



**St Aloysius Secondary School.
Sharman Crawford Street, Cork.
62630J.**

School Self- Evaluation Report.

Evaluation Period: September 2017 – May 2018

Report Published:

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in St. Aloysius Secondary School was undertaken during the period September 2017 to May 2018. During the period of evaluation, teaching and learning in the area of team teaching in junior certificate maths at ordinary level for students with professional reports was evaluated.

A paired teaching team was established and following a number of preliminary discussion meetings, the team decided on a six-step evidence-based plan to assess the level of mathematical understanding among the target group (the second year ordinary level cohort with professional reports). Members of the core group took responsibility for different aspects of the plan and for devising, administering, administering and analysing the tests and surveys.

The School Improvement Plan (S.I.P.) shall be drawn up by the Principal in collaboration with both teachers upon completion of the academic year 2017-2018.

This is a report on the findings of the evaluation.

1.2 The School Context

- St Aloysius Secondary School is a Catholic girls' voluntary secondary school founded by the Mercy Order in 1927.
- There are currently 325 students enrolled in St Aloysius Secondary School.
- St Aloysius provides a varied and full curriculum, including transition year and Leaving Certificate Vocational Programme.
- St. Aloysius today, operates under the Patronage of the Catholic Education, an Irish Schools Trust (CEIST).
- Under the Patron, the Board of Management has charge of the overall management of the school. The Board extends day to day management of the school to the Principal.

- The principal is supported in the day to day management of the school by the deputy principal and a very effective in school management team, comprised of three assistant principals and four teachers with special duties posts.
- The principal and deputy principal are committed to developing a school community loyal to the CEIST Charter honouring our Catholic ethos through the involvement of staff, students, parents and the local community in school life.
- There are 26 teachers on staff and 1 SNA.

2. The Findings

A school self-evaluation of teaching and learning in St Aloysius Secondary School Cork was undertaken. During the evaluation, teaching and learning in the area of team teaching in junior certificate maths at ordinary level for students with professional reports was evaluated.

This is a report on the findings of the evaluation.

- The school uses the CAT's Assessments for incoming 1st Year students, for dissemination of students level in quantitative and spatial reasoning. The results are discussed with the school's educational psychologist of NEPS.
- This information is used in conjunction with standardised test scores and other information from the source primary schools.
- Other current initiatives in include –
 - Numeracy Link Teacher, Ms. S. O' Donovan.
 - Maths core team in first year also class teacher, endeavouring to create a positive link with maths in post-primary school.
 - Numerically Rich Environment.
 - Numeracy notice board in the student corridor.
 - Teachers were asked to cross reference the numerical significant of their subject content.

In consultation with the S.E.S.S. facilitator on Assessment for Learning, the maths department also decided to focus on another aspect of numeracy which would also

help to promote literacy. It was decided to place particular emphasis on terminology and definitions of mathematical terms. Students were tested on the spelling and meaning of these terms, again significant improvement was seen.

These results flagged the following findings:

- The level of numerical visuals in the school was low.
 - Students were considering foundation level earlier in second year, than previously experienced by teachers.
 - Students considered themselves “always disliking maths”.
 - Students were unable to answer the question “When you last achieved in maths class?”
 - Roman numerals are not visible in the school.
 - Some third year students lacked confidence in their maths ability.
 - The use of graphs and charts to display mathematical information is absent from the classrooms and communal student areas.
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- i. Teachers were given a published Numeracy card. The Numeracy Card chosen was deemed to be transferable across all subject departments.
 - ii. The vertical number line was displayed in each maths teachers’ classroom and reference made as appropriate. Some teachers have introduced the use of the date line in history lessons, supporting the visual numerical display.
 - iii. Some subject teachers have publicly displayed numerical charts in classrooms.
 - iv. An analysis of Junior Certificate and Leaving Certificate State Exam Results has been undertaken. The number of students participating at Higher Level Maths at Junior Certificate level continues to be at the national average, whilst the attainment rates continue to match the national averages. This reflects a very strong culture of maths teachers promoting the maximum levels for their students, and students endeavouring to promote their own Numeracy Skills to their own personal level.

- v. A central Numeracy Board will be utilised by the whole maths department in a communal student area.
- vi. Maths Week will be held annually at the beginning of the school year to position the importance of numeracy in the whole school.

3. Progress made on previously-identified targets improvement targets.

4. Summary of school self-evaluation findings.

4.1 Our school has strengths in the following areas:

- Motivated teaching staff willing to promote Numeracy across all subject departments using a varied number and mix of strategies.
- A very positive and ambitious student cohort who are willing to embrace active methodologies in the pursuit of improving their Numeracy Skills.
- Extremely engaged and supportive parents who are very trusting of the school to improve their children's Numeracy and general attainment.
- Dedicated Numeracy Link Teacher.

4.2 The following areas are prioritised for improvement:

- Self confidence in the subject area of maths.
- To maximise the number of students who are doing higher level maths.
- Minimise the number of students taking foundational level maths.
- Ensuring that all students take higher or ordinary maths in junior cycle.
- Increase the use of numerical visuals in the school.

4.3 The following legislative and regulatory requirements need to be addressed:

- Development of a whole school guidance plan.
- Special education needs policy.
- Substance use policy.

Appendix to School Self-Evaluation report: policy checklist

Appendix to School Self-Evaluation Report

St Aloysius Secondary School, legislative and regulatory checklist.

Completed in September 2017.

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Valid enrolment of students	M51/93	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Time in school - Length of school year (minimum of 167 days for all year groups) - Length of school week (minimum of 28 hours for all year groups)	Circular M29/95	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/teacher and staff meetings	Circular M58/04	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national numeracy strategy	Circular 25/12	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 025/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21 Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Guidance provision in secondary schools	Circular PPT12/05, Education Act 1998 (section 9(c))	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Whole-school guidance plan	Section 21 Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	At draft stage year 2 of 3 year completion.
Delivery of CSPE to all junior cycle classes	Circular M12/01 Circular M13/05	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from the study of Irish	Circular M10/94	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed	
Implementation of revised in-school management structures	Circular M29/02, Circular 21/98, Circular 30/97, Circular 29/97	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Limited alleviation on filling posts of responsibility for school year 2011/12	Circular 53/11	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Parents as partners in education	Circular M27/91	Yes		
Implementation of child protection procedures	Circular 65/11 Please provide the following information in relation to child protection	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE	<input checked="" type="checkbox"/>	2 in 2015/16 4 in 2016/17	
	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed	<input checked="" type="checkbox"/>	2 in 2015/16 4 in 2016/17	
	▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made.	<input checked="" type="checkbox"/>	1 in 2015/16 2 in 2016/17	
	Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed	<input checked="" type="checkbox"/>	1 in 2015/16 2 in 2016/17	
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998 Please provide the following information in relation to complaints made by parents during this school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	▪ Number of formal parental complaints received			<input checked="" type="checkbox"/> 1
	▪ Number of formal complaints processed ▪ Number of formal complaints not fully processed by the end of this school year			<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 0
Refusal to enrol	Section 29 Education Act 1998 Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year	N/A		

Issue	Relevant legislation, rule or circular		Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	Number of section 29 cases taken against the school Number of cases processed at informal stage Number of cases heard Number of appeals upheld Number of appeals dismissed	<input checked="" type="checkbox"/> 0 <input checked="" type="checkbox"/> 0 <input checked="" type="checkbox"/> 0 <input checked="" type="checkbox"/> 0 <input checked="" type="checkbox"/> 0		
Suspension of students	Section 29 Education Act 1998 Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year			
	Number of section 29 cases taken against the school Number of cases processed at informal stage Number of cases heard Number of appeals upheld Number of appeals dismissed	<input checked="" type="checkbox"/> 0 <input checked="" type="checkbox"/> 0 <input checked="" type="checkbox"/> 0 <input checked="" type="checkbox"/> 0 <input checked="" type="checkbox"/> 0		
Expulsion of students	Section 29 Education Act 1998 Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year			
	Number of section 29 cases taken against the school Number of cases processed at informal stage Number of cases heard Number of appeals upheld Number of appeals dismissed	0 0 0 0 0		

Appendix to School Self-Evaluation report: policy checklist

Policy	Source	Has the policy been approved by the Board of Management ?	If no, indicate aspects to be developed
Enrolment policy	Section 15(2)(d) of Education Act Equal Status Acts 2000-2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Code of behaviour, including anti-bullying policy ¹	Circular M33/91 NEWB guidelines Section 23, Education Welfare Act 2000 Guidelines on Countering Bullying Behaviour, 1993, Circular M33/91 Equal Status Acts 2000-2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy ²	Circular M51/93 Section 22, Education Welfare Act 2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Health and Safety Statement	Health and Safety Act 2005 Section 20	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	We have a whole school Safety Statement but need to have subject specific safety statements.
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Special education needs policy ³	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Education Needs Act (EPSEN) ⁴ (2004) Disability Act (2005))	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Drafting of SEN policy shall commence after appointment of SEN Coordinator.
Social, personal and health education (SPHE)/Relationships and sexuality education (RSE) policy	Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, M20/96, M4/95	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	Department of Education and Skills Directive	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Child Protection Policy	Circular 0065/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

¹ Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

² Under the provisions of the Education (Welfare) Act (2000) (section 22) the school's attendance strategy should conform with the provisions stipulated.

³ Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability or other special educational needs."

⁴ The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs.