

Summary of our Self Evaluation Report and Improvement Plan

F.C.J. Secondary School Bunclody is a co-educational school with a current enrolment of 1,011 students and 82 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, August 2021 – June 2022 we have focused on the following initiatives in relation to Teaching and Learning in our School.

- Differentiation
- AFL Feedback Sticker
- Learning to Learn Module (1st Years)
- Excellence in Learning award (1st Years)

1. Findings:

1.1 Differentiation

- Through our Subject department network we implemented Differentiation strategies with all years and all levels.
- The strategies implemented involved: Teaching Methodologies
 - Homework
 - Assessment
 - Student Engagement
- 100% of teachers felt that these strategies should be embedded in Teaching and Learning in their subjects.
- 67% of teachers do not currently have these strategies included in their subject plans.
- 53% of staff say that teacher collaboration happens frequently while 80% of staff collaboration happens informally.

1.2 AFL Feedback Sticker

- The Feedback Sticker was introduced to help 1st year teachers to guide students to future improvements in their learning and to help students to reflect on their Learning.
- The use of the sticker was hampered by the Covid 19 situation.
- 69% of teachers surveyed felt that we should continue with the use of the sticker for 1st and 2nd years.
- A digital version of the sticker was requested by the teachers.

1.3 Learning to Learn Module

- The learning to learn Module was delivered to all 1st years through the pastoral care weekly class.
- 92% of the students felt that the module was beneficial to them.
- The Teachers opinion was that the choice of the Multiple Intelligence quiz should be reduced to one thus ensuring all students engage in the same quiz.

1.4 Excellence in Learning Award

- The excellence in Learning award was introduced to acknowledge and reward 1st year student's efforts in improving their own learning through
 - Following teacher feedback
 - Making their own notes
 - Using graphic organisers to summarise learning
- The parents were unanimous in their praise of the award saying their son/daughter was "delighted/thrilled to receive the award". The parents felt it was a great "boost" to their child and they called it a "fantastic/great idea."

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

- We conducted teacher surveys
- We conducted student surveys

- We conducted Parent surveys.
- We held focus groups with students.
- We did telephone interviews with parents

This is what we are currently working on:

1. Encouraging teachers to differentiate learning tasks and to use a variety of methodologies to meet the needs and abilities of individual students
2. Ensuring these differentiation strategies are embedded in Teaching and Learning.
3. Continuing the promotion of the formative Feedback sticker for use with 1st and 2nd year groups.
4. Creating a digital version of the AFL Feedback Sticker for use through google classroom.
5. Encouraging teachers to differentiate Homework tasks to meet the abilities and interests of individual students.
6. Developing formal arrangements for teacher collaboration.
7. Ensuring that house exams are common and differentiated for all year groups.
8. Developing students' capacities as independent self-directed learners by focusing on the continued use of graphic organisers.
9. Continuing to promote a growth mindset with the extension of the Excellence in Learning Award to 1st and 2nd years.

This is what you can do to help:

- Encourage your son/daughter to achieve his/her potential in all curricular areas.
- Engage in conversations about their learning with your son/daughter
- Read the feedback offered by teachers
- Encourage your son/daughter to reflect on the quality of their work and their level of effort and achievement.
- 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 **166 school days** each year, and a **28-hour school week**.

This year we had 166 school days, from 26th August 2021 to 3rd June 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 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**