



Summary of our Self Evaluation Report and Improvement Plan

School self-evaluation (SSE) is a collaborative, reflective process of internal school review. It provides teachers with a means of systematically looking at how they teach and how pupils learn and helps schools and teachers to improve outcomes for learners.

F.C.J. Secondary School Bunclody is a co-educational school with a current enrolment of 956 students and 80 teaching staff. The school provides the Junior Cycle, an optional Transition Year Programme, The Established Leaving Certificate and an optional Leaving Certificate Vocational Programme.

Our Self-Evaluation Report and Improvement Plan

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.

Effective / Very effective practice

- A positive learning environment is provided. The quality and care for students is very good (There are student support strategies for Well-being, Guidance, Health Promotion, Diversity and Anti- Bullying).
- Most lessons observed were good or very good., with strong student engagement evident.
- High value is placed by both management and teaching staff on providing the best possible learner experience.through a broad academic curriculum.
- Teachers collaborate and share effective practice, through regular subject planning meetings.

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

- We reviewed and followed up on the inspection report findings and recommendations from the Whole School Evaluation - Management, Leadership and Learning Report.
- We conducted student surveys
- We conducted Parent surveys.

This is what we are currently working on:



1. Developing the use of meaningful (formative) feedback strategies - to encourage students to reflect on and improve the quality of their written work.
2. Varying teaching strategies to take into account and cater for the range of learning styles of individual students.
3. Encouraging teachers to differentiate learning tasks to meet the abilities and interests of all students.
4. Developing students' capacities as independent self-directed learners by focusing on note- making skills.

This is what you can do to help:

- Read the feedback offered by teachers.
- Engage in conversations about their learning with your son/daughter.
- Encourage your son/daughter to reflect on the quality of their work and their level of effort and achievement.
- Encourage your son/daughter to achieve his/her potential in all curricular areas.
- Engage in conversations with your son/daughter about goal setting, revision planning and reviewing performance/attainment.

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 26th August 2019 to 29th May 2020. 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 **4** 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**

Our Designated Liaison Person (DLP) is **Mr Brendan Daly**

and our Deputy DLP is **Ms Una Osborne**

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: **15th September 2020**

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

We encourage high attendance in the following ways:

- We have developed a supportive, positive learning environment.
- We support and plan for the needs of the individual child.
- We foster positive relations with parents and offer personalised support.
- We reward full attendance at our Annual Awards.
- We acknowledge full school attendance (5/6 years) at our Annual Awards.

This is how you can help:

- Discuss with your son/daughter the value of regular school attendance.
- Highlight to your son/daughter the disadvantages of missing classes.
- Where possible organise medical/dental appointments outside school hours.
- Encourage your son/daughter to be punctual for school.
- Make contact with the school if problems arise.

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**

Our Improvement Plan
Timeframe of this improvement plan is Sept 2019 - 2022

Targets	Actions	Persons /groups responsible	Criteria for Success	Targets achieved	Progress and adjustments
<p>To develop a whole school approach to providing developmental feedback to students.</p>	<p>Introduce a feedback sticker to 1st year classes from Sept 2021</p> <p>Continue the use of formative feedback comments on all school reports.</p> <p>Review the use of the sticker at end of year (April 2021)</p> <p>Creation of Excellence in Learning Award for 1st years. (based on Teacher nominations)</p> <p>To develop a goal setting/action planning student reflection sheet post report to be introduced sept 2021</p>	<p>Subject Teachers</p> <p>School Improvement Committee</p> <p>SMT</p>	<p>Sticker will be used on 1st year students written work in multiple subjects.</p> <p>Students will develop as reflective learners.</p> <p>Reports will continue to offer meaningful comments to support student improvements</p>	<p>September 2021</p> <p>Following year to roll out the sticker to 1st and 2nd years (Covid 19)</p> <p>Review the Sticker with Students and teachers by April 2022.</p> <p>1st Excellence in Learning Award presented in May 2022.</p>	<p>AFL sticker review completed in April 2022 and decision to continue with it for 1st and 2nd years in Sept. 2022.</p> <p>Goal setting action planning in academic Monitoring for 5th and 6th Years.</p> <p>Academic Monitoring System set up for 5th and 6th years in Sept 2020.</p>

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<p>To develop and embed differentiation strategies in our Teaching and Learning to ensure that students of all abilities have opportunities to achieve and learn</p>	<p>To assess current practice/needs in differentiation by conducting a survey with teachers. (May 2021)</p> <p>To arrange a Speaker for September 2021 to address the staff on Differentiation.</p> <p>To Pilot Differentiation projects through Subject Departments (Sept 2021)</p> <p>Series of workshops on Differentiation to be delivered by staff to staff either subject based or theme based. (Sept /Oct 2021)</p> <p>Subject dept to report on pilot project at end of year</p>	<p>SMT</p> <p>Subject Departments</p> <p>Teachers</p>	<p>A safe and supportive environment is created in all classrooms for all students.</p> <p>Teachers to work collaboratively to develop differentiation strategies.</p> <p>Teachers to share differentiation resources across subject departments</p>	<p>Teacher survey May 2021</p> <p>CPD September 2021</p> <p>Differentiation Local in-service clusters Sept/Oct 2021</p> <p>Pilot Subject based project Sept – April 2022</p>	<p>Whole School Subject Dept collaboration. Subject specific differentiation strategies</p> <p>Pilot project on differentiation strategies reviewed and plans made to include same in subject plans August 2022.</p> <p>Formal Teacher collaboration to be Organised for school year 2022/23.</p>

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<p>To empower students to become independent autonomous learners by introducing 1st year students to Graphic Organisers to enhance note making skills.</p>	<p>Through Personal Development module to deliver a Learning to Learn module to all 1st years.</p> <p>The Learning to Learn Module to be presented to Teachers and parents (Sept 2021)</p> <p>Meitheal Leaders to be trained so as to be able to monitor the on-going use of the Learning to Learn module.</p> <p>Establish Excellence in Learning Awards at end of year based on student engagement and nominated by form teachers/meitheal leaders.</p>	<p>School Improvement Committee</p> <p>Meitheal Leaders</p> <p>Teaching Staff</p> <p>Form Teachers</p> <p>Parents</p>	<p>Students to develop skills to reflect on their learning.</p> <p>Students develop better study/revision habits.</p>	<p>Survey students at end of year to evaluate its effectiveness.</p> <p>Survey Parents, Teachers, Form Teachers and Meitheal leaders.</p> <p>To hold focus groups with students teachers and parents</p>	<p>Because of Covid 19 meitheal leaders were not involved in the Learning to Learn module in 2021/22.</p> <p>Learning to Learn Module reviewed and revised in light of that feedback.</p> <p>Learning to Learn module to be used with 1st years 2022/23.</p>