**School Self-Evaluation Summary Report – 2018/19**

In the 1st cycle of SSE St. Ailbe’s concentrated on Literacy, Numeracy and the use of the school journal. For the 2nd cycle of SSE the school decided to continue with these themes and to improve educational attainment and improve organisation and delivery of SEN. It is recognised that these SSE themes are inextricably linked to DEIS planning and the implementation of the DEIS plan under the headings: Educational Attainment, Literacy, Numeracy, Retention, Progression, Attendance and External Links. St. Ailbe’s uses a range of information sources to guide the school through the process of self-evaluation. These sources include parent, student and staff surveys, oral feedback from students, record-keeping, state exam results etc. The following is a summary of progress to date in the 2nd cycle.

**Subject Department Self-Evaluation:**

The staff carried out the annual analysis of, and reflection on, Leaving Certificate results in September 2018. This included a comparison with national results and was used to assist with planning for the next academic year.

An analysis of Junior Certificate results was undertaken by departmental teams in October.

**Middle Management Self-Evaluation:**

In order to assist with SSE and DEIS planning a weekly meeting of management, year heads and HSCL was timetabled. Emphasis at these was placed on developmental issues as opposed to management/disciplinary issues.

In response to circular ‘cl0003/2018’ ‘Leadership & management in Post Primary Schools’ a review of posts was conducted. In this process the staff decided on the needs and priorities of the school and from this list a list of roles and responsibilities was determined. Later in the year, Tipperary ETB provided two days of training for AP1 post holders. All schools were asked to choose one standard from one of the Leadership & Management domains (Looking at Our Schools 2016) to develop. St. Ailbe’s chose to concentrate on the statement of effective practice **‘Those leading the SSE process actively consult and engage with students to review and improve teaching, learning and assessment practices.’** This was chosen as all subject departments had undergone a self-evaluation process in 2017 with a view to promoting the roll out of more active teaching methodologies and formative assessment practices in their classrooms. In the 2018/19 year a review of this self-evaluation process highlighted a significant lack of student voice in the process. All departments were asked then to revisit the 2017 self-evaluation with a view to ascertaining student opinion in relation to the roll out of the new methodologies and assessment practices. This was conducted by all departments and completed by Summer 2019. In September 2019, all departments will be asked to review the 2017 plan in light of information obtained from the student surveys and to modify the plan accordingly.

**Home School Liaison Evaluation:**

HSCL continued to implement a number of new initiatives aimed at improving attendance, retention, progression and establishing external links. These included:

* Tracking attendance of parents at P/T meetings and proactively encouraging parents to attend. Comparison of attendance rates over 2 years are given below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Year**  **2017/18** | **Parental attendance** | **Year**  **2018/19** | **Parental attendance** |
| 1st | 84% | 2nd | 82% |
| 2nd | 79% | 3rd | 83% |
| 3rd | 69% | 5th | 77% |
| 5th | 85% | 6th | 66% |
| LCA | 8% | LCA | 92% |

LCA significant improvement from 8% to 92% due to scheduling of individual meetings during the school day. Currently, average attendance at parent teacher meetings is 80% and the school has a 3-year target of 90% attendance.

* In order to further efforts to reduce absenteeism in the school a weekly attendance monitoring meeting was scheduled. This was attended by the DP, SCP team-leader and HSCL. For the junior school in 2018/19, a year on year reduction of 3.7% in the rate of absenteeism was recorded.
* Senior Options evening
* CAO/Apprenticeship information evening
* Parent information afternoon for incoming 1st years was introduced in 2017/18 and it was reviewed and evaluated using an online questionnaire issued to 1st year parents in February 2019. A number of changes were made to this year’s presentation as a result.
* Link continued with ABP Food Group in Cahir. This involved student visits to the workplace, interview techniques etc.

**Referrals & Suspensions:**

Discipline issues continue to be monitored by tracking the numbers of suspensions and referral forms issued during the year. Targets are set each year. Results are given below:

|  |  |
| --- | --- |
| **Year** | **Number of suspensions** |
| 2018/19 | 21 (target 25) |
| 2017/18 | 32 |
| 2016/17 | 38 |
| 2015/16 | 43 |
|  |  |
| **Year** | **Number of referral forms** |
| 2018/19 | 105 (target 120) |
| 2017/18 | 137 (target 150) |
| 2016/17 | 178 (target 200) |
| 2015/16 | 256 |

Referral forms issued by year group:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st** | **2nd** | **3rd** | **4th, 5th & 6th** | **Total** | **% 2015/16** |
| **2015/16** | 80 | 48 | 83 | 74 | 285 | 100% |
| **2016/17** | 10 | 96 | 21 | 51 | 178 | 62% |
| **2017/18** | 16 | 21 | 84 | 16 | 137 | 48% |
| **2018/19** | 11 | 49 | 20 | 26 | 105 | 37% |
| **2019/20** |  |  |  |  |  | 30% (TARGET) |

**Literacy:**

Junior Cycle students were issued a questionnaire regarding reading habits in the 2017/18 year. The results of the questionnaire were analysed and St. Ailbe’s in response to these two strategies were rolled out to encourage more reading among younger students in 2018/19. All 1st year students availed of a rolling reading class every week which encourages more frequent reading. All incoming first years also undertook a 4-week intensive literacy programme during the option tasters. Both of these activities will continue into 2019/20. All other literacy initiatives already in place (e.g. paired reading, one book one community, library visits, etc.) continued to be implemented. St. Ailbe’s was awarded the ‘Well Read’ award for its participation in so many literacy-based activities and events.

**Use of the School Journal:**

In order to promote the correct use and monitoring of the school journal a class teacher was appointed to each junior cycle class. This permitted the weekly monitoring of student journals with immediate feedback provided to the year heads and follow up communication with the student and parent where appropriate. This system worked very well and will be continued in the 2019/20 school year. A review of our current school journal will take place in 2019/20 along with a review of our code of behaviour.

**SEN Self-Evaluation:**

In response to DES Circular 0013/2017 and the associated ‘Guidelines for Post-Primary Schools – Supporting Students with Special Educational Needs in Mainstream Schools’ a review of SEN policy and provision was undertaken in September 2017. Among the steps we have already taken are:

* Establishment of SEN team consisting of a core of 5 qualified SEN teachers and the Deputy Principal
* Weekly time-tabled SEN team meetings
* Extensive use of Microsoft Excel for identification of needs, target setting and review
* Production of Individual Student Plans for all students in the school with SEN
* Timetabling of SEN has now been prioritised and extensive use of qualified SEN teachers is made.
* Recommendations and targets for individual students are shared with classroom teachers
* We have built capacity in the area of SEN teaching by providing in-house CPD in this area to all staff
* Information regarding incoming 1st year students is shared in a briefing session at the start of the year
* A representative of the NCSE provided in-service to both the whole staff and the SEN team to assist us in evaluating our success at implementing the changes brought about by the above circulars.
* The SEN team continued the policy of visiting those primary schools with SEN students who have enrolled in St. Ailbe’s. Anecdotally we understand that these visits are very well regarded and are of great benefit to all concerned.
* During the year another staff member qualified as an SEN teacher bringing to 6 the total number of fully qualified SEN teachers in St. Ailbe’s.

**Review of policies:**

The following policies were reviewed/prepared in 2018/19:

* Procedures for the administration of medication to pupils
* Procedures for the use of external persons to supplement delivery of the curriculum
* Health and safety policy
* Procedures in respect of school outings
* Critical Incident Policy

**Digital learning Strategy Review:**

Our Digital Learning Strategy was reviewed in May. A plan was drawn up for implementation in September 2019. A student survey issued in January 2019 assisted in the formulation of the plan below:

• Plan Spend of ICT Grant, April 2019

* + 1. 9 high end PC’s for computer room
    2. 2 Refurbished laptop’s
    3. 3 Surface Go’s
    4. Upgrade 2 data projectors
    5. Replace 3 switches with PoE versions (All switches need replacing)

• New Server if extra funding arrives and Tipperary ETB allow

• Staff training in cloud computing

• Develop subject/teacher websites for sharing material with students

• Formalise 1st Yr. ICT classes and end of session assessment

• Promote CPD in ICT

• Consider implementing a second laptop trolley