



Jesus and Mary College

Our Lady's Grove, Goatstown Road, Dublin 14

May 2019

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:

- Students are supported and are able to report on, present, and explain the process and outcome of learning activities
- Students regularly take part in oral tasks to develop their ability to interact confidently and positively within the class
- Teachers employ meaningful group work often drawing on the Magenta principles- Appropriate challenge, Active listening, Reorganising, Amending and Reflection activities
- 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
- 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:

- Analysis of surveys conducted
- Discussion of standards and statements of practice by Teaching and Learning Board.
- Staff input and reflection at subject department level.
- Feedback was sought and received from students and parents through conversations at Parent-Teacher meetings
- 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

This is what we are now going to work on:

- Learning Outcomes unpacked – meaning large conceptual ideas to be broken down and structured and scaffolded into a series of learning intentions for classroom use.
- Similarly – work on, what values, attitudes and dispositions students will acquire during their Junior Cycle.
- The collaborative work on outcomes, intentions, success criteria and assessment instruments to be recorded in subject folders.
- We will continue with the work commenced last year regarding the following
- Embedding improved reporting practices. Moving away from reporting based mainly on percentages and grades towards reporting which includes capturing student achievement, using descriptors of performance, and the provision of formative feedback to guide the next steps the student needs to take to see improvement. Sharing this vision with students and their parents
- More meaningful engagement for students. Accessing the student voice- via evaluation surveys and or Reflection logs to be trialled with incoming first year students.
- Greater clarity and understanding for students and parents regarding ongoing assessment and formative feedback reporting
- Student reflecting on their work and aiming for improvement
- Improving the schools' communication to parents regarding Junior Cycle reforms and the implications for their daughters learning experience and outcomes
- Increased student engagement in classroom activities
- Students enjoying their learning
- Reading for Pleasure - ongoing encouragement
- Numeracy as a life skill - ongoing encouragement

This is what you 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 your daughters report with her - focusing on the feedback from teachers regarding improving. This promotes student reflection.

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: 25/08/2018

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 VS Ware
- 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