

OUR LADY'S GROVE SCHOOL PLAN

2018/2019

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School Plan

Rationale

The purpose of devising and maintaining a school plan is to articulate the principles which underpin our work. It is to establish direction, parameters and methods by which we, as a Community, put these principles into action. These principles are guided and informed by relevant legislation, the life and work of our Foundress, Claudine Thevenet, our traditions and culture, and research informed best practice. As the School Plan is a reflective process it is therefore constantly subject to review and change.

Function of the School Plan is to:

- Provide a long-term vision for the school. This vision is articulated through our mission statement and realised through regular review of our practices and policies.
- Provide a structure for reporting on the work of the school through the school self-evaluation process
- Facilitate co-ordinated development of all aspects of the school community.
- Make policies and procedures available to all members of the school community and to review these at regular intervals.
- Identify our strengths and weaknesses and establish priorities for action through the school self-evaluation process
- Enhance the quality of teaching and learning through offering opportunities to reflect on and implement the most effective and engaging teaching and learning processes.
- Enhance the quality of leadership both for existing and prospective leaders

Overall the School Planning Process enables us as a school community, to take ownership of our own development and improvement, in order to achieve excellence in education.

Claudine Thévenet (1774- 1837) Foundress of the Congregation of Jesus and Mary

The primary values transmitted by Claudine are respect, justice and responsibility.

Her life and work focusses our school practice by:

- Encouraging consistent work habits in a spirit of resilience and personal responsibility for all members of the school community.
- Reminding us to continually foster warm familial interpersonal relationships which promote self-esteem, mutual respect, trust and dialogue.
- Challenging each member of the community to consistently strive for excellence.

Mission Statement

Jesus and Mary College is a Catholic Community in keeping with the educational philosophy of St. Claudine Thevenet and the stated ethos of the school. We are committed to providing a quality education in pursuit of excellence. We endeavour to provide a teaching and learning environment which encourages the school community to develop to its full potential cognisant of all its talents and skills. We aim to work together in a safe, respectful, caring and just environment. We value the principles of mutual respect, equality and tolerance encouraging positive self-image, confidence and pride in all achievements.

Our Educational Community

The Educational Community which integrates teaching and non-teaching staff, parents and students is the unifying force which brings all educational aims and processes to life. All members are afforded the opportunity for responsible collaboration and both our Parents' Council and the Students' Council are active in this regard. Students are encouraged to contribute to an environment that is conducive to educational development. Teachers maintain a high standard of professional competence by engaging in CPD which supports lifelong professional learning and improvement. The Community affords to all its members an opportunity for responsible collaboration in the education and personal growth of the student.

Role of the members of our Community

The Trustees: Le Chêile Trust

The Le Chêile Trust was founded to ensure the availability of Catholic education into a future with reduced religious Congregations. The aim of the Trust is to carry on the legal, financial and inspirational role of trusteeship that has, up to now, been done by individual Congregations.

The Board of Management:

The Board of Management upholds the characteristic spirit of the school as determined by the cultural, educational, moral, religious, social, linguistic and spiritual values and traditions which inform the conduct of the school. It is responsible for the overall governance, and subscribes to and promotes the ethos of the school.

The Board supports the underlying principles of:

- Full participation for all students in the activities of the school
- Respect for diversity while maintaining the stated Catholic ethos of the school, (as evidenced by and in our policies).

Effective education involving a triumvirate relationship between the school, the student and the parents in which all parties support the ethos of the school and the recognition of our cultural values and traditions

Principal/Deputy Principal:

The Principal is responsible for the day to day management of the school, including guidance and direction of the teachers and other school staff, and is accountable to the Board for that management.

The Principal is also the leader of learning in the school and will, together with the teaching staff, articulate a coherent vision for the improvement in teaching and learning in the school.

Finally the Principal is responsible, together with all school community members, for fostering a positive attitude toward collaboration and lifelong improvement and learning among all in the school.

The Deputy Principal is responsible for the same school management, and leadership of teaching and learning, under the Principal's direction.

In an event where the Principal is absent the Deputy will act up to the role of the Principal.

Teachers:

The support and participation of the whole teaching staff is crucial to the success of our School Plan. Teachers are consulted on all policy documents. Teachers lead and participate on all Boards of Studies which have a significant impact on the direction of the school.

The teaching staff, of Our Lady's Grove, aim to guide, facilitate, and encourage each student on their journey of academic and personal growth during their time in secondary school. They aim to foster a curiosity and enjoyment for each student in the process of their learning. Classes are learner centred and are focused on creating and sustaining environments that are conducive to good learning.

Students:

Students have an important role in planning within Our Lady's Grove. The Student Council are consulted on relevant policies. The prefects are a significant point of contact between the student body and the teaching staff and management. They are regularly consulted through feedback questionnaires.

The students' role is to engage consistently in the learning process. We expect them to respond to the modelled professionalism, enthusiasm, and organisation of our teaching staff by taking responsibility for continuously improving their own standard of work.

Parents

Our Parents are valued members of our school community. They are consulted and informed about policy and curricular changes and are actively informed and involved in the process of their child's education. The Parents Council are encouraged to take a leading role in informing all parents about pending changes in academic and non-academic activities in the school.

It is expected that all parents wholeheartedly support the school in its Mission Statement, ethos, and all of its academic and behavioural policies.

Facilities:

Our facilities, in addition to general classrooms, include two science laboratories, one dry lab, one Home Economics room, a computer lab, a sports hall, a Music room, an Art room, tennis courts and a hockey pitch. We have recently upgraded our top floor and are consistently seeking opportunities for future upgrades.

Our current focus is on upgrading our sporting facilities. It is our intention to provide an astro pitch for hockey and it is our aim to have a fully standardised sports hall built in the future.

Digital Learning

Our digital vision is to integrate learning and teaching technologies and specifically iPads to promote inquiring, inspired and involved learners.

To facilitate this, we are committed to policies and practices which ensure that students of Jesus and Mary College:

- engage in authentic learning experiences through the purposeful use of the iPad/technology
- are inspired to use the iPad/technology to inquire, invent and problem solve
- are supported in becoming responsible, self-directed and reflective users of technology
- are empowered to become digitally fluent through safe, balanced and discerning use of learning technologies
- employ technology constructively in collaborative learning
- can avail of and create material for differentiated learning
- have a single location in which to safely store class, homework and portfolio generated material.

Our digital vision recognises the need to provide continuing professional development for staff by providing in house support and external support where necessary and by constantly working towards improving hardware capability and reliability.

Our digital vision has at its foundation a spirit of collaboration and cooperation with parents to ensure that students use technology in a way that is safe, secure and educationally beneficial.

School Self-Evaluation Report



Jesus and Mary College

Our Lady's Grove, Goatstown Road, Dublin 14

May 2018

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:

Teachers are committed to developing and improving their practices in relation to Assessment Practices.

Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions

Teachers regularly provide students with constructive, developmental oral and written feedback on their work.

Teachers are committed to developing and improving their practices in relation to student engagement and improving teachers' individual practises

Subject departments, led by their co-ordinator, have assumed the responsibility for the continued embedding of literacy, numeracy and assessment strategies in their subject areas

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

Surveys eliciting feedback on the students' experiences on the changes in Assessment Practices and the introduction of new formative feedback reports. Surveys on continuous assessment and formative feedback reporting were administered to first, second third, and TY, an appropriately modified survey was administered to fifth and sixth year year students

Parental surveys to get feedback on the new Formative Student Reports which were introduced in December 2017 were administered and reviewed.

Staff surveys eliciting feedback on the changes in Assessment Practices and the introduction of new formative feedback reports.

Feedback was sought and received from students and parents through conversations at Parent-Teacher meetings

All surveys were collated and analysed and detailed staff discussion ensued focused on improvement.

All teachers held meetings in their subject departments. Detailed discussions took place in the areas of subject planning to ensure that, specifically, Junior Cycle students' experience a variety of assessment instruments/tools

Staff undertook training in the following areas - Ensuring challenge, depth and understanding in the classroom. Some staff members participated in Year 2 and some in Year 1 of the Magenta Principles - and then they documented and within their relevant departments discussed and shared their classroom experiences of implementing the theory into practice

All teachers held meetings in their subject departments. Detailed discussions took place in the areas of subject planning to ensure that, specifically, Junior Cycle students' experience a variety of assessment instruments/tools

First - Fifth Year students were also surveyed about their learner experiences, disposition and skills

This is what we are now going to work on:

Greater clarity and understanding for students and parents with regard to continuous assessment and formative feedback reporting

Student reflecting on their work and aiming for improvement

Improving the schools' communication to parents with regard to Junior Cycle reforms and the implications for their daughters learning experience and outcomes

Increased student engagement in classroom activities

Students enjoying their learning

Students' Wellbeing

Developing relevant key skills in preparation for the future

Reading for Pleasure - ongoing encouragement

Numeracy as a life skill - ongoing encouragement

This is what you as parents can do to help:

Assessment, Formative feedback and Reports

Encourage and assist students in reflecting on their work (homework, class tests, projects, oral presentations etc.) and help them with planning for improvement

Monitor your daughter's progress

Engage with the students' reflection log – starting for incoming First Years.

Discuss the students' formative feedback report with them and with your daughters' teachers .

Literacy – supporting the schools ongoing practices

Encourage and support your daughter to read

Provide a wide range of reading materials

Discuss news, current affairs, global issues and engage your daughter in debate where possible

For junior students, it would be very beneficial if parents monitor written work and encourage the students to check for mistakes and make improvements

Numeracy – supporting the schools ongoing practices

Engage your daughter in real life exposure to numeracy skills, e.g. shopping receipts, utility bills, travel in the car (speed, distance, time), cooking / baking measurements and instructions in recipes

Discuss time, timetables and itinerary details

Discuss Financial Literacy, e.g. Wages, Welfare Payments, Tax and Budgeting

In conclusion, one of the most important things is to discuss all aspects of school life regularly with your daughter.

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 25/8/2017 to 1/6/2018. 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 12 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 our school Principal
and our Deputy DLP is our 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

We reviewed (and updated) our admissions policy on: 12/12/2016

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

We encourage high attendance in the following ways:

School Attendance Strategy – A positive approach

Full attendance is promoted through a culture of high expectations encouraging each student to take responsibility for her own learning

Throughout the curriculum, students are made aware of the incremental nature of learning and the implication of irregular attendance

Full attendance is promoted through Pastoral Care and is encouraged by all staff

Parents will have full access to their daughter's attendance record on VSWare

The attendance swipe card in conjunction with the random biometric system supports the implementation of this policy

In cases where students' absences are approaching 20 days, parents / guardians are contacted

Where the absences of an individual student exceed 30 school days in an academic year, there is not an automatic right of progression to the next year. Parents / guardians must meet with the Principal / Deputy Principal to discuss the situation

Non registration of attendance will be dealt with in accordance with our Code of Behaviour Policy

This is how you can help:

Roles and Responsibilities of Parents / Guardians:

- It is the responsibility of all parents / guardians to ensure their children are in full attendance for all classes. Any absence will hinder educational development and may impact on a student achieving the grades necessary for her career of choice.

In addition:

- Parents / Guardians must be mindful of the educational importance of full attendance when scheduling dental appointments, medical appointments, etc., or any other situation which may necessitate the withdrawal of a student from school

- The parents / guardians of a student who will be absent from school on any given day must notify the school of the reasons for the student's absence by 8:30a.m. on the day of the absence

- A text message is sent to parents / guardians of students who are absent to inform them on un-notified absence and requesting them to make contact with the school

- Parents / Guardians are responsible for providing a written explanation of all absences. These notes must be written in the journal

- Notification of impending absences must be presented to the office

- Parents / Guardians must provide written notes in the journal explaining reasons for lateness

- Students will not be allowed to leave school early **without prior written parental notification**

- Parents must support the wearing of swipe cards for security reasons. (Any students who presents for school without a swipe card will not be allowed to attend class until she obtains one

- The cost of a replacement card in €15 and €1 per day for a temporary card

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



School Improvement Plan:

May 2018

1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

Outcomes of our last improvement plan from September 2017 to May 2018

In September 2017, following the resolution of industrial action, there was an increased and immediate focus on the new Junior cycle – assessment practices, formative feedback, preparing and planning for Classroom Based Assessments, and teaching and learning methodologies that would optimise the learners’ experiences cognisant of the various subject Specifications. Staff undertook whole school training and cluster day subject specific training. This was followed up with departmental planning and whole staff engagement.

All subject coordinators assumed responsibility for embedding all literacy, numeracy, and assessment for learning strategies in their departments. This was witnessed and acknowledged in subject inspections and incidental inspection.

1.2 The focus of this evaluation 2017 - 2018

We undertook self-evaluation of teaching and learning during the period (*September 2017 to May 2018*). Cognisant of Junior Cycle reform, the increasing roll out of classroom based assessments and the need to adapt and align practices for both of these purposes, we evaluated the following aspects of teaching and learning.

Domain 3: Teachers’ individual practices -The teacher selects and uses planning, preparation and assessment practices that progress students’ learning.

Introduction of Continuous Assessment for Term One.

Ongoing Formative feedback and formative feedback reporting for effective teaching and learning

Detailed student, staff and parental surveys followed. Whole Staff reflection and discussion for improvement planning

Domain 2: Learner experiences – Board of studies began to explore this domain and discuss which standards and statements to pursue for evaluation. A staff survey was administered May 2018.

We also undertook to continue to embed literacy and numeracy practices (key skills for junior cycle) across all subject departments, monitored and led by subject co-ordinators

2. Findings

2.1 This is effective / very effective practice in our school

List the main strengths of the school in teaching and learning.

Teachers are committed to developing and improving their practices in relation to continuous formative assessment

Teachers are committed to developing and improving their practices in relation to ongoing reporting for effective teaching and learning

Teachers plan for assessing students' attainment of the learning intentions of the lesson, or unit of work, using both assessment of learning and assessment of learning

Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions

Teachers regularly provide students with constructive, developmental oral and written feedback on their work. Teachers use feedback to work with students on clear strategies for improvement

Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment

2.2. This is how we know

The follow up student surveys on continuous assessment and formative feedback reporting revealed the following responses :

1. Types of assessment instruments students experienced between September and December.

1-4th year students experienced a very wide range of assessment tools mainly the following –

Orals, class tests, essay writing, projects, practicals, experiments, homework assignments, classwork copy book and work book monitoring, group assessments, blogs, vox pops, 3D model making, recorder assessments, PowerPoint presentations, self evaluation, peer assessment, cooking folders.

5-6th year students experienced a more limited range of assessment tools, mainly class tests, orals, essays, open book tests, projects, and homework and oral presentations.

2. Did you find continuous assessment helpful from September to December?

An analysis reveals that 1st–4th year students enjoyed experiencing a wide range of assessment tools. For many they reported it being less stressful than end of term tests. It kept them focused on their learning and the regular feedback encouraged them.

However some reported increased stress. Some also were concerned that it did not give them a realistic overview of their performance in the same way that summative tests can.

3. How does regular feedback help you become a better learner?

Students reported that regular feedback helped them:

know what to work on by identifying strengths and weaknesses

it also showed them where they needed to improve and how to improve.

It helped them focus on progress

It identified mistakes

realise that they could improve and encouraged them to make adjustment.

2.3 This is what we are going to focus on to improve our practice further

Departmental subject planning – Greater emphasis on discussing assessment instruments to be used , their purpose and explicit links to the learning intentions of units of work

Improved scheduling of assessment deadlines to enhance the learners' experiences

Embedding reporting practices that move away from reporting based mainly on percentages and grades towards reporting which includes capturing student achievement using descriptors of performance in the provision of formative feedback. Sharing this vision with students and their parents

More meaningful engagement for students . Reflection logs/ journals to be trialled with incoming first year students.

Improved Parental engagement and understanding of all aspects of the schools' work in these areas (parental surveys revealed the need for same)

Supporting parents and students in coming to a clear understanding of the new language of reporting in Junior cycle.

Changes to practices to effect the feedback from senior cycle students and staff

3. Our improvement plan

On the next page we have recorded:

The **targets** for improvement we have set

The **actions** we will implement to achieve these

Who is responsible for implementing, monitoring and reviewing our improvement plan

How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

The **progress** made, and **adjustments** made, and **when**

Achievement of targets (original and modified), and **when**

Our Improvement Plan

Timeframe of this improvement plan is from September 2018 to May 2019

Targets	Actions	Persons / Groups Responsible	Criteria for Success	Progress and adjustments (to be completed during the academic year 2018– 2019)	Target Achieved (to be completed during the academic year 2017 – 2018)
Purposeful planning at Departmental level of Assessment instruments and timing thereof	Departments to discuss what principles, skills and concepts are most important	All staff	Shared staff understanding and clarity of same. Common approach leading to similar experiences for class groups within any year		
Student Reflection on feedback and learning	A digital reflection log- to provide students with the opportunity to discuss the progress they are making in their learning	Assessment Board, E-learning Board and Senior management	Students involved in the reporting process , encouraging them to build confidence in achieving and ownership of learning		
Improved communication with students and their parents regarding new reporting language	School journal to include the rationale and information on the descriptors together with new grading system	Senior management	Included for August 2018		
Authentic engagement with parents	A slide presentation explaining JC reform new assessment	Post holder- slides and parent evening	Parents enabled to interact more meaningfully with teachers.		

	and reporting practices for improved learning to be delivered in Sept at parents evening and then available on school web site. Also a video clip on website explaining how to access formative feedback reports on Vs ware	Parental access video-senior management	They may better understand what their daughter has achieved and gain confidence in teachers' professional judgements-becoming less reliant on percentages as only measure of success		
Domain 2: Learner experiences	Teaching and Learning Board to analyse the evidence gathered and decide the next steps	Senior Management, Post holder and Board of studies	Progress through 6 step process of SSE		