



SCHOOL SELF-EVALUATION AND IMPROVEMENT PLAN

2017/2018

About

School self-evaluation (SSE) is a collaborative, reflective process of internal school review. It provides schools with a means of systematically looking at how they teach and how pupils learn and helps schools and teachers to improve outcomes for learners. Over the course of the year students, parents and staff have worked collectively to guide the vision for the school and have been involved continuously in the process of self-evaluation. This has been evidenced by surveys and feedback during parent-teacher meetings and staff meetings.

Susan Campbell
Principal

OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

2017/2018

Section 1 - In the last year, we have looked at literacy in our school to find out what we are doing well. This is what we discovered:

1.1 School

- Clonturk provides a broad and balanced curriculum, with a variety of subject choice.
- Excellent ICT facilities. All students and staff members have iPads with the Microsoft Suite.
- Management promotes a culture of collaboration, innovation and creativity in learning, teaching and assessment.
- Clonturk fosters a commitment to inclusion, equality of opportunity and the holistic development of each student.
- Clonturk use of positive behaviour strategies coupled with a strong emphasis on student voice allow for challenging and complex situations to be managed in a manner that demonstrates equality, fairness and justice.
- There is a respectful environment that allows students to grow as learners. Students are supported through our SEN and Clann system to help support students in their day to day school life. Students are encouraged to reflect on learning and develop a sense of ownership over their work.

1.2 Students

- The students attending Clonturk Community College scored above national average on their NGRT* results.
- In our student survey conducted at the end of the school term, 100% of our students agree/somewhat agree that they enjoy learning and are motivated to learn, 96% of students stated that they are happy in school and 85% of students felt that Clann time was a support to them in the morning.
- Students are encouraged to experience opportunities for lifelong learning and other learning experiences through a broad range of extra-curricular activities. The majority of students in Clonturk are involved in some level in extra-curricular activities.

1.3 Staff

- In our staff survey 2018, 100% of staff feel supported in Clonturk and 100% would recommend Clonturk as a place of employment.
- We are lucky to have a highly qualified and committed teaching staff who are committed, enthusiastic and open to developing new ideas.
- All staff use planning, preparation and assessment practices that progress students' learning evidenced by our AFL strategies.
- Excellent collaboration among staff / Staff planning groups, evidenced by the creation and maintenance of the OneNote collaboration platform.

* *New Group Reading Test (NGRT)* is used with groups to assess and monitor pupils' reading and comprehension skills - and if necessary, phonemic awareness.

- Staff competence with digital literacy
- Staff are encouraged to participate in professional development. They see the value of professional development and are eager to take on further learning opportunities in the classroom and as leaders.
- Staff agree that a collaborative space is essential to developing a vibrant and effective learning community and work together to devise learning opportunities for students across and beyond the curriculum.
- Staff are encouraged and are committed to building professional networks with other schools, and with the wider community.

1.4 Parents/Guardians

- In our school survey 2018, 98% of parents would recommend Clonturk to another parent, 77% of parents would recommend Clonturk to another parent and 79% of parents said that their child enjoys learning in Clonturk and is motivated to learn.
- 70% agreed while 27% were unsure if their child's voice was being heard.
- 71% noted that their child was involved in extra-curricular activities.
- 77% agreed that communication was effective and timely from the school while a high majority noted that they visit the school website and follow Clonturk on social media.
- The completion rate of our parent/guardian survey was 43%. Clonturk aim to improve on this further next year.

Section 2 - This is what we did to find out what we were doing well, and what we could do better:

2.1 Students

All first year students sat an NGRT assessment at the beginning and end of the school term.

- The final assessment took place on the last week of term. We found that students were disengaged from learning at this stage. Future evaluations may need to take place during examination weeks. It was interesting to note, majority of students are within the national average.

2.2 Staff

Staff were asked to discuss current classroom strategies they use to promote literacy in their subjects and to collaborate amongst other departments. These strategies were placed on our collaboration space. Subject department meetings were asked to focus on literacy during their planning and to discuss and collaborate methods to use.

- This worked well to draw staff's attention towards literacy throughout the year. Collaboration across departments was evident on OneNote.

All posters and student work on the walls were examined for spelling and grammar mistakes.

- This was achieved early in the school year and allowed an opportunity for students to draft and redraft their submissions. Assessment for learning strategies also worked effectively.

2.3 All school community

Students were surveyed before the Christmas and summer breaks to collect data. Staff and Parents/Guardians were asked to complete a survey at the end of the school year only.

- This was a very effective method at collecting information from the school community. There was a high percentage that completed the surveys. School will feedback this information in June and August. In future, we felt the SIP should be communicated to the whole school community at the beginning of each school year. This would encourage parents/guardians to become involved with the school improvement plan to a greater degree. Finally, the survey questions should be directed towards acquiring more accurate information around the strand selected from the post-primary quality framework to better support the evaluation process.

Section 3 - This is what we are now going to work on:

2018/2019 Plan: Numeracy

- All students will be able to read the analogue and 24-hour digital clock.
- Methods of calculating percentages.
- Students will be able to follow and create timetables.
- Students will be able to structure time-related goals.
- Consistent units (metric system) and ability to convert imperial to metric.
- Students will be able to estimate.
- Encourage mental arithmetic and avoid over-reliance on calculators.
- Competency in organising information on digital platforms.
- Students' ability to identify errors in their calculations.
- Allow student's access to VSware to monitor progress (charts, etc).
- Improve attitudes towards numeracy.

Please note, our commitment to the development of literacy in Clonturk will continue and be reviewed on an ongoing basis.

Section 4 -This is what you can do to help:

- Encourage the use of mental arithmetic at home i.e. converting units, estimating distances and areas, estimating time of arrival knowing speed and distance, estimate receipts/bills and/or division of receipts/bills among a group of people.
- Allow time to reflect on incorrect estimates and evaluate errors.
- Encourage opportunities to work with percentages i.e. calculate percentages of merits on VSware.
- Support your child taking on the responsibility of forming timetables and organisation of equipment for school day i.e. checklist the night before school of equipment needed/setting of alarms, checklists while packing for trips/overnight stays, responsibility on constructing plan for the trip/overnight.
- Encourage your child to complete any surveys provided by the school and promote the use of their voice while in school.
- Complete surveys and provide positive feedback and also areas of improvement to the school using appropriate means.

Useful apps/websites: Kahn Academy and www.ixl.ie, www.imta.ie (student competitions) and www.mathtutor.ie.

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 **29th August 2017 to 1st June 2018**. 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 **three parent/teacher meetings and three staff meetings***, all in line with the Department's regulations.

** Regular staff and subject department meetings occur throughout the year as part of the Haddington Road agreement.*

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 ***Susan Campbell***

and our Deputy DLP is ***Corinne O'Toole***

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: Jan 2018

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

- **We encourage high attendance in the following ways:**

Ensure a healthy transition from primary to secondary school, promotion of positive behaviour strategies and rewards, encourage student voice and provide opportunities for students to be involved in school life through extra-curricular activities. Provide opportunities for students to achieve at their own pace, differentiating to meet needs of individual learners in our classrooms. Provide opportunities for parental and community involvement. Finally, creating a system that encourages open communication between student, school and family. For absence days over 15 days a letter is sent home. For absence over 20 days a letter is sent home to parents and a report is sent to TUSLA.

- **This is how you can help:**

Ensure all doctors and dental appointments are arranged outside of school hours. Contact the school via phone or email when your child is ill. For unavoidable absence, work is available through our virtual learning platform and should be encouraged. For changes in your child attitude or behaviour in relation to school, please contact the school to encourage open communication.

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