



## **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 1,008 students and 79 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 2022 – June 2023 we have been researching and refining our targets for the third SSE cycle by examining:**

- The effectiveness of our SSE processes within the school, to date.
- The impact of Covid on student's Educational Experiences, their Wellbeing, their motivation to learn and their engagement with learning.
- The Wellbeing needs of our school as identified by a staff review and analysis of our current Wellbeing provision.

We carried out our research with reference to the following resources and documents:

- PDST In-Service (Oct 22)
- School Self Evaluation: Next Steps Sept 2022 – June 2026
- Circular 0056/2022
- Wellbeing Policy Statement and Framework for Practice 2018 – 2023

## **1. SURVEY/ RESEARCH FINDINGS:**

### **1.1 The SSE Process**

The SSE process is working well in our school and is driving significant and worthwhile change in Teaching and Learning in our school.

- 100% of teachers provide Formative Feedback to students as part of the bi-annual reporting system.
- 95% of teachers provide Formative Feedback to students as part of the correction of assignments/homework.
- 93% of teachers use success criteria/learning Intentions in their daily teaching.
- 81% of teachers differentiate homework.
- 95% of teachers use Differentiated Teaching and Learning methodologies in their teaching.
- 73% of teachers are involved in Academic Monitoring with 5<sup>th</sup> and 6<sup>th</sup> year students.
- 86% of teachers are encouraging students to make their own notes rather than note taking.
- 75% of teachers are encouraging students to use Graphic Organisers for notes and revision work.
- 100% of teachers are involved in professional collaboration with their colleagues.

## **1.2 The Impact of Covid**

### **Parents**

- 68% of parents described Covid as a negative experience for their child.
- 67% of parents felt that their children engaged either well or very well with on-line teaching.
- 91% of parents felt that their son/daughter had settled back into the school routine since Covid.
- 34% of parents felt that the experience of Covid would result in lasting consequences for their son/daughter.
- Among the issues of concern for parents were, social skills, anxiety, mental health and the effects of bereavements.

### **Students**

- 88% of students were technologically equipped to cope with on-line learning.
- 50% of students felt they engaged well with on-line learning.

- Among the reasons students didn't engage with on-line learning were: Wifi difficulties, lack of motivation and helping with farmwork.
- 88% of students said that they missed the daily contact with their friends during the lockdowns.
- 50% of students missed their extra-curricular activities.
- 28% of students missed the school routine.
- Students felt that they developed many skills and qualities during the lockdown and on-line learning periods – computer skills, problem solving, Self-directed learning, time management, creativity, resilience and independence.

## **Teachers**

- 52% of teachers felt that there were Covid related consequences which we needed to address as a staff.
- Chief among the Covid related issues highlighted by teachers were:
  - Motivation
  - Work ethic
  - Willingness to Work
  - Responsibility for Learning
  - Pride in their work
  - Attendance
  - Social Skills
  - Organisational skills

## **1.3 Wellbeing**

- As a staff we reviewed Wellbeing under the four key areas:
  - Culture and Environment
  - Curriculum (Teaching and Learning)
  - Policy and Planning
  - Relationships and partnerships.

**The following identifies the key aspects of each of the four areas of Wellbeing that are working well in our school.**

### **Culture and Environment**

- The school building, grounds, classrooms, bathrooms and workspaces are well maintained and of a very high quality.
- Indoor and outdoor spaces are provided to facilitate social interaction and physical activity, (Gym, Astro Turf, Pitches, Courts, Outdoor Gym Locker Areas and Golf Links).
- The school actively promotes healthy eating choices and drinking water is freely available.
- All students are encouraged and supported to reach their fullest potential through Academic Monitoring and Pastoral Care.
- The school identifies and provides targeted supports for students with AEN.
- The school provides a Nurture Room, Canteen and a 6<sup>th</sup> Year social area.
- The Meitheal Leadership Programme fosters leadership skills while helping the 1<sup>st</sup> year students in their transition to secondary school.
- We have a strong Anti-Bullying Policy, and we organise various activities throughout the school to support Anti-Bullying Week and LGBTQ Week.

### **Curriculum (Teaching and Learning)**

- Teachers use Differentiated Teaching and Learning Methodologies to help all students to achieve their full potential.
- School based assessments are differentiated to cater for all academic abilities.
- A very positive relationship is very evident between students and teachers.
- The school rewards students for academic, sporting and cultural successes.
- Additional awards such as Excellence in Learning, Good Fellowship and the Sr M Hayes kindness award reward work ethic as well as interpersonal skills and abilities.
- The school's Pastoral Care Team offers extra support to students when needed.
- VShare is used by all teachers to praise positive behaviour within and outside the classroom.

## **Policy and Planning**

- A care team works to identify and address student needs.
- The school has policies and procedures in place to cover Admissions, Child Protection, Behaviour Substance Abuse, Anti-Bullying, Critical Incident and Internet Acceptable Use Policy.
- AEN students are identified and targeted with appropriate interventions.
- Academic Monitoring (5<sup>th</sup> and 6<sup>th</sup> years) ensures that all students are encouraged and facilitated to reach their full potential.
- Our Social Committee, plan and organise staff functions and events throughout the year.

## **Relationships and Partnerships**

- Relationships and Partnerships are supported through a range of structures within the school, such as Student Council, Parent Council, Board Of Management, Prefects System, Buddy System, Mentoring System, Assemblies Newsletters, Student Journal, School App and Social Media.
- Induction Programme for 1<sup>st</sup> years, assists students to make the transition to secondary school.
- Academic Monitoring fosters positive student/teacher relationships.
- The school links with all our feeder schools which facilitates the transfer of very useful information.
- Counselling services are available to students through the Guidance and Counselling Teachers.
- Links with external support bodies/agencies is well maintained - NCBI, CAMHS, JCT, NBSS and PDST.
- Student and Parent input is regularly sought when reviews are being conducted in the school.

## **Conclusions from Wellbeing Review**

- From this review we identified the following areas as our key priorities for the New SSE Cycle:  
Staff Wellbeing

Communication in our School  
Student Motivation to Learn

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

- We conducted a well-being review with teaching staff.
- We conducted teacher surveys.
- We conducted student surveys.
- We conducted Parent surveys.
- We conducted progress meetings with the SMT and the SSE committee.
- We held focus groups with students.
- We conducted desk research.

**This is what we are currently working on:**

- a. Continuing to embed formative feedback, differentiated homework and common standard of differentiated house exams.
- b. Continuing to support and encourage students as Independent Learners.
- c. Developing staff Wellbeing initiatives in the school.
- d. Enhancing the physical environment of our school for the wellbeing of the school community.
- e. Encouraging student motivation and engagement in learning.
- f. Improving communication and the flow of information within our school

**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 and discuss the feedback offered by teachers to your son/daughter.
- 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 25th August 2022 to 2<sup>nd</sup> June 2023. 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 informed

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.**

**Contact 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**