities for numeracy. • The PDST competency test will be used to assess 1st and 2nd year students and identify areas of weakness. Students' scores in the CAT will also be used to provide a benchmark. • The Maths Department will engage with the initiative Maths Eyes which aims to help build confidence in mathematics in all members of the community and will present the ideas to all teacher in the school • To discuss at all parents evenings and provide a resource on the importance of parental input
<p>Persons responsible</p>	<ul style="list-style-type: none"> • Management to lead and support • Maths teachers to advise • All teachers to implement interventions across all subject areas • Subject co-ordinators to facilitate discussion, planning and recording at Subject Department Meeting • The Mathematics Department
<p>Timeframe for action</p>	<p>Implemented during the course of the 2015/16 academic year and embedded there after</p>

Success criteria/measurable outcomes	<ul style="list-style-type: none">• The students will be reassessed at the end of 2016 to measure outcomes.• Students will be resurveyed with regard to knowledge, attitude and skill
Review date(s)	April 2016

**Appendix to School Self-Evaluation Report:
Legislative and Regulatory Checklist**

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Valid enrolment of students	M51/93	Yes	
Repeating a year – conditions to be met	M2/95	Yes	
Time in school - Length of school year (minimum of 167 days for all year groups) Length of school week (minimum of 28 hours for all year groups)	Circular M29/95	Yes Yes	
Standardisation of school year	Circular 034/2011	Yes	
Procedures for making September returns to the Department	Circular 56/2009, and instructions issued annually regarding return deadlines	Yes	
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	Yes	
Arrangements for parent/teacher and staff meetings	Circular M58/04	Yes	
Implementation of national agreement regarding additional time requirement	Circular 25/2011	Yes	
Development of school plan	Section 21 Education Act 1998	Yes	
Engagement with school self-evaluation process	Circular 40/2012	Yes	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Whole-school guidance plan	Section 21 Education Act 1998	A whole school guidance plan exists but needs to be reviewed in light of changes to resources	
Guidance provision in post-primary schools	Education Act 1998 (section 9(c)), Circular PPT12/05, Circular 09/2012, section 4	Yes	
Delivery of CSPE to all junior cycle classes	Circular M12/01, Circular M13/05	Yes	
Exemption from the study of Irish	Circular M10/94	Yes	
Implementation of national literacy strategy	Circular 25/2012	Yes	
In-school management structures	Section V Education Act 1998, Circular 04/98, Circular M29/02, Circular 22/2009, Circular 08/2013	Yes	
Limited alleviation on filling posts of responsibility for school year 2011/12	Circular 53/2011	Yes	
Parents as partners in education	Circular M27/91	Yes	
Implementation of child protection procedures	Circular 65/2011 Please record the following information in relation to child protection	Yes	

Issue	Relevant legislation, rule or circular		Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	<ul style="list-style-type: none"> Number of cases where a report involving a child in the school was submitted by the DLP to the HSE 	2		
	<ul style="list-style-type: none"> Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed 	2		
	<ul style="list-style-type: none"> Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made 	1		
	<ul style="list-style-type: none"> Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed 	1		
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998 Please record the following information in relation to complaints made by parents during this school year		Yes	
	<ul style="list-style-type: none"> Number of formal parental complaints received 	0		
	<ul style="list-style-type: none"> Number of formal complaints processed 	0		
	<ul style="list-style-type: none"> Number of formal complaints not fully processed by the end of this school year 	0		

Issue	Relevant legislation, rule or circular		Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Refusal to enrol	Section 29 Education Act 1998 Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		N/A	
Number of section 29 cases taken against the school Number of cases processed at informal stage Number of cases heard Number of appeals upheld Number of appeals dismissed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Suspension of students	Section 29 Education Act 1998 Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		Yes	
Number of section 29 cases taken against the school Number of cases processed at informal stage Number of cases heard	0 0 0			

Issue	Relevant legislation, rule or circular		Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	Number of appeals upheld Number of appeals dismissed	0		
Expulsion of students	Section 29 Education Act 1998 Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		N/A	
	Number of section 29 cases taken against the school Number of cases processed at informal stage Number of cases heard Number of appeals upheld Number of appeals dismissed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Appendix to School Self-Evaluation report: policy checklist

Policy	Relevant legislation, circulars, guidelines	Has the policy been approved by the Board of Management?	If no, indicate aspects to be developed
Enrolment policy	Section 15(2)(d) of Education Act Equal Status Acts 2000-2011	Yes	
Code of behaviour, including anti-bullying policy ¹	Circular M33/91 NEWB guidelines Section 23, Education (Welfare) Act 2000 Equal Status Acts 2000-2011 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13	Yes	
Attendance and participation strategy ²	Circular M51/93 Section 22, Education (Welfare) Act 2000	Yes	
Health and Safety Statement	Health and Safety Act 2005 Section 20	Yes	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	No	A draft to be developed
Special educational needs policy ³	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000),	Yes	

¹Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

² Under the provisions of the Education (Welfare) Act (2000) (section 22) the school's attendance strategy should conform with the provisions stipulated.

³ Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability or other special educational needs."

	Education for Persons with Special Educational Needs Act (EPSEN) ⁴ (2004) Disability Act (2005))		
Social, personal and health education(SPHE)/Relationships and sexuality education (RSE) policy	Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, M20/96, M4/95	Yes	
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	Yes	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012	Not recently	
Child Protection Policy	Circular 0065/2011	Yes	

⁴ The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs.