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Bord Oideachais agus Oiliúna Dublin and Dun Laoghaire
Átha Cliath agus Dhún Laoghaire Education and Training Board

SELF-EVALUATION REPORT

2021-22

&

SCHOOL IMPROVEMENT PLAN

2022-2023

Ardgillan College

Date for review: May 2023

Gerry McGuire
Chairperson
Board of Management

_24-5-2022_
Date ratified by the Board of Management

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:

Extract taken from Department of Education Circular 0033/2021: 'Under Circular 0041/2020, the second cycle of SSE was extended until June 2021 and the third cycle was due to commence in September 2021. In light of the additional challenges faced by schools in the pandemic context and to allow consultation on the third cycle of SSE to take place, the Department of Education is extending the second cycle of SSE until June 2022. Consequently, the third cycle of SSE, which had been due to commence in September 2021 will now commence in September 2022'

Outcomes of our last improvement plan from August 2021 to April 2022

Target 1: Increase awareness and participation of staff, students and parents in the process of SSE

- SSE placed on the agenda of all staff, subject department and Board of Management meetings. This was very effective practice. It helped to sustain momentum on SSE targets throughout the year.
- SSE representative, assigned at the start of the year. SSE representative monitored and captured progress with SSE focus in their departments. SSE representatives served as link between subject departments and SSE coordinator. This helped to resolve issues as they arose. It was difficult to organise meetings due to split lunches and extra covid supervision.
- SSE board set up in staff room to chart progress with regard to the six steps. This helped to make all staff aware of six step process and to show progress throughout the year.
- Parents council made aware of SSE process. In addition, parents of 2nd year students filled out SSE survey and updates on school website.
- Student's council helped to promote SSE process to all stakeholders. Head boy and Head girl attended policy group meetings and were heavily involved in 'Collaboration Week'. Members of student-council maintained SSE student notice board.
- Folder on SharePoint promoted as a tool to gather, collate and share evidence of good practice in the school. 90% of subject departments shared examples of how patterns, trends and relationships are relevant to teaching and learning in their curriculum either on SharePoint or on social media.
- SSE numeracy focus highlighted during subject department weeks. Collaboration was a great success and the incorporation of the SSE focus into subject department focus weeks helped to maintain momentum of in highlighting SSE initiatives.

Target 2: Numeracy patterns, trends and relationships

- Examples of teaching strategies to be included in teacher's diary. Weekly staff competitions helped to provide examples of simple activities that could be used in classes.
- Tips provided to students on how to develop the relevant skills on the teaching and learning section of website. Examples of good practice were regularly featured on social media.

- Student's council utilized as student focus group. Student Council were responsible for updating student SSE notice board and reported on effective strategies used in lessons.
- Definitions of patterns, trends and relationships displayed in all classrooms. This was an effective prompt for both staff and students.

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

- Junior and Leaving Certificate Results Analysis Document (5-year trends). Using PDST tool for analyzing Junior and Leaving Certificate results
- Meetings with the Student Council
- Conversations with students
- Meetings with the Head Boy and Head Girl
- Reflecting on the SSE process from the start of cycle 1 to present
- Member of DDLETB SSE Core group
- Student uptake in external competitions
- Headstrong Committee provided a series of lessons to Junior Cycle classes
- TY podcasts
- First year students were invited to share their experiences of being in secondary school which were published on social media.
- Whole school "Positivity Day", LGBTQA+ week, Friendship week, Intercultural week, Collaboration week
- Participation in charity events
- Examples of teaching and learning activities shared on staff SharePoint and on social media
- Teacher CPD
- Subject department plans and subject focus weeks

This is what we are now going to work on:

- Continue work on patterns, trends and relationships.
- Encourage and support students to reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.

> **This is what you can do to help:**
>
> Speak to your child about their experience in school. Listen to their concerns and celebrate their achievements.
>
> Participate in parent surveys.
>
> Help your child specifically identify patterns, trends and relationships in their schoolwork. Work with them to reflect on their progress and to take responsibility for their learning.
>
> Attend parent's evenings and engage in conversation with us.
>
> Communicate with us either through journal notes, telephone conversations or arrange a meeting with the relevant person/s. Update your contact details with the school if there are any changes.

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**.
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 6 parent/teacher meetings and 6 staff meetings, all in line with the Department's regulations.

YES / NO

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 they are also available on the College website and at the main office.

YES / NO

Our Designated Liaison Person is Nuala Ní Mhurchú (Principal) and our Deputy DLP is Niall O'Connor (Deputy Principal)

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:

June 2021

We keep accurate attendance records and report them as required.

YES/ NO

We encourage high attendance in the following ways:

- The importance of good behaviour is promoted throughout the school

- Teachers maintain accurate and live class rolls on VSWare

- Students receive merits and full attendance awards

- The college operates a student mentoring system and a comprehensive induction programme to encourage and support students transferring from primary school

This is how you can help:

- Encourage your child to attend school

- Try to minimise appointments and holidays during school days

- Provide notes on VSware to explain absences

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 positive behaviour describes and supports positive behaviour.

YES / NO

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

YES / NO

Template taken from: http://schoolself-evaluation.ie/post-primary/resources/reporting-sse/